

EDUCATION - GENERAL

1993

APRIL - JUNE



Anglo American chairman Julian Ogilvie Thompson at the opening of the Sagewood Education Centre in Midrand yesterday. Picture GARTH LUMLEY

## Co-operation 'symbolises new hope'

*BIDAM 1/4/93*  
THE opening of the R11m Sagewood Education Centre in Midrand yesterday symbolised the reawakening of SA's desire to take charge of education as the key to national survival, Peninsula Technikon rector Franklin Sonn said yesterday.

The co-operation developing between business and communities was a first step towards economic revival and a sign of hope for SA, he said at the opening of the Anglo American-funded complex.

Anglo chairman Julian Ogilvie Thompson said Sagewood was a good example of what "a handful of people can do when they believe in an ideal, hard work, and overcome odds which would have deterred the more faint-hearted".

The centre started as a community project with 16 nursery and Grade One pupils

KATHRYN STRACHAN (50)

in 1985. It now has 300 pupils and offers nonracial, holistic education at four levels: nursery, primary, secondary and adult.

Sonn said the intense interaction between business and communities — not just the provision of resources — had raised hopes. It had produced joint development strategies and programmes which served SA's interests.

Pupils and teachers should not sacrifice long-term educational development for short-term political gains. "No matter how big our frustrations may be, we must not declare the right to learn expendable. There will be no freedom for the uneducated and the unskilled in a new and increasingly technological SA."

## Language in Goniwe signal was 'unusual'

*BIDAM 1/4/93*  
PORT ELIZABETH — The language used in the signal ordering that Matthew Goniwe and two other political campaigners be "permanently removed from society" was unusual, a former Air Force general and member of the State Security Council said yesterday.

Maj-Gen Johan Geldenhuys told the Goniwe inquest in the Port Elizabeth Supreme Court that SADF members tended to use "exaggerated" language, but it would be unusual for such language to be used in the Air Force.

Geldenhuys chaired a committee in June 1985 to decide whether Goniwe should be reappointed to his teaching post in Cradock. The court had been told earlier the security forces were against his reappointment and believed it would have been better to detain him.

The committee included SADF, SAP Security Branch and DET members.

Geldenhuys denied he or the committee had received input from the Eastern Province Joint Management Centre. He said at no stage had council secretariat strategies head Gen Johan van Rensburg told the committee the management centre recommended that Goniwe be detained.

Van Rensburg has testified he passed on the management centre's views to the committee on June 7 after a telephone conversation with then Eastern Province Command head Brig Joffel van der West-

huizen. He said Van der Westhuizen had subsequently sent him a signal recommending the "permanent removal from society" of Goniwe, his brother Mbolelo and Fort Calata.

Geldenhuys said if the signal had been put before the committee he would have remembered it.

George Bizos, SC, for the victims' families, submitted to Geldenhuys that the reason he remembered the signal had not been put before the group was because he recognised it as an order to kill the three men.

The general denied this and said he interpreted the signal as a suggestion that the three men be permanently detained.

"In my wildest dreams I can't believe anyone would write a signal saying 'please kill these three people' and then send it to the State Security Council, of all places."

Bizos retorted: "It was never brought to the attention of the committee, it was not filed ... and it disappeared without trace, and yet you do not interpret it as a death warrant?"

The general said he could not interpret it in that way because in the context of the committee's task it could be interpreted only as a suggestion they be detained.

He conceded that, out of context, it could have been "interpreted differently".

Zietsman postponed the inquest to May 17. — Sapa.

# Education: Govt move condemned

(50) ECT 1/4/93

Staff Reporter

THE government's "unilateral restructuring" of education was condemned by education leaders yesterday who demanded the right to participate in every aspect of the restructuring process.

The National Education Co-ordinating Committee (NECC) in the Western Cape said at a press conference it would consult its regional leadership before deciding if it would join a call to disrupt white schools.

"We are unable to give specific details about our plan of action until we have consulted with the regions," NECC regional general secretary Mr Sihle Moon said.

The chairwoman of the NECC, Mrs Mavis Makeleni, said the organisation had been intent on exerting "low-profile kind of pressure".

"We are trying to avoid bloodshed. But we can no longer control the anger of the people," she said.

Mr Moon read out a statement condemning the government's "unilateral restructuring" of education.

"The NECC demands that itself and indeed all stakeholders in education

## Boycotts 'political action'

Political Staff

BOYCOTTS, stayaways and chalk-downs were not beneficial to education and had much more to do with political agendas than concern over education, the Democratic Party said yesterday.

"The DP is totally opposed to a confrontational approach of occupation and mass action designed to do nothing more than exacerbate the existing crisis," education spokesman Mr Roger Burrows said in a statement.

The DP believed the Minister of National Education, education leaders and interested parties, should meet to discuss the issues frankly.

"It can in no way benefit education to lose a single day in any school or any college or any university."

be involved and participate actively on every aspect of restructuring.

"The haste with which the government is moving — and the arbitrary manner in which this is happening is not dictated to by reality as (the Minister of National Education, Mr) Piet Marais is suggesting — but by opportunism and the desire to maintain the status quo."

The committee called for the immediate formation of a national negotiation forum on education and training to discuss every aspect of the restructuring of education.

● The NECC is to hold a picket outside Parliament today to protest against the government's rationalisation programme.

# Chief of unified education named

By BARRY STREEK  
Political Staff

A SIGNIFICANT move towards the unification of education departments was made yesterday when Dr Bernhard Louw was appointed director-general of both national education departments. (50)

This means that at a central government level Dr Louw will

be the senior government official in charge of all education.

He is the present director-general of the Department of Education and Training. On August 1, he will also become director-general of National Education. ET 3/4/93

His appointment was announced yesterday by the Minister of Education and Train-

ing, Mr Sam de Beer, and the Minister of National Education, Mr Piet Marais.

Mr De Beer said earlier this week that the transitional administration of education had come into effect on April 1 and that education would be reorganised on a regional basis.

Dr Louw will spearhead this

reorganisation drive.

The present director-general of National Education, Mr Johan Garbers, retires on July 31.

Mr De Beer and Mr Marais said Dr Louw was well-qualified to handle these responsibilities and had management experience in both departments.

# Black exam fees cut

(50)  
ARC 1/4/93

De Beer cancels NECC meeting after reduction for matrics

JOHN VILJOEN  
Education Reporter

MATRIC exam fees, the cause of countrywide protest action by black pupils, have been cut by a third.

Education and Training minister Mr Sam de Beer has announced that black matrics will pay R48 instead of R72. Those who have already paid will be refunded the difference.

Mr De Beer gave no reason for the decision and in a statement last night merely said that the government had authorised the reduction.

He cancelled a meeting with the National Education Co-ordination Committee (NECC) on the fees issue due for today because the matter had "been dealt with".

By May 7, registration forms for candidates for this year's matric exams plus the R48 fee would have to be submitted to the principals of secondary schools or heads of exam centres, he said.

Various organisations had made a number of "highly disturbing statements" in recent weeks, threatening disruptions if the fees were not abolished.

The Congress of South African Students (Cosas), the Pan African Students Organisation (Paso), the Azanian Students Movement (Azasm) and the Southern Transvaal region of the NECC had threatened to disrupt schooling in other departments in a bid to force the government to make changes in education.

"This is probably the worst form of extortion and intimidation. It is understandable that the government will not be intimidated and cannot accede to these demands," said Mr De Beer.

"It is clear that there are people who are willing to sacrifice the education of children for political purposes.

Mr De Beer said he was willing to discuss education issues with all parties concerned and his door remained open.

# EDUCATION General disorder has reigned supreme this year at schools under the DET

## First quarter - a waste

Sowetan 1/4/93

### EASTER BREAK Commitment to

By Lulama Luti

**D**ESPITE a commitment late last year by pupils and teachers to ensure effective learning and teaching in township schools countrywide in 1993, this has not been the case.

The declaration of intent was reassuring following the disastrous matric results in 1992, when black candidates only managed a 4,6 percent increase on the previous year's 39,2 percent.

"We are going to make sure that 1993 is the year of effective learning and teaching," was the message that went out and was echoed by many political and educational organisations at the beginning of this year.

The first quarter of the academic calendar ends today and pupils break for

the Easter holidays. However, there has been very little teaching and learning in many schools under the Department of Education and Training.

Lawlessness, disruptions and general disorder have reigned supreme.

The schools had just opened for the new year when pupils (allegedly members of the Congress of South African Students) in Soweto went on the rampage, beating up and expelling principals from certain schools who they accused of demanding fees and refusing to admit new pupils.

Cosas distanced itself from these actions but vowed to continue with the demand for the

admission of all new pupils.

Go-slows became the order of the day. Last week thousands of pupils nationwide took to the streets in protest against the payment of matric exam fees — a thorny issue that has been one of the pupils' chief demands this year.

The protest action, backed by the South African Democratic Teachers Union, was organised by the Pan Africanist Students Organisation, Cosas and the Azanian Students Movement.

This quarter also saw Sadtu stand up to education authorities in what they termed unfair labour practices.

They went on strike in protest against lay-offs and demanded the rehiring of all retrenched teachers.

They also rejected the five percent salary increments offered by the Government.

The salary issue has not yet been resolved and the teachers are expected to hold a ballot next term to decide whether to go on strike or not.

National Education Co-ordinating Committee general secretary James

Maseko has said that 1993 was "the year of make or break" for black education in this country.

The NECC warned the Government this week that it would launch "the mother of all mass actions", aimed at paralysing white schools, if did not address the crisis in black education by today.

What happened to the commitment to make 1993 a year of effective learning and teaching?

This is the question Sowetan put to various education organisations.

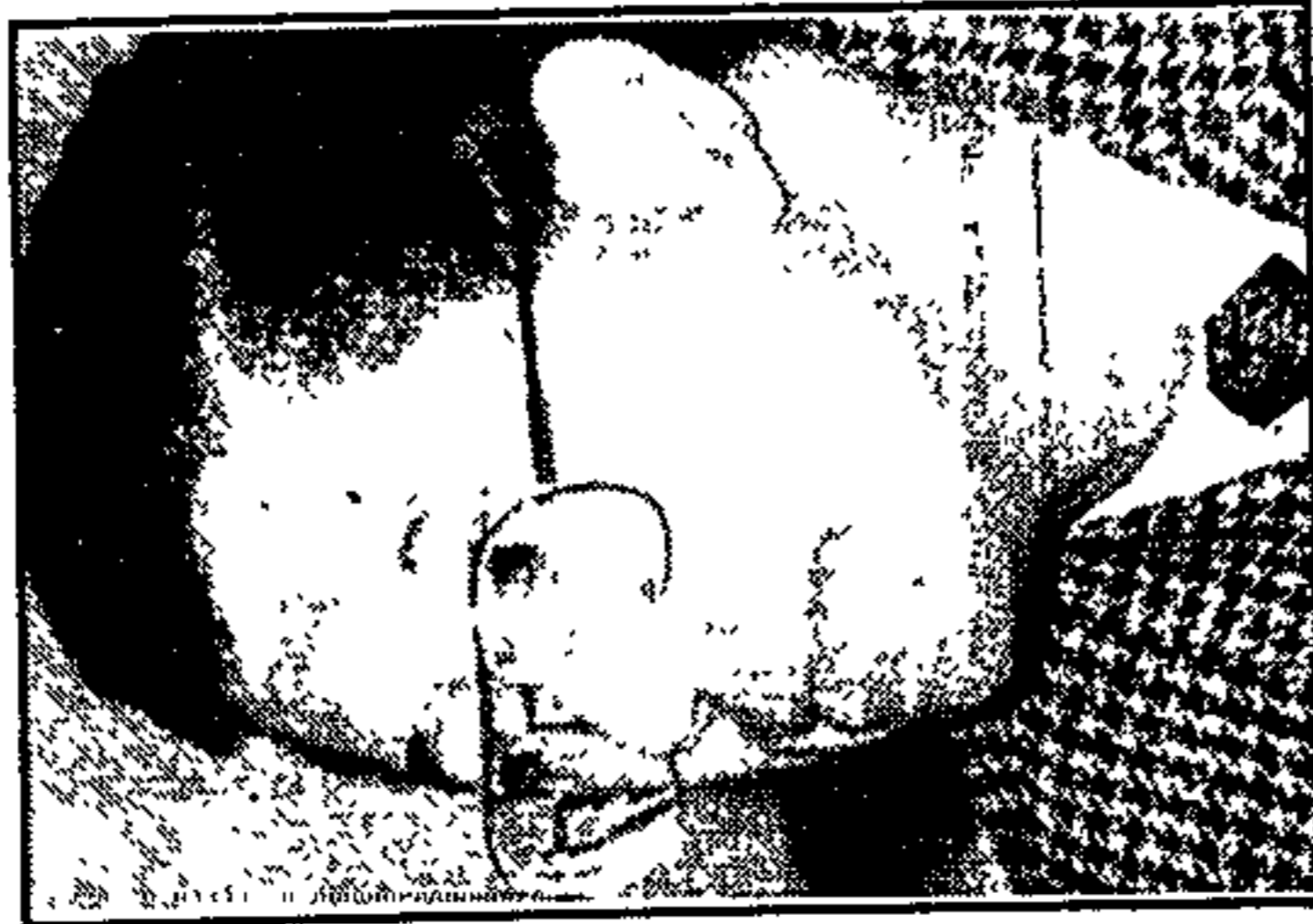
Sadtu general secretary Randall van den Heever said his organisation was concerned about the disruption of education.

"We are committed to bringing about a more effective system of grievance resolution whereby disputes can be resolved speedily and constructively," he said.

Asked if the present situation at schools would continue into the next quarter, Van den Heever said it all depended on whether "we resolve the problems effectively."

Paso national organiser Wonder Masombuka agreed there had not been any effective learning this quarter.

"We made a commitment late last year and early this year that 1993 would be the year of learning for all. Paso learned with dismay of the ada-



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"We support the pupils demands as these, in our view, are legitimate."

Azasco president Mark Mfikoe said the assertion that the commitment to teach and learn had yet to be realised was arguable.

His organisation, however, also considered the pupils and teachers' demands as being legitimate.

He said political organisations and trade unions could help put the demands of pupils and teachers on the national agenda while schooling continued.

"They should not only condemn teachers and pupils when 'they get out of order'," he said.

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Soweto 11/4/93  
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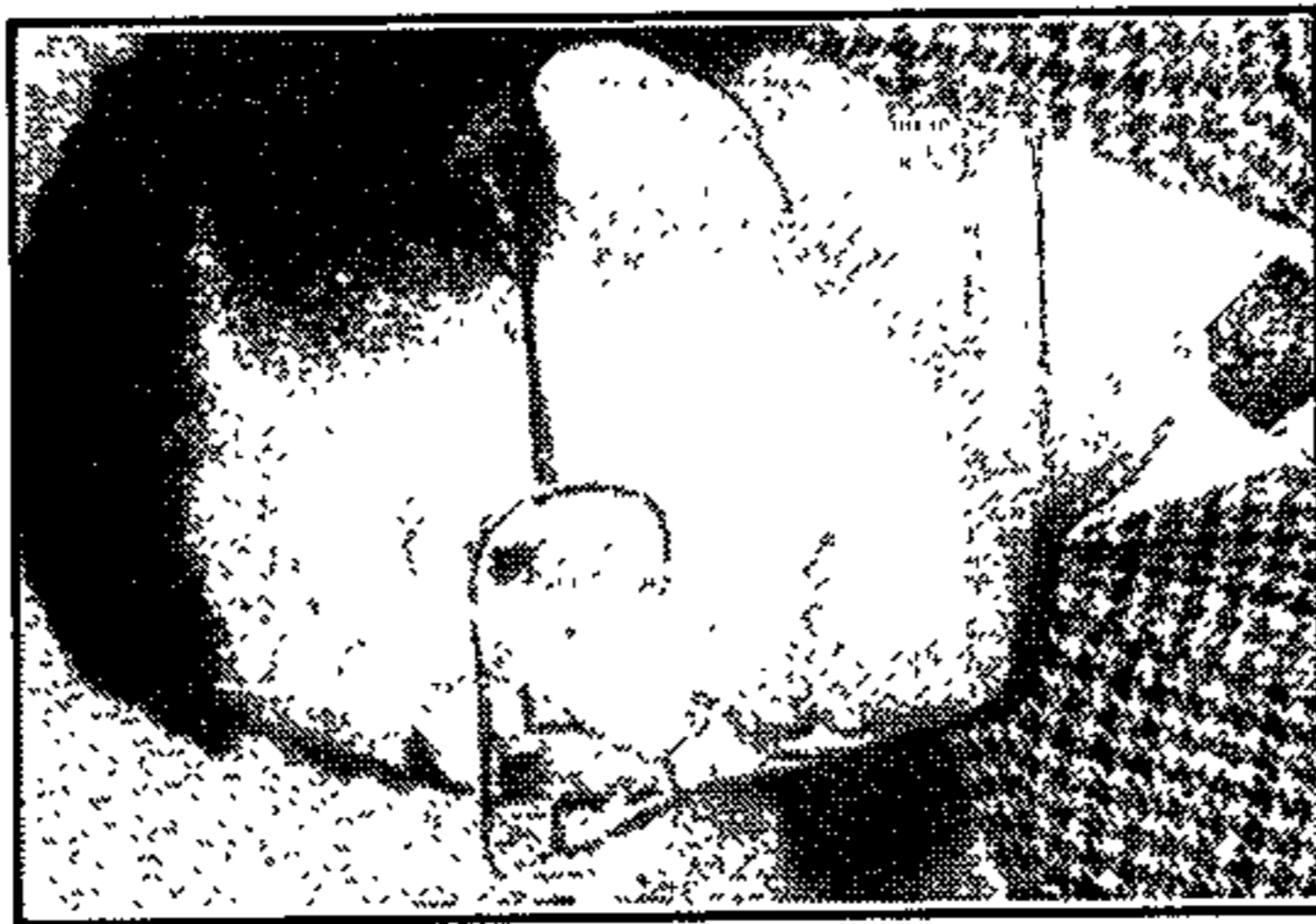
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## NECC 'fury' at education cutting plan

ARC 1/4/93 (58)  
Education Reporter

THE National Education Co-ordinating Committee, Western Cape region, has reacted with "fury" to the government's education rationalisation proposals.

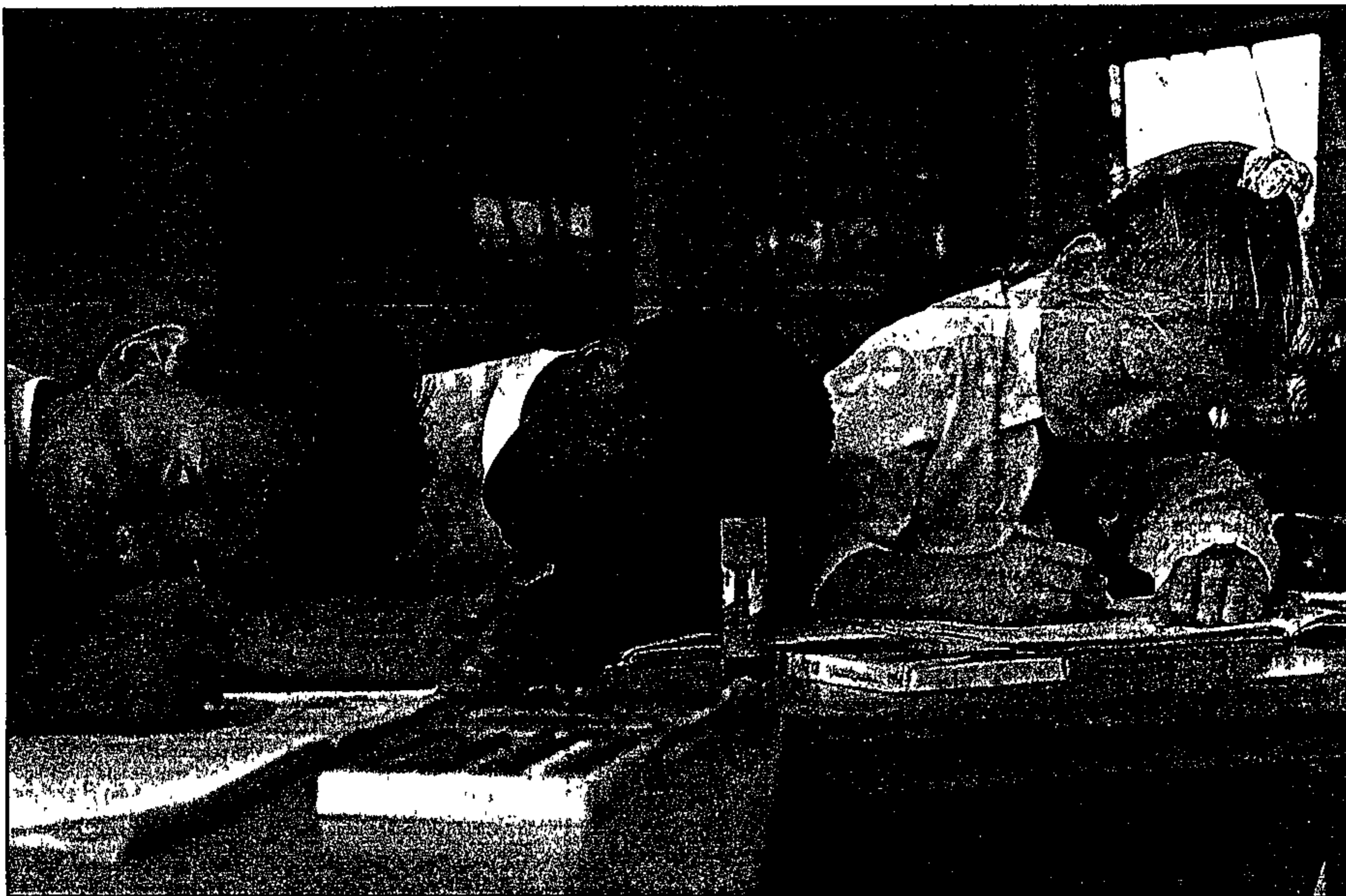
The organisation condemned the government's "arrogance and hypocrisy" in a statement yesterday.

NECC members will hold a picket in front of Parliament today in protest at the rationalisation programme outlined by National Education Minister Mr Piet Marais last week.

The haste with which the government was moving and the arbitrary manner in which rationalisation was embarked on was not dictated by reality, as Mr Marais claimed, but by opportunism and a desire to maintain the status quo.

The organisation would do everything in its power to "frustrate and shatter the government's ambitious plans".





Entering new era . . . Sagewood pupils Ziaad Wadwalla, Lerato Ngatane and Kate Webb at work.

Picture: Debbie Yazbek

# Daunting task for Stellenbosch man

## Profile

A lawyer, not an academic, will oversee the transition to a new education dispensation.

**PIETER** Gabriel Marais will no doubt have to brace himself today as he starts the daunting task of reshaping the country's education system.

The aphorism "uneasy lies the head that wears the crown" most certainly applies to Marais, who today becomes Minister of National Education and Education Co-ordination.

The second part of the title has been added to the name of

the portfolio he previously held.

President de Klerk has decided to give the job of implementing a single, democratic education department to a Stellenbosch man — not an academic, but a lawyer.

Marais, the National Party MP for Stellenbosch, is a BA LIB graduate of the University of Stellenbosch — the alma mater of leading Afrikaner politicians, diplomats and businessmen.

Born in Robertson in the Cape on October 23 1932, Marais first became involved in the National Party in 1953, serving as committee member, branch chairman and secretary of the district council.

After completing his law degree in 1955, he became articulated to a firm of attorneys and

practised as a lawyer in Cape Town and Stellenbosch from 1958 to 1963.

Between 1964 and 1969 he farmed wine and tobacco in Stellenbosch, but then went back to law until 1973.

From 1973 onwards he went into business and became a director of various companies, including the Trans Hex Group and Saambou (western Cape region).

Marais also served as mayor of Stellenbosch and later became a member of the Cape Provincial Council.

He became a Member of Parliament in 1982.

Marais was involved in black education when appointed Deputy Minister of Education and Development Aid in September 1989.

He joined the Cabinet in October 1991 when he was appointed "white education" Minister after Piet Claase had retired. In June last year, he took over the National Education portfolio from Louis Pienaar while retaining the "white education" ministry.

Marais says he will strive to achieve sufficient consensus on all issues.

"Everything that has to be done will have to be negotiated. The minute I start to speak about my plans I will be seen as prescriptive and then I do not get the co-operation of all the stakeholders."

His first few days in office will be a test as opposition groups flex their muscles to resist his plans. □



Bracing himself . . . Minister P G Marais.

Star 11/4/93

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Thumbs-up . . . pre-school children give Sagewood Education Centre in Midrand the thumbs-up during the official opening of the school's education centre, which is geared towards preparing pupils for the "real" world. Picture: Bunty West

Star 14/193

# Centre will teach children 'life skills'

By Bunty West

An R11 million education centre geared to teaching "life skills" was yesterday officially opened by Julian Ogilvie Thompson, chairman of Anglo American and De Beers.

Sagewood Education Centre in Noordwyk, Midrand, was the brainchild of Gill and Simon Conradie, and provides a "stress-free, holistic approach to learning" for children from pre-school age right up to adulthood.

The school, which opened eight years ago, has grown from its first intake of just 16 pupils and two teachers, to a position where it can offer education at four levels for 300 pupils from nursery and primary to secondary and adult training.

Thompson said: "Children at Sagewood are being equipped with the academic, practical and general life skills which

will enable them to meet the challenges of the new century with confidence.

"Sagewood is a particularly good example of what a handful of people can achieve when they believe in an ideal, work hard and overcome odds which would have deterred the most faint-hearted."

Fanyana Mazibuko, chairman

of Sagewood Education Centre, added: "According to the World Competitiveness Report, South African workers are the worst equipped for the demands of a modern workplace.

"This is because South African education traditionally uses rote learning which produces pupils who have no real-world skills, are not taught to think, or to use initiative."

"Sagewood avoids this model and pupils are taught skills such as the use of computers, writing CVs, team work and resolving disputes."

In summing up, Thompson said: "The centre is based on the notion of partnerships. Through its interaction with the local community and by making its facilities available for adult education, teacher enrichment, career training and the like, Sagewood is developing strong and effective partnerships."

# Rebuilding begins in education

Star 11/4/93

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The process of scrapping the "own affairs" structures which underpin the apartheid education system gets under way today. Education Reporter PHIL MOLEFE looks at the implications of knocking down the edifice built 40 years ago by Dr Hendrik Verwoerd.

**T**HE EDUCATION reconstruction process is expected to sweep away duplication and trim the huge racially segregated education departments into one central ministry.

Former Prime Minister Dr H F Verwoerd must be turning in his grave as the Government sets the ball rolling to abolish the 1953 apartheid education policy responsible for the establishment of Bantu Education.

A single education department comes into effect today in terms of the Government's Education Renewal Strategy (ERS).

The new Department of Education Co-ordination, to be headed by National Education Minister Piet Marais, will administer the transition process to a new education dispensation.

Marais's task is to co-ordinate the provision of education during this stage, to draft new legislation and oversee the entire process of change.

The objective will be to complete the process of re-arranging and rationalising the existing education system into new executive regional departments in the shortest time possible, preferably before March 31 1994.

Existing race-based education departments will be amalgamated provisionally in regions and a common legisla-

tive, administrative and financial framework established before March next year.

The 64 statutes now regulating education will be reduced to six or seven.

Education departments in the self-governing territories will be allowed to choose to become part of the new dispensation, while the TBVC states will have to await the outcome of constitutional talks.

However, educationists are sceptical about the new plan, saying not enough change will be achieved until remaining education apartheid laws have been changed.

Professor Johan Muller of the University of Cape Town says: "It will be business as usual even after the new department has been established.

"The Education Co-ordination Department will have no more jurisdiction than the old Department of National Education had," says Muller.

He believes very little change will be seen until the present racially based departments are scrapped.

## Backlogs

Muller says the new department's brief should include plans to redress historical backlogs, although it remains unclear from whom it will take advice and be accountable.

Another loophole in the new arrangement is that until legislation has been introduced, the transitional department will have no authority over the present racial departments.

The deficiencies of the new system are further exposed by recent remarks by the superintendent of the Department of Education and Culture in the House of Assembly, Dr H J Stone.

He said: "Until a satisfactory alternative regionally based education system has been es-

tablished, education will continue uninterrupted as at present.

"In the meantime schools will be run just as at present in accordance with the current budget and under the present prevailing legislation."

If Stone's remarks indicate the direction being taken by the Government, then it is clear, at least for now, that there will be no major changes to the system. The Government can, in other words, be seen to be reassuring white parents.

These suspicions are justified if one considers how the Government has gone about introducing the new plan.

When it was unveiled at the beginning of the year, Marais stressed that the ERS was a discussion document and that the implementation of the proposals would have to be preceded by extensive consultation with all the stakeholders.

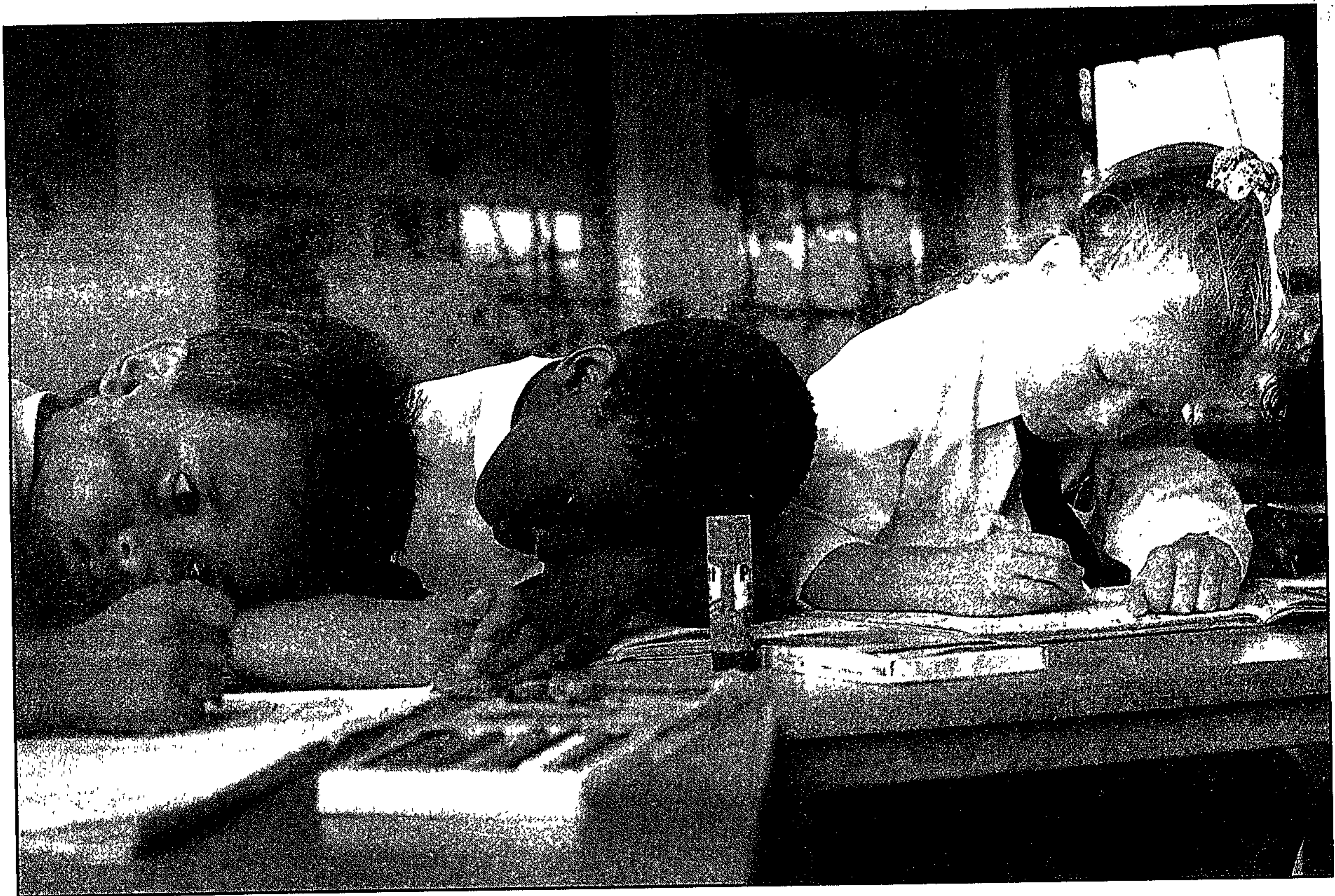
No such consultation has yet taken place, but the Government is already going ahead with its plans.

The National Education Co-ordinating Committee (NECC), the Government's main "official opposition" on education matters, warns that attempts to restructure education unilaterally will be met with fierce opposition.

The NECC has called for the establishment of a Codesa-style national negotiation forum on education and training at which a system will be worked out.

The NECC favours strong State intervention in redressing past inequalities, while the Government wants communities and the private sector to play a prominent role.

The ANC says the dismantling of apartheid education structures must be negotiated from top to bottom, otherwise the transition to a single national system would lack any shred of legitimacy. □



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Picture: Debbie Yazbek

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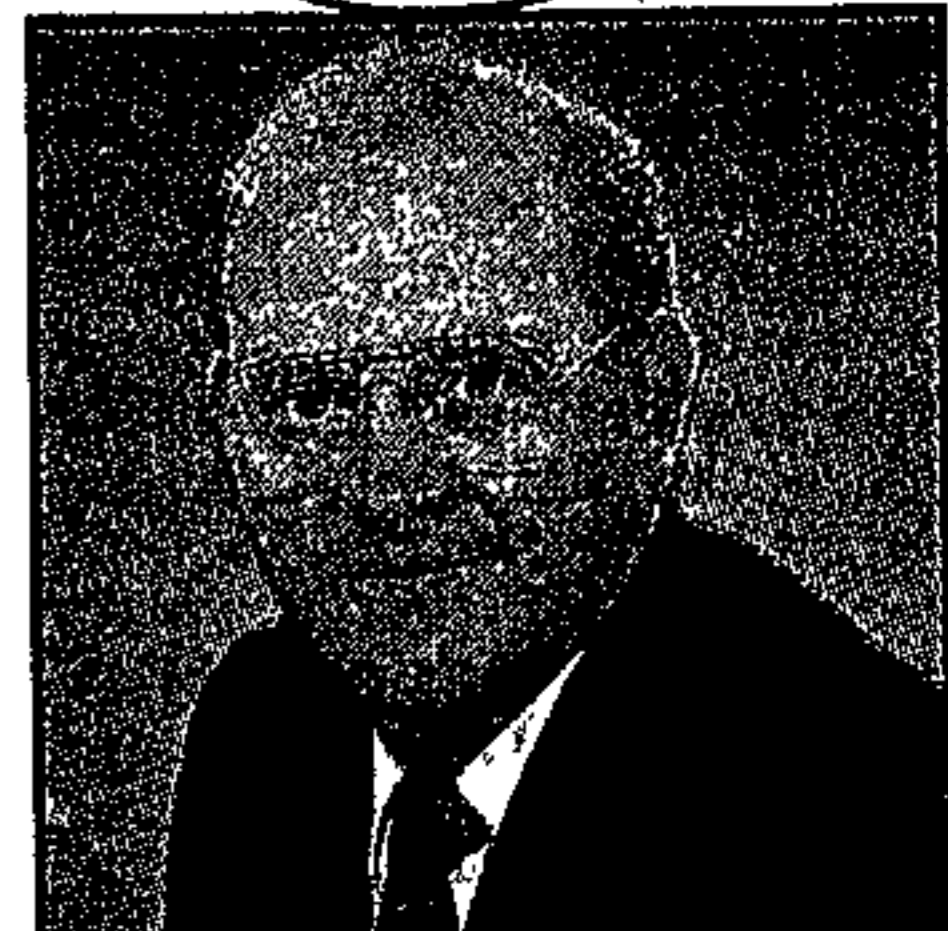
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Star 11/4/93

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# Deadlock in talks

## On black education

KATHRYN STRACHAN

THE crisis in education deepened last night when talks between the National Education Conference and new Education Co-ordinating Minister Piet Marais deadlocked over solutions to problems in black schools.

The deadlock has fuelled fears of widespread disruptions with organisations threatening to target white schools after the Easter holidays if their demands cannot be met through negotiations.

The talks between the conference — made up of the ANC, Azapo and teacher and student organisations — and Marais coincided with yesterday's launch of government's new administration designed to streamline the 14 education departments into a single nonracial education ministry.

The dispute between the conference and government was heightened by Department of Education and Training Minister Sam de Beer's unilateral decision to cancel a meeting with the organisations, also scheduled for yesterday, on grounds that the controversial issue of matric exam fees had been resolved.

De Beer announced on Wednesday that the fees would be reduced by one third. But instead of appeasing the organisations, the reduction served only to fuel the dispute.

The National Education Co-ordinating Committee (NECC) has attacked De Beer's "authoritarian and undemocratic" move of cancelling the meeting, as well as his "disrespect for the opposition".

The Pan Africanist Students' Organisation (Paso) rejected the move, claiming that only the total abolition of the fee would be acceptable.

Paso spokesman George Mpya called on "all African students to continue to boycott payment of exam fees".

NECC spokesman Desmond Thompson said yesterday's meeting was intended to focus on the demands for a halt to unilateral restructuring of the education system, and the urgent establishment of a national education forum to negotiate the way ahead.

Other demands placed at the meeting included the issue of matric exam fees, the urgent provision of resources to black schools, the reopening of negotiations on teachers' salary increments, and the establishment of a national fund to deal with the funding crisis at tertiary institutions.

Thompson said that unless government agreed to those demands, the organisation would launch a campaign "to force them to see reason".

If all negotiations failed to bear fruit, the organisations' members would carry out their threat of occupying white schools and carry the chaos of black schools into the white sector.

The NECC would also be appealing to the international community to support its demands, he said.

## Coup threat and court action in Lesotho

ADRIAN HADLAND and LLOYD COULTS

PRETORIA — Rumours of an impending military coup spread through Lesotho's capital Maseru yesterday, but residents said the city's streets were quiet.

And the Basotho National Party, which appeared to have been defeated in last week's elections, said last night the full bench of the Lesotho High Court was hearing an urgent application to invalidate the result and restrain the military council from handing over power.

It said ballot papers had been "doctored" and "the results were too consistent to be genuine".

The coup threat subsided late yesterday as the military council addressed soldiers, a senior government source confirmed, reports Sapa-Reuter.

Earlier reports indicated the council had gone into emergency session after the Basotho Congress Party's sweeping electoral victory.

Lesotho's chief electoral officer is expected to announce today whether the country's first democratic elections in 23 years were free and fair.

## SADF doubles troop deployment

PETER DELMAR

THE SADF had, in less than a week since the announcement of a 10-point plan to combat crime, more than doubled troop deployment in the troubled Vaal Triangle, a spokesman said yesterday.

And force levels could escalate further as thousands more troops — many of them part-time members of the Citizen Force — were sent to the area which had witnessed a growing number of attacks on civilians.

Maj Andreas Jordaan said the deployment of soldiers in the Witwatersrand Command area was being concentrated in the "red areas" of Soweto, the East Rand and the Vaal Triangle.

SADF activities were aimed at supporting police by raising the defence presence through patrols and joint operations such as roadblocks.

Jordaan said that in addition to the active deployment of troops on the ground, the defence capacity in the Vaal Triangle had been boosted by putting Commando forces on alert.

Spokesmen for the SADF's Pretoria headquarters and Witwatersrand and Natal commands confirmed that active Citizen Force and Commando strengths had been increased since President F W de Klerk announced a stepped-up call-up last week, but declined to give details.

A spokesman for Natal Command said Commando members were being called up on a 12-hour rotation basis and Citizen Force members on a 30-day basis.

It was not intended to call up every eligible Citizen Force member in the province, and specific units were calling up members according to the units' specific tasks, he said.

End Conscription Campaign spokesman Chris de Villiers said it was not yet clear whether the increased call-ups were aimed at "a show of strength or if it is going to be a continuing clampdown."

# Regional heads of education to be named

(50)  
CT 2/4/93

PRETORIA. — Regional education heads would be appointed this year in the proposed single non-racial education system, National Education Minister Mr Piet Marais said yesterday.

The appointments would have to coincide with the establishment of second-tier government, Mr Marais told the Transvaal Education Department's annual education symposium.

He and the main role players have the task of starting to restructure education into a single, non-racial educational dispensation. He stressed that negotiation and consultation would underpin the transition.

● Education and Training Minister Mr Sam de Beer announced on Wednesday that matric exam fees would be cut by a third — from R72 to R48.

He said pupils who had paid the R72 would be refunded the difference.

He cancelled a meeting he was to

have held with the National Education Co-ordinating Committee yesterday over exam fees "as the matter had been dealt with".

But the NECC issued a statement repeating its demand that exam fee payment should be suspended and criticised Mr De Beer for cancelling the meeting.

"Yet again the government is demonstrating its disrespect for its opposition, and demonstrating its authoritarian and undemocratic way of operating," the NECC said.

The Pan-Africanist Students Organisation yesterday rejected the reduction of matric exam fees by a third, saying a total scrapping of the fee was what students demanded.

The director general of the Department of Education and Training, Dr Bernhard Louw, said the reduction of the exam fee would not result in its being abolished. — Sapa

Star 2/4/93

# NECC mass action warning

By Phil Molefe  
Education Reporter

(50)

The National Education Coordinating Committee (NECC) has urged the international community to support its demands for the cessation of what it calls the unilateral restructuring of the education system and the establishment of an education negotiating forum.

In another development, Minister of Education and Training Sam de Beer called off a meeting with the NECC in Pretoria yesterday because "the matter has been dealt with".

He was referring to his announcement on Wednesday that exam fees — which the NECC wants scrapped — would drop from R72 to R48 and candidates who had already paid the subscription would be refunded.

In a statement yesterday, the NECC warned there would be "unprecedented mass action to force the Government to see reason" if it failed to meet demands — including the scrapping of matric examination fees, a halt to unilateral restructuring of education, the re-opening of negotiations on the salaries of teachers and the urgent establishment of the negotiating forum on education.

The exam fee issue is threa-

(62)  
tens to plunge education into disaster as pickets, marches and sit-ins are being planned at white schools after Easter.

The Pan African Students Organisation (Paso) yesterday rejected the reduction of exam fees, saying pupils demanded its total scrapping.

The NECC called De Beer's cancellation of the meeting as an example of the Government's "disrespect for its opposition, and its authoritarian and undemocratic way of operating".

The director-general of the Department of Education and Training (DET), Dr. Bernhard Louw, said the one-third reduction in exam fees would only affect black schools.

# Schools talks end in deadlock

JOHANNESBURG. — Talks between the National Education Conference (NEC) and National Education Minister Mr Piet Marais ended in deadlock this week when they failed to agree to establish a national education and training forum.

"An ANC NEC member, Ms Cheryl Carolus, said here yes-

terday that Thursday had been a "disastrous day for the future of education".

She said Mr Marais had rejected forming a forum that would have brought together the main stakeholders in education in an attempt to solve the education crisis.

The NEC planned to go ahead with the forum despite

the government's rejection.

Accusing the government of dragging its heels on the issue, Ms Carolus said the education system was on the brink of collapse and if steps were not taken soon, pupil action would make the 1976 riots look "inconsequential".

The NEC said it was dissatisfied with the way it had been

treated by the Minister of Education and Training, Mr Sam de Beer, over the payment of examination fees and said he had closed all channels of negotiation.

The NEC was willing to negotiate an amount acceptable to both parties, Ms Carolus said. — Sapa

CT 3/4/93



# Cosas seeks scrapping of exam fees

Education Reporter (5)

THE Congress of South African Students (Cosas) is unimpressed by the cut in matric examination fees and will continue its campaign to have the payment scrapped.

Cosas spokesman Mr J J Thyhahlisu said yesterday the organisation wanted the total and immediate abolition of the fee.

Black Education Minister Mr Sam de Beer announced

ARG 21/4/93  
this week that the fee had been cut from R72 to R48.

Pupils who have already paid will be refunded R24.

Mr Thyhahlisu said Cosas would meet on April 7 to discuss its next moves.

The National Education Coordinating Committee (NECC) yesterday slammed the reduction in the fee, repeating that it had to be done away with entirely.

The Pan Africanist Stu-

dents' Organisation (Paso) has rejected the cut in examination fees.

The organisation called for a continued boycott of the payment of fees. A total scrapping of the fee was demanded.

Paso urged pupils to return to classes when the new term started to resume effective learning in preparation for exams.

The fees are paid by matric pupils in all departments.

# Continue aid to SA, donors asked

By Diane Coetzer

**T**HE International Fundraising Consortium (Interfund) has appealed to northern donors to continue support to non-governmental organisations (NGOs) in the transitional and post-apartheid eras.

The plea is made in its latest publication, "Education Update: A Briefing on Education in South Africa".

The organisation — an international aid agency which supports development in South Africa through education and training — says the state is unlikely to commit funds to NGOs because it favours the privatisation of education.

Parastatals and the private sector have provided limited and targeted funding to NGOs, but northern hemisphere donors remain the most important source of support.

Additionally, says Interfund, a post-apartheid government will face severe economic constraints, making

it difficult to commit any more resources to education.

"Black education in South Africa is gripped by a crisis characterised by the collapse of schooling, unequal access to resources and the breakdown of a learning culture," the organisation said.

"Educational reform will have to be linked to economic growth but, in the short to medium term, development aid will be vital to rebuild the education system, in particular continued northern donor aid to educational NGOs"

According to Interfund these organisations have built up the embryonic structures of a reformed education system.

"Because of their experience and close links to communities they are appropriate agents for community development."

Interfund supports NGO projects in a number of areas, including:

- Education policy research for a future education system.
- The provision of bursaries to black students.
- Education for adults (in partic-

ular literacy).

- Supplementary tuition.
- New initiatives in technical and science education.
- Vocational guidance and production and enterprise education.
- Educare.
- Programmes which provide organisational skills to NGOs and community-based organisations.
- Education for political democracy.
- Training of workers in the health sector and education about AIDS.

3/4-7/4/93

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# 'Cape history is distorted'

By Rehana Rossouw

South 3/4 - 7/4/93

SHOULD human beings continue to be displayed in the South African museum alongside stuffed animals?

This was one of the issues raised at a one-day conference on "Symbols for a democratic Cape Town" organised by the Mayibuye Centre and the Institute for a Democratic Alternative in South Africa (Idasa) this week.

University of the Western Cape historian Mr Ciraj Rassool suggested the display of original Cape dwellers be removed from the museum as it had potential to offend sectors of the population.

He said people had to begin grappling with how to publicly display the experience of black people in Cape Town.

Cape Town had suffered from the different ways its history had been depicted.

It had, in tour guides and

brochures, been referred to as the foundation of the South African nation, the tavern of the seas, the gateway to the continent of Africa, the gateway to civilisation, a tourist and health resort, a refreshment station, the Mother City and the cradle of the Republic.

"What has been stressed is that Cape Town is not very African. It is the natural home of the coloured people which is known for its racial harmony and natural beauty," Rassool said.

"The myths about Cape Town's past have spawned a notion that Cape Town is different and needs to be freed from the rest of South Africa, the racial strife and the violence.

"What is concealed here is a distasteful anti-African politics geared towards strengthening existing policies." Rassool said the official and dom-

inant symbols in Cape Town all had political meaning — the rural Dutch settlements, the castle, wine farms and symbols of British colonial maritime history.

"Selective historical images have been used to distort the history of Cape Town," he said. "This is quite stark in the Victorian waterfront development which excludes most of its history.

"Absent are images of the Khoi, the slaves, political exiles, fishermen and convicts. Excluded are the first African migrants from the eastern Cape.

"The Robben Island landing dock from which so many political prisoners were released while the waterfront was being built around it is unacknowledged."

Rassool said District Six loomed large as a symbol of the destruction of community life in Cape Town. "But it is also a symbol of

attempts to retain a memory. The District Six experience is so locked in mythology and nostalgia and as an icon which subordinates other experiences of Cape Town forced removals."

Rassool said the coon carnival was hardly representative of aspects of working class culture in South Africa and was criticised as a stereotype of happy entertainers for tourists.

Bo-Kaap, with its recent spate of museums, monuments and tours as a symbol of post-emancipation Cape Town faced the danger of falling into an ethnic pigeonhole.

However, Rassool said, the solution may not lie in destroying the symbols of oppressive power.

"Do you topple the Voortrekker Monument or recontextualise it? Do you move Jan van Riebeck's statue from the foreshore to another place?"

Monday, April 5 quotations for unit trusts:

**General Equity Funds:**

ABSA	140,12	131,05	5,51
BOE: Growth	156,70	146,38	2,94
Community Growth Fund	112,02	105,80	na
CU Growth	119,19	111,27	3,73
Fedgro	127,89	119,42	4,81
Guardbank Growth	2546,02	2370,14	4,73
IGI Life:	128,64	120,33	3,37
Metfund	193,51	179,58	4,26
Medlife	117,66	109,92	6,37
Momentum	252,80	236,90	4,20
NBS: Hallmark	923,13	861,89	4,59
Old Mutual Investors	2627,54	2449,33	3,93
Sage	2359,14	2201,08	3,81
Sanlam	589,67	1489,35	3,50
Sanlam Index	1229,16	1151,67	3,93
Sanlam Dividend	446,71	419,15	5,01
Southern	205,46	192,38	3,95
Standard	1182,00	1110,64	7,00
Syfreis Growth	294,27	275,59	4,59
Syfreis Trustee	115,73	108,47	4,30
UAL	2065,94	1939,84	

# Beating the Rising Cost of Education

South 10/4-14/4/93

Like most parents, you need to spend a great deal of time thinking about your children's future — What career will they choose? Who will they marry? Will they find work?

Every parent wants their children to get a good education so they can find secure jobs. The recession has resulted in approximately 30% of the workforce being unemployed. The job market is flooded with people looking for work and finding a job is becoming increasingly difficult.

A good education has now become a necessity rather than a privilege. However, paying for children's education has resulted in the need for careful financial planning.

One savings method which is becoming increasingly popular is to save through unit trusts.

A unit trust is an investment on the Johannesburg Stock Exchange (JSE). A unit trust company pools a group of people's money and buys a spread of top quality shares on the JSE.

Each individual investor becomes part owner of a number of shares, which are represented by units. The pooled money is invested by an expert investment team,

who select shares they believe will provide the best long term growth for you.

Over the years a unit trust investment has proved to be one of the surest ways of beating inflation.

Old Mutual Unit Trusts, a unit trust company, helps parents save for their children's future by offering them an investment capable of providing inflation beating returns — Old Mutual Education Trust.

You can invest as little as R50 a month, or a minimum single amount of R500, for your children's future. These investment amounts can be increased at any time.

One of the biggest advantages of investing in Old Mutual Education Trusts is that you are able to withdraw your money whenever you need to.

This is of particular benefit for education purposes as you are able to withdraw amounts as the need arises, whilst the rest of your money remains invested.

But remember! the longer you leave your money invested in unit trusts, the better chance it has to grow. Stock

market prices continually move up and down and only time will give your investment a chance to achieve steady inflation-beating growth.

South Africa is in desperate need of skilled manpower in order to ensure economic growth and a drop in the unemployment rate, consequently our children need to be well educated.

Give your children a head start in their working careers, by investing in unit trusts. For more information on unit trusts phone Old Mutual, free of charge, on 0800—234 234.



**OLD MUTUAL  
UNIT TRUSTS**

*Helping you make the most  
of the stock exchange*

# White pupils get 3 times more

By BARRY STREEK  
Political Staff

GOVERNMENT spending for white pupils was three times higher than for black pupils and four times higher than for children in the homelands, the Minister of National Education, Mr Piet Marais, disclosed yesterday.

He said per capita expenditure on pupils under the Depart-

ment of Education and Culture in the 1992/3 financial year was R4 372.

The per capita expenditure on black pupils in the Department of Education and Training was R1 659 outside the homelands and for those in the homelands, R1 157 a pupil.

Mr Marais, replying to a question tabled in Parliament by Mr Michael Hendrickse (Labour

Party, Schauderville), said the lowest per capita spending was in KaNgwane (R1 046) and KwaZulu (R1 080).

The per capita expenditure for Indian pupils was R3 702 and R2 902 for coloured pupils.

The figures for the other non-independent homelands were: Gazankulu R1 214; Lebowa R1 201; QwaQwa R1 748; and KwaNdebele R1 297.

5 OCT 6/4/93

long as such tenants comply with the prescribed requirements for continued protection.

It is not possible to determine the number of protected tenants as on 31 December 1992 who still comply with the prescribed requirements for continued protection in view of the fact that the income of such protected tenants cannot be monitored on a continuous basis while some protected tenants voluntarily vacate their protected premises thereby forfeiting their protected status. It is therefore not possible to determine and monitor the number of protected tenants.

(2) Notwithstanding the fact that all rent controlled premises situated in the Sea

(b) (i) Address

- 32/32a Normandy Avenue, Fresnaye, Sea Point.
- Richborough Villa, 3 Highworth Road, Sea Point.
- 22 Des Huguenot Avenue, Fresnaye, Sea Point.

(ii) Situation of Premises

- Two dwellings on Erf 855, Fresnaye at Cape Town.
- Dwelling on Erf 468, Sea Point at Cape Town.
- Dwelling on Erf 668, Fresnaye at Cape Town.

Umgeni Heights: purchasing of site

52. Mr M J ELLIS asked the Minister of Housing and Works:

- (1) Whether he or his Department has received representations in respect of the purchase of a site in Anthony Road, Umgeni Heights, Durban, which was previously allocated for education purposes; if so, from whom;
- (2) whether he has decided to re-allocate this site; if not, why not; if so, (a) to whom has it or will it be allocated and (b) for what purpose will the land be used;
- (3) whether he will make a statement on the matter? B609E

The MINISTER OF HOUSING AND WORKS:

- (1) Yes.

HOUSE OF REPRESENTATIVES

the RSA for 1992 (excluding private ordinary schools)

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Education departments: per capita expenditure

13. Mr M A HENDRICKSE asked the Minister of National Education:

Whether he will furnish statistics on the per capita expenditure on (a) pupils and (b) the training of teachers in respect of each of the 14 education departments; if not, why not; if so, what are the relevant statistics in respect of the latest specified 12-month period for which information is available? C58E

The MINISTER OF NATIONAL EDUCATION:

A single amount is allocated to each education department separately for the provision of CS education (excluding private ordinary schools). Each education department then decides how the funds will be apportioned between public ordinary school education, special school education, technical college education and teacher training. No separate figures regarding per capita expenditure can, therefore, be given for (a) and (b). The latest per capita expenditure for all education departments for which the Minister of National Education has a policy function for financing CS education (excluding private ordinary schools), is, however, available and is attached.

Per capita state expenditure for college/school-related education (CS education) in

Department	Per capita expenditure (R)
Education and Culture (House of Assembly) ...	4 372
Education and Culture (House of Delegates) ...	3 702
Education and Culture (House of Representatives) .....	2 902
Education and Training ...	1 659
Selfgoverning Territories:	1 157
Gazankulu .....	1 214
KaNgwane .....	1 046
KwaZulu .....	1 080
Lebowa .....	1 201
OwaQwa .....	1 748
KwaNdebele .....	1 297

Several factors should be taken into account when the per capita expenditure of education departments is compared. The two most important factors are:

- More than 70% of an education department's budget is allocated to the salaries of CS educators and the qualification levels of CS educators can differ significantly between education departments.
- Primary education is substantially less expensive than secondary education and the ratio between the number of primary and secondary pupils can differ significantly from department to department.

HOUSE OF REPRESENTATIVES

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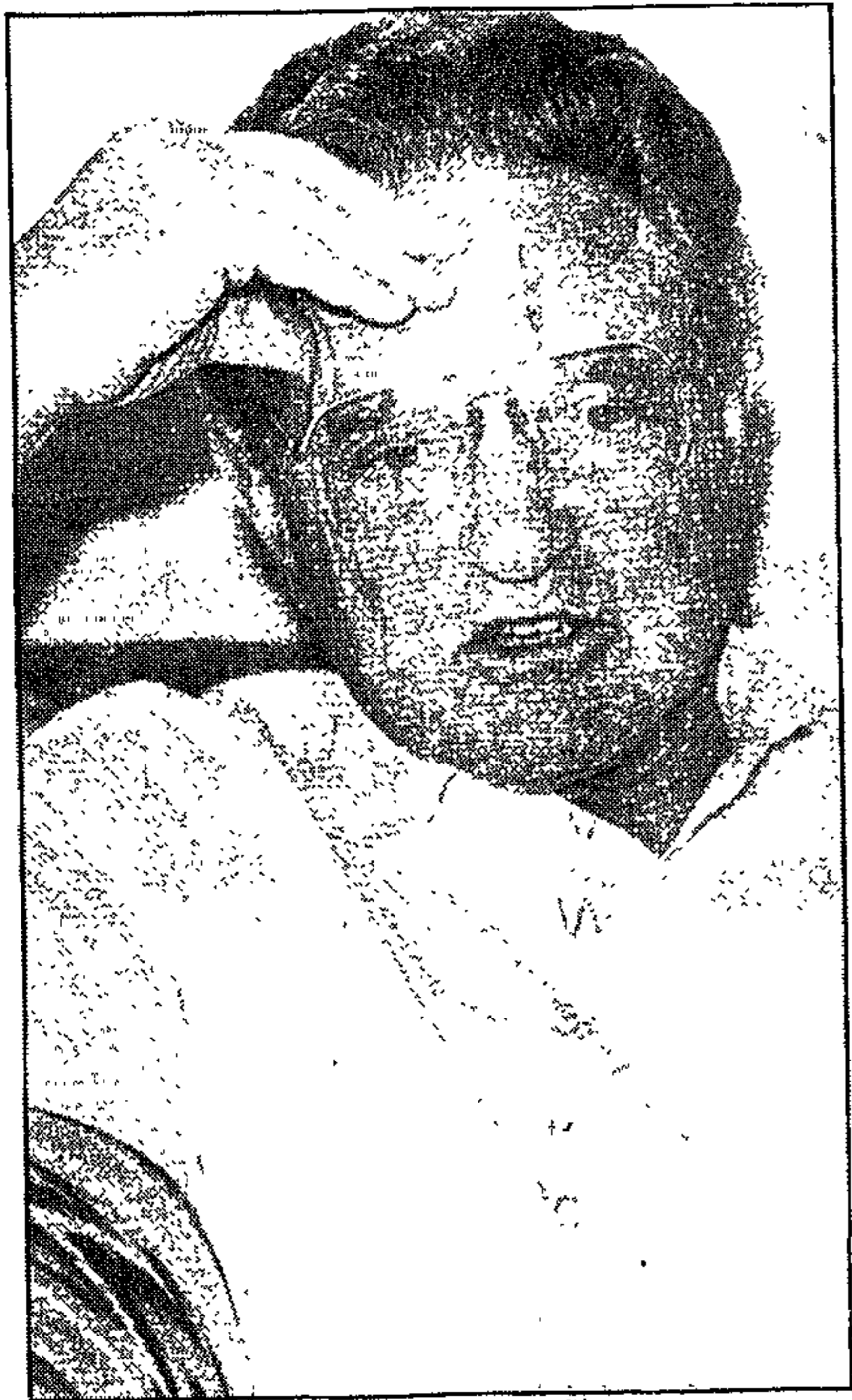
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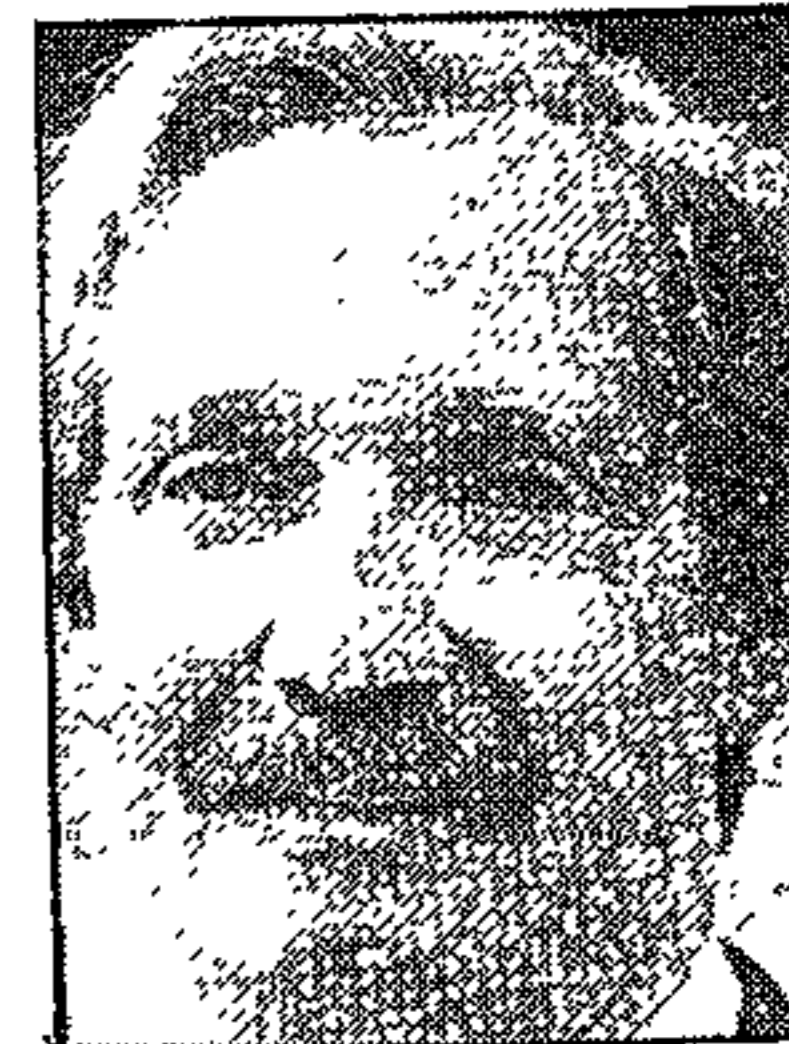
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George Soros . . . launches a R45 million fund to promote democracy in South Africa.



On the fund's board . . . Tony Heard, Mamphela Ramphele, Alex Boraine and Peter Sullivan.

## I'm just an ordinary man, STAR 8/4/93 claims philanthropist Soros

### Own Correspondent

CAPE TOWN — Before "Black Wednesday" last September, when George Soros netted R5 billion in the financial coup that plunged Britain into a currency crisis, the international financier and philanthropist had spent most of his life as "an ordinary human being", he claimed in Cape Town this week.

But since yanking the rug from under the Bank

of England and almost single-handedly bringing down sterling, he has become an instant celebrity.

The 62-year-old financier told the Cape Town Press Club: "I have become something of a media personality as a result of Black Wednesday, but I have spent most of my life as an ordinary human being.

It is in his capacity as an international philanthropist and democrat, not as a speculator, that he is in South Africa — specifically to launch a R45 million fund to promote democracy in the country.

The Open Society Foundation, which was launched in Cape Town this week, will get the money over a three-year stretch — and there may be more in the offing if all goes well. And he firmly believes it will.

The South African foundation is one of a network of 18 worldwide. He founded the Open Society Fund in 1979, the Soros Foundation in Hungary in 1984 and the Soros Foundation in the then Soviet Union in 1987. They were designed to help provide the infrastructure and institutions for open societies and to support a variety of educational, cultural and economic restructuring activities.

The foundations seek to provide educational opportunities for individuals, to encourage reform of the educational

system and to support the revision of economic structure to encourage private enterprise and a market economy.

"I set up an open society fund when I came to feel that I had made more money than what was good for me . . . I really cared about the concept of an open society, having grown up in Hungary as a Jew in the '30s and living through the Nazi occupation.

Ironically, his first effort was in South Africa in 1981.

"I set up scholarships for black students but withdrew in 1983 because I felt the situation was hopeless as a very efficient machinery of oppression was in power."

However, he now believes South Africa's moment of "great hope and possibility" has arrived.

"I followed events in South Africa from a distance and I felt it was time for me to do something.

"But I did not have the energy to deal with it. So I have found people here to carry on with the job," he said.

The chairman of the new fund is Dr Van Zyl Slabbert, policy director of Idasa, which is to administer the fund.

The board of the fund also includes Idasa's Dr Alex Boraine, Tony Heard, Peter Sullivan, Helen Zille and Dr Mamphela Ramphele.

Soros said he did not expect the board to act as trustees, but they

were in charge of the fund's money and were to "treat it as their own".

"I hope that the funds will be committed with due speed as a lot of things need to be accomplished.

"I have a certain perspective on what is going on in the country and it strikes me as being more hopeful than that in Russia."

Soros believed South Africa had the transition process "under control" and as long as it did not relinquish this, it had a chance at success.

One of the first questions put to him after he had addressed the Cape Town Press Club was if he had any investment tips to share.

"No," the unequivocal reply shot back.

Known as one of the world's most successful investors, Soros is president of Soros Fund Management and chief investment adviser to Quantum Fund NV, an international investment fund which is generally recognised as having had the best performance record in the world during its 23-year history.

The author of three books, *The Alchemy of Finance*, *Opening of the Soviet System*, and *Underwriting Democracy*, Soros has also received honorary doctorates from the University of Oxford, the Budapest University of Economics, Yale University and the New York School for Social Research.

VAN RIEBEECK MAKES A COMEBACK: SCHOOLBOOK HISTORY REPORTS

# Tutus, troopies and the SADF

By Justin Pearce

THE thought of watching troopies in tutus was a good enough reason to attend the SADF's theatrical tribute to "the people who in their own way shaped the rich history and culture of the Cape".

The other reason to see the pageant was less voyeuristic. At a time when the SADF is selling itself as a neutral force and pooh-poohing the idea of a merger with Umkhonto weSizwe, how is it choosing to portray the history of the society which it claims to defend?

All the players in Tuesday night's Castle Pageant were from Western Province Command and the UCT Ballet School.

The pageant consisted of silent

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14/4/93

actors playing scenes from Cape history against the backdrop of the castle.

The narrator was Adamastor, a Father Christmas in a white dress who is supposedly the spirit of Table Mountain.

Using the castle as the focal point of the history immediately slants the story towards colonial power struggles — whoever held the castle held the Cape, be they Dutch, British or South African.

But all this happens with an amazing lack of violence. The first unpleasant incident coincides with the first mention of the Khoi people: A battle between the original inhabitants of the Cape and Portuguese seafarers leaves the Portuguese all dead while the Khoi

scuttle for cover. The presence of slaves is mentioned, but we hear nothing of their lives and working conditions.

The dominant impression was of the gracious life among the early colonial upper crust at the Cape, elegantly-clad figures strutting around to the strains of Bach and Handel.

Zulu King Ceteswayo gets a mention (could this be a Goodwill gesture to his successor?) — he was held prisoner in the Castle after the British captured Zululand.

But apart from him, the black participants in history are nameless. The Muslims of the Cape get the spotlight for 10 minutes — but all they do is sing "Daar kom die Alabama" while a little kid dances.

SO

The Malays are credited as the progenitors of Afrikaans — a startlingly honest piece of historical revision since this suggestion was met with outrage from establishment historians not many years ago.

But that aside, there's not much else to distinguish the SADF's official history from what we all learnt at school. Jan van Riebeeck and Simon van der Stel were the good guys, Willem Adriaan was the bad guy and no one else really mattered.

And no, the troopies don't wear tutus. The only transvestites are the woman soldiers who don breeches to impersonate their male counterparts of the 18th century. Shame, it must be difficult to persuade the boys in khaki to jol in a moffie activity like acting.







RIVETED: Workers watch the play, which uses realistic slices of township life. ● Photographs: JOE LOUW



POLL PLAY: The Ukhukhanya Players act out the emotions of winning and losing an election.

# Democracy without fear and trembling

ABOUT 200 East Rand construction workers sat transfixed and silent through the first act of the play. They had just witnessed a vivid re-enactment of a scene that could have been taken straight from their own backyards — a slaughter had taken place because the election "had been lost" and "somebody" had to be killed.

Africa's people for democratic elections".

It is estimated that of South Africa's nearly 20 million eligible voters, 14 million black voters will take part in a process they know very little about.

Matia's community and citizen education programme, of which the popular theatre project is a part, aims at delivering civic education to the millions who have no experience of democratic processes.

Matia, as well as major non-governmental organisations such as the SA Council of Churches, the Black Sash, IDASA,

the Catholic Centre, the YWCA and Kontak, are educating voters under the auspices of the Independent Forum for Elections Education. This is besides work being done by political organisations and parties.

The project is helped by generous grants from overseas such as the R15 million given by the United States last year. There were also grants from the Canadian and Austrian governments, as well as donations from local industry.

"Our theatre project has really taken off," says Billy Modise, who heads Matia. "The thea-

**AN organisation founded to inform those who have never voted about democracy has staged a highly successful play, writes JOE LOUW.**

The group Ukhukhanya — which means to light up, or enlighten — has so far had 50 performances in the townships and in rural areas, in the Free State and many areas of the Transvaal. It is in very high demand because big business, among others, appears quite keen to have them perform in factories, at the mines and so on."

This, Modise says, is in addition to demands for performances in the townships, at churches and schools, at shopping malls and in many communities.

The play, a joint effort of three authors with theatrical experience, is an amalgam of song, dance and dramatisation — often with very realistic township "tin types"

who keep audiences riveted for the hour that it lasts.

"We face some very formidable obstacles when it comes to voters who have never seen a ballot box before," says Modise. "A crucial element of the whole process of voting in a democratic election, for example, is the absolute requirement of secrecy of the ballot. But in South Africa, the recent political reality was that there were simply no secrets from police. They could enter anywhere, open anything — homes, letters, correspondence, files. They had control

over everything, nothing was sacrosanct. So, as some of the characters in the play assert, secrecy from bosses, the police, from wives and cousins is a joke."

Modise deals with this problem in a very decisive manner. A sceptical old township woman tells her daughter that she is dreaming and that "blacks in this country will never vote; white people will not allow it". But finally she comes around to "just trying". She finds that it is genuine — an old boyfriend is already in the line, pushing his luck to get elected!

The play succeeds not only in simplifying issues concerned with voting and citizenship responsibility, but also in portraying the breath-taking importance of the proceedings.

And it uses light-hearted humour to explain why the process is crucial for the country, and the individual.

"Will we all have big houses in the suburbs, be rich and drive long, sleek cars?" one character asks. "Nooooo!" comes the answer. "Democracy means nothing of the kind! Because the next day we all have to go back to work."

And it stresses that no one can tell you how to vote because the ballot is secret.

50 (50) S (Times CC / Metro) 11/4/95

# insight into the Island

By NAZEEM HOWA

WHILE conservationists and real estate developers debate Robben Island's future, the South African Museum and the Mayibuye Centre at the University of the Western Cape are jointly developing an exhibition on the island's more recent history as a high-security penitentiary for political prisoners.

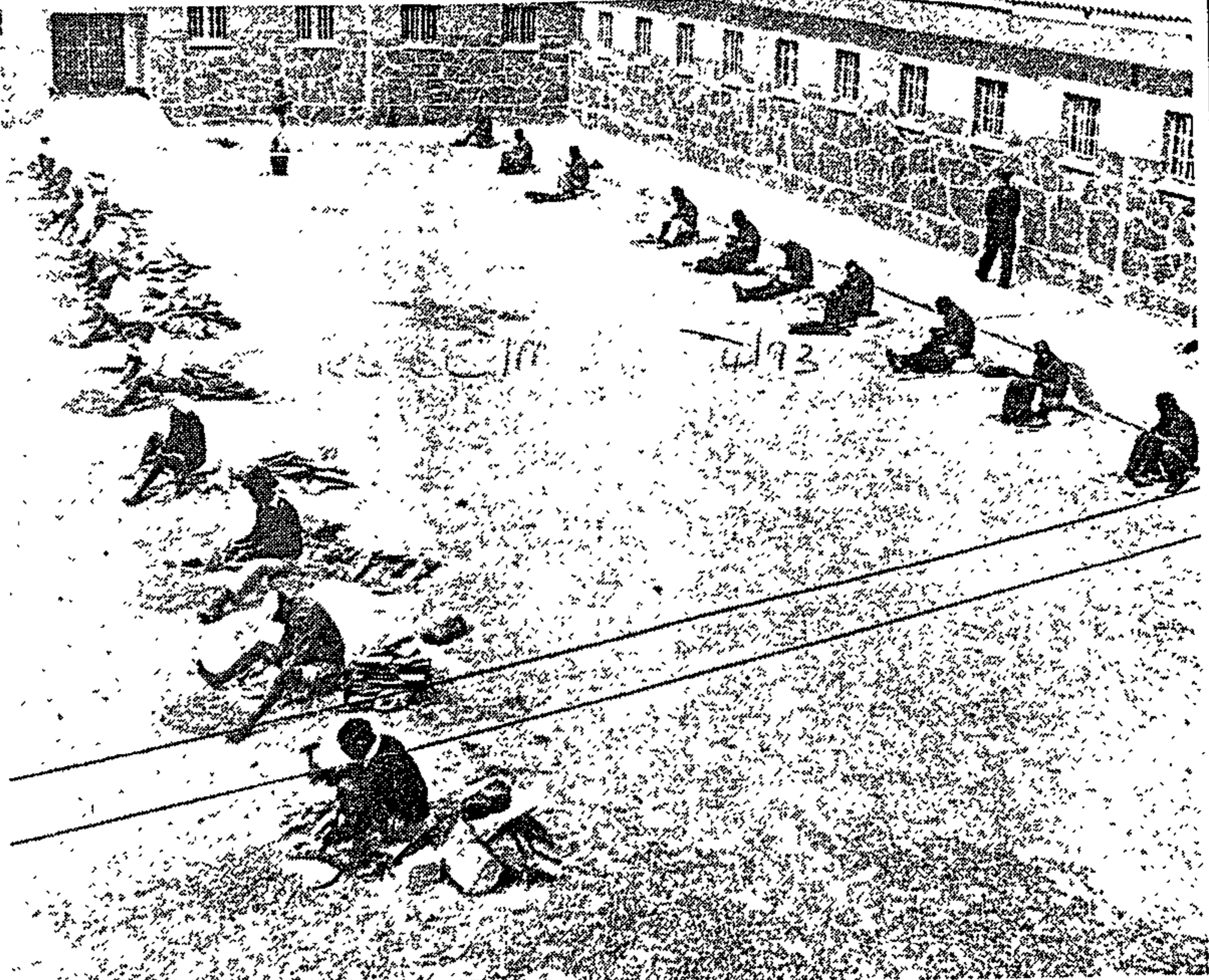
Although it is far too early for detailed social histories, the exhibition will offer a unique insight into the Island through the use of archival material, photographs, memoirs and cultural artefacts from various prisoners. Dr Andre Odendaal, one of the exhibition organisers, announced this week.

Several political prisoners will help to assemble and interpret material brought from the island.

## Asylum

"The exhibition will also offer several other perspectives on the importance of the Island. These include its repeated use as a place of banishment, asylum and imprisonment; its natural history, including the geology, flora and fauna; and its use as a source of refreshment," Dr Odendaal said.

Situated some seven kilometres from the mainland, the Island has for almost four centuries been a place of banishment for prisoners and



**HISTORIC PICTURE . . .** Prisoners break rocks in the prison yard. This is one of the historic pictures which will form part of the exhibition  
Picture: MAYIBUYE CENTRE, UWC

of confinement for lepers, lunatics and the poor sick.

In more recent times, with most black political prisoners — including ANC president Nelson Mandela — being held on the Island, it has

come to symbolise political resistance and human dignity in the face of adversity.

Scheduled to open at the SA Museum on May 26, the exhibition will continue for three months.

Odendaal said the exhibition had been designed so that it could travel to other museums and community centres in the Western Cape. Thereafter, it would become part of the cultural resources of the Mayibuye Centre.

Developed by a team of researchers headed by Dr Odendaal (Mayibuye Centre) and Dr Patricia Davidson (SA Museum), the exhibition will contain archival documents, photographs, letters from prisoners, clothing and other artefacts relating to the history of the Island. The natural history exhibits include material on the geology of the island, the vegetation and the bird life.

● Since the last of the political prisoners were released or moved from Robben Island in 1991, its future has been the subject of heated debate between developers who view it as prime real estate and conservationists who stress its natural resources.



**OLD FRIENDS . . .** Nelson Mandela and Walter Sisulu in conversation in the prison yard during their incarceration

By Phil Molefe

FORMER Prime Minister Hendrik Verwoerd must be turning in his grave as the Government moves to scrap the 1953 apartheid education policy, which established Bantu Education.

A single education department came into effect at the beginning of the month in terms of the Government's Education Renewal Strategy.

The new Department of Education Co-ordination, to be headed by National Education Minister Piet Marais, will steer the transition process to a new education dispensation.

Marais' task is to co-ordinate the provision of education during this stage, to draft new legislation and to oversee the entire process of change.

The objective will be to complete the process of rationalising the existing education system into the new executive regional departments in the shortest time possible, preferably before March 31 1994.

Existing race-based education departments will be amalgamated in the regions and a common legislative, administrative and financial framework established before March next year.

The 64 statutes now regulating education will be reduced to six or seven.

Education departments in the self-governing territories will be allowed to choose to become part of the new dispensation, while the TBVC states will have to await the outcome of constitutional talks.

Educationalists, however, are sceptical about the new plan, saying not enough change will be achieved until remaining education apartheid laws have been changed.

Professor Johan Muller of the University of Cape Town says: "It will be

# Kick-off for single education ministry

15/4/93  
Sweep away duplication:  
RACIAL DIVIDE Restructuring will

Sweep away duplication:

business as usual even after the new department has been established.

"The Education Co-ordination Department will have no more jurisdiction than the old Department of National Education had."

He believes that little change will be seen until the present racially based departments are scrapped.

Muller says the new department's brief should include plans to redress historical backlogs, although it remains unclear from whom it will take advice and be accountable.

Another loophole in the new arrangement is that until legislation has been introduced, the transitional department will have no authority over the present racial departments.

The deficiencies of the new system are further exposed in remarks made by the superintendent of the Department of Education and Culture in the House of Assembly, Dr HJ Stone.

He said: "Until a satisfactory alternative regionally-based education system has been established, education will

continue uninterrupted as at present.

"In the meantime, schools will be run just as at present in accordance with the current budget and under the prevailing legislation."

If Stone's remarks indicate the direction being taken by the Government, then it is clear, at least for now, that there will be no major changes to the system.

The Government can, in other words, be seen to be reassuring white parents.

These suspicions are justified if one considers how the Government has gone about introducing the new plan.

When it was unveiled at the beginning of the year, Marais stressed that the ERS was a discussion document and that the carrying out of the proposals would have to be preceded by extensive consultation with all stake-holders.

No such consultation has yet taken place but the Government is going ahead with its plans. The National Education Co-

ordinating Committee, the "official position" on education matters, warns that attempts to restructure education unilaterally will be met with fierce opposition. The NECC has called for the establishment of a Codessa-style national negotiation forum on education and training at which a system will be worked out. The NECC favours strong State intervention in redressing past inequalities, while the Government wants communities and the private sector to play a prominent role.

The ANC says the dismantling of apartheid education structures must be negotiated from top to bottom, otherwise the transition to a single national system would lack legitimacy.

# White hostels empty

Political Staff

DESPITE massive overcrowding in blacks schools, more than 30% of the 79 300 places in hostels at House of Assembly schools are empty, the Minister of Education and Culture, Mr Piet Marais, revealed yesterday.

He said there were 24 359 vacant places in hostels this year.

Most of these places were in the Transvaal (10 189) and Cape (7 675), but there were also 1 963 vacancies in

Natal and 4 532 in the Free State.

This means that 30,7% of the places in the hostels for both secondary and primary pupils are vacant this year.

Mr Marais, replying to a question tabled in Parliament by Mr Roger Burrows (DP, Pinetown), said 58 416 places were available in hostels for secondary pupils in all four provinces, but 16 745 were vacant, while there were 14 487 vacancies for primary pupils and 5 042 were vacant.

## DET schools back on Wednesday

Education Reporter

(50)

ARC 16/4/92

THE Easter holiday in Cape Department of Education and Training schools has been extended until Wednesday.

Earlier this week, regional spokesman Mr Bill Staude announced schools would be closed for the rest of the week

and a decision would be made whether to open on Monday, the day of Mr Chris Hani's funeral.

Cape DET schools, where classes were due to start this week, would reopen on Wednesday, Mr Staude said yesterday.

# Sasco targets white schools

Own Correspondent

JOHANNESBURG. — White schools would be a target of protests this week, black student leaders have warned.

SA Students Congress (Sasco) regional chairman Mr Peniel Masehele said that by calling on people to occupy and disrupt white schools his organisation was "hitting the state where it hurts most".

"We don't understand Mandela's call for calm," he said. "Students have been re-energised by the killing of Hani, and our people are ready for action."

Classes would be boycotted and disruptions at schools, universities and colleges intensified, he said.

When the disruption of white schools was first mooted two

weeks ago during protests over black education, the CP and white parent organisations warned that any such action would be met with force.

Transvaal Education Department executive director Mr Ken Paine said it would be "business as usual" at white schools this week. Any breaches of security would be handled under individual schools' contingency plans.

27/1/1973

278 50



Star 20/4/93

# NECC threatens to disrupt white schools

Staff Reporter

(50)

There will be "unprecedented mass action" at white schools from today if the Government does not meet several demands, according to the National Education Coordinating Committee.

These demands include the scrapping of matric examination fees, the halting of the unilateral restructuring of education, the reopening of negotiations on teachers' salaries and the establishment of an education negotiating forum.

The NECC said pickets, marches and sit-ins had been planned for white schools.

Ken Paine, executive director of the Transvaal Education Department, said any breach of security would be handled by contingency plans put together by individual schools.

Transvaal's Department of Education and Culture said yesterday that schools would implement their "usual" safety plans, including evacuation, in case of disruptions.

## Threat to white schools slated

Political Staff

THE threat by the South African Student Congress (Sasco) to occupy white schools was slammed yesterday by the Democratic Party.

Education spokesman Mr Roger Burrows said the DP was opposed to a confrontational approach that was "designed to do nothing more than antagonise an existing crisis".

He said the proposed occupation was "bound to create immense antagonism from many South Africans sympathetic to the demand for equal education".

CP 2/14/93

SD



Westville met with the Administration: House of Delegates on Monday 2 November 1992. Following representations made on the university's behalf by the Rector, Prof Reddy, it was decided that the Administration would continue funding the services provided by the oral and dental hospital to the community. I will skip some of it. It continues...

... the Department of National Health and Population Development is urged to give serious consideration to the provision of the necessary funds and authority to fully develop the dental faculty, as any further delay in the commencement of the project could only contribute to a steep escalation in the final cost of this project.

I have already mentioned that the services that are being provided by the dental hospital are quite unique, and something which is a service to the poor people in Natal, particularly in the Durban region. I wish, however, to advise the hon member for Springfield that our Administration had full responsibility for health services which fell under its jurisdiction. The province did not act as our agent. There is a general shortfall in the money allocated to the province of Natal. Hon members can rest assured that I will prosecute vigorously the need for the establishment of a dental school in Durban. Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Cultural promoters employed by Department

\*1. Mr K PANDAY asked the Minister of Education and Culture:

(1) Whether any cultural promoters appointed by her predecessor are still in the employ of her Department; if not, why not; if so, how many;

(2) whether she or her Department intends retaining the services of these cultural promoters; if not, why not; if so what are the relevant details? D126E

HOUSE OF DELEGATES

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes. 20.

(2) Yes. The Culture Promoters' services will be retained at the 14 centres established until such time that the Work Study Report with regard to all the restructuring of the personnel in the Culture Sub-Directorate to provide for all facets of culture is implemented.

Mr G MARI: Mr Chairman, arising out of the hon the Minister's reply, can she tell us whether she intends to increase the number of cultural promoters and, if so, by how many?

The MINISTER: Mr Chairman, the answer is yes, but at this stage I cannot tell the hon member by how many. I know the hon member is referring to Phoenix in particular. At the moment we are concentrating on that area.

Dr K RAJOO: Mr Chairman, further arising out of the hon the Minister's reply, I would like to ask her whether she is contemplating expanding the scope of such a development and, if so, whether she will have enough funds, because she said she intended to rationalise all facets of culture development?

The MINISTER: Mr Chairman, we are definitely trying to expand our activities. As far as funding is concerned, we will have to ask for extra money if necessary.

Mr A RAJBANSI: Mr Chairman, further arising out of the hon the Minister's reply, does she intend to open a new cultural centre and, if so, where? Furthermore, will an all-party committee of this House be consulted in respect of the location of such a centre?

The MINISTER: Mr Chairman, we are contemplating opening a cultural centre, we have earmarked a certain venue for such a cultural centre and there will be consultation.

Mr P NAIDOO: Mr Chairman, further arising out of the hon the Minister's reply, would she consider naming the planned cultural centre after the former Minister of Education and Culture, Dr K Rajoo?

Maintenance personnel: Ministers' private residences

\*2. Mr A RAJBANSI asked the Minister of Education and Culture:

(1) Whether maintenance personnel of her Department are authorized to undertake repairs or renovations to Ministers' private residences during their working hours; if so, why; if not,

(2) whether any maintenance personnel of her Department were at any time employed to undertake such repairs and/or renovations to any such residences; if so, (a) when, (b) who were the owners of these residences, (c) how long did such personnel take to perform the work, and (d) by whom were their salaries paid while they were performing these tasks, in each case? D138E

The MINISTER OF EDUCATION AND CULTURE:

(1) No.

(2) No (a), (b), (c) and (d) fall away.

State financed dwellings: rentals/loan instalments

\*3. Mr G MARI asked the Minister of Housing:

(1) Whether (a) rentals and (b) loan instalments in respect of State financed dwellings are due to be increased; if so, when;

(2) whether he or his Department intends adjusting the interest and redemption components of these rentals and instalments; if not, why not; if so, by what amounts or percentages;

(3) whether he will make a statement on the matter? D142E

The MINISTER OF HOUSING:

(1) No.

(2) No. The Cabinet is expected to take a decision on this issue shortly.

(3) No.

\*4. Mr A RAJBANSI—Local Government, Housing and Agriculture. [Transferred to General Affairs, Question No 5.]

\*5. Mr M RAJAB—Education and Culture. [Withdrawn.]

Language promoters at schools: reduction

\*6. Mr K PANDAY asked the Minister of Education and Culture:

(1) Whether she intends reducing the number of language promoters at schools under the control of her Department; if not, why not; if so, for what reasons;

(2) whether she will make a statement on the matter? D127E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes. Teaching units for the 1993 academic year have been established at an accelerated pace. This was done to ensure:

(a) minimal disruption to the organisation of schools in the course of the second, third and fourth quarters of the school year, and

(b) maximum instruction time to pupils through minimum delay in the commencement of classes.

As a result of the accelerated constitution of classes we have far exceeded the 1992 class units in Eastern languages.

For example, in 1992 the Department had employed 460 part-time teachers of Eastern languages as at 13 August 1992. The number projected for 1993 was 511 part-time teachers. But as at 24 March 1993 the Department had already employed 644 part-time teachers for the 1993 academic year. We are, moreover, still processing the isolated applications for constitution of classes.

Therefore, there is need to reduce the present number of language promoters. In preparation for this, all chief language promoters have been asked to hand all teaching units constituted in March, and in special cases in April, to language promoters to enable a transition of their role from language promoters to language teachers. This would have the effect of ensuring that all language promoters desirous of serving as language teachers are still in the employ of the Department.

Those language promoters retained will

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have their role re-defined to focus on the following duties:

- (a) overseeing teaching practices
- (b) monitoring learning outcomes
- (c) organising orientation courses
- (d) planning diagnostic tests
- (e) conducting criterion-referenced tests
- (f) disseminating printed resources
- (g) planning for 1994 to ensure growth, especially at secondary level.

(2) The overall goal in this policy shift is not to scale-down the Department's commitment to Eastern languages but to raise it to a higher level by stressing its curriculum identity.

In pursuit of this objective, the various chairpersons of Departmental Subject Committees of Eastern Languages have been asked:

- (a) to sustain and intensify the drive to give Eastern languages their rightful place in the curriculum, and
- (b) to prepare, as a matter of urgency, updated syllabuses, especially for the Senior Secondary Phase to be tabled before a national core curriculum committee which is working on language policy for a unitary system.

Dr K RAJOO: Mr Chairman, arising out of the Minister's reply, I should like her to tell us how many students were studying languages in 1992, when there were 460 Eastern-language teachers, and in March 1993, when there were 644 full-time and part-time teachers?

The MINISTER: Mr Chairman, I do not have those figures at my disposal at the moment, but I shall supply them to the hon member.

Mr T PALAN: Mr Chairman, further arising out of the hon the Minister's reply, can she tell us how many retired educators are employed as full-time language promoters? If she does not have the answer at hand, I shall be happy to receive it later.

The MINISTER: Mr Chairman, I do not have the answer at hand. I shall supply it to the hon member in due course.

HOUSE OF DELEGATES

The MINISTER OF EDUCATION AND CULTURE:

(1) No.

The University of Durban-Westville Amendment Act, (House of Delegates) 1993 (Act 51 of 1993) will only come into operation on a date to be fixed by the State President by proclamation in the Gazette and therefore appointments to the Council cannot be made at this stage.

- (a) (i) and (ii) fall away
- (b) falls away.

(2) No.

(3) No.

Mr A RAJBANSI: Mr Chairman, arising out of the hon the Minister's reply, firstly, did anybody from the Ministers' Council do a private deal with anybody from the University of Durban-Westville to avoid implementing the provisions of the Act passed by the House? Secondly, in the light of the fact that the coming into operation of that legislation is going to be delayed, would it not have been wise for the hon the Minister to have withdrawn that Bill?

The MINISTER: Mr Chairman, there was no private deal. The truth of the matter is that Dr Mintie and Mr Kathrada as well as the hon the Chairman of the Ministers' Council approached me.

Mr A RAJBANSI: Approached you?

The MINISTER: Yes. They approached me with the suggestion that the effects of this Act be deferred, because the transition clause in the Act would cause difficulties in the transition from one council to another, and time was needed for affairs to be tidied up before the new council took over. In response to that, and because the transition clause had been inserted in the Act at the insistence of the law advisors, I acceded to their request and subsequently wrote to the hon the State President in this regard.

Mr M RAJAB: Mr Chairman, further arising out of the hon the Minister's reply, could she tell us, firstly, in what capacity the two gentlemen she referred to approached her and, secondly, whether that was her intention when she

supported the passage of the Bill in this Chamber just three or four weeks previously?

The MINISTER: Mr Chairman, I had no clear intention of doing so then. At that stage, however, I could not withdraw the Bill, because the hon member for Cavendish, who had been responsible for the discussion on the Bill, was adamant that it go through.

## QUESTIONS

† Indicates translated version.

For written reply:

General Affairs:

Attorneys struck off roll/admitted to practice

27. Mr M RAJAB asked the Minister of Justice:

How many attorneys (a) (i) were struck off the roll and (ii) admitted to practice in each province in 1992 and (b) is it estimated by his Department will be admitted to practice in each province in 1993, 1994 and 1995, respectively? D163E

The MINISTER OF JUSTICE:

The required statistics are not kept by the Department. In an attempt to be of assistance to the hon member, the various Law Societies of the Republic of South Africa were approached. The following information was received:

(A) *The Law Society of Transvaal*

- (a) (i) Attorneys struck off the roll in 1992..... 10
- (ii) Attorneys admitted to practice in 1992..... 347

(b) It is estimated that there will be an annual increase of 16% of the total number of attorneys admitted to practice during 1993, 1994 and 1995.

(B) *The Law Society of the Cape of Good Hope*

- (a) (i) Attorneys struck off the roll in 1992..... 4
- (ii) Attorneys admitted to practice in 1992..... 232

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\*The CHAIRMAN OF THE HOUSE: Order! I think the hon member will admit that the matter has been concluded. [Interjections.]

\*Mr P A C HENDRICKSE: Mr Chairman, you addressed me while I was engaged in a dialogue with the hon the Minister of Justice. [Interjections.]

\*The CHAIRMAN OF THE HOUSE: Order! The hon the Minister was replying to the hon member's question.

\*Mr P A C HENDRICKSE: When the hon the Minister resumed his seat, he was still . . .

\*The CHAIRMAN OF THE HOUSE: Order! I called the hon the Minister to order. That disposed of the question.

Debate concluded.

#### QUESTIONS

†Indicates translated version.

For oral reply:

General Affairs:

†The MINISTER OF NATIONAL EDUCATION: Mr Chairman, on behalf of the hon the Minister of Finance, I request that the question stand over.

†Mr D LOCKEY: Mr Chairman, on a point of order: this question has been on the Question Paper for two months. Is it such a difficult question that a reply cannot be furnished? [Interjections.]

†The CHAIRMAN OF THE HOUSE: Order! The hon member for Northern Cape has asked me a reasonable question. I think I must reply to him. Unfortunately I am not responsible for questions. I am merely doing my job. [Interjections.]

\*1. Mr D LOCKEY—Finance. [Question standing over.]

#### Per capita expenditure on pupils: parity

\*2. Mr S S OOSTHUIZEN asked the Minister of National Education:†

- (1) Whether parity has been achieved in respect of the per capita expenditure on pupils in the various population groups

HOUSE OF REPRESENTATIVES

- (2) The per capita expenditure on pupils in the various population groups is not known. For the existing education departments, where we no longer keep records on a racial basis, the per capita State expenditure in respect of college and school-related education (excluding private ordinary schools) in the RSA in 1992-93 was as follows:

	R
Education and Culture (House of Assembly) . . . . .	4 372
Education and Culture (House of Delegates) . . . . .	3 702
Education and Culture (House of Representatives) . . . . .	2 902
Education and Training . . . . .	1 659
Self-governing Territories: . . . . .	1 157
Gazankulu . . . . .	1 214
KaNgwane . . . . .	1 046
KwaZulu . . . . .	1 080
Lebowa . . . . .	1 201
Qwa-Qwa . . . . .	1 748
KwaNdebele . . . . .	1 297

†Mr S S OOSTHUIZEN: Mr Chairman, arising out of the hon the Minister's reply, I should like to know from him what his position is in respect of equal education opportunities, because

this unequal allocation of finance to different population groups is completely irreconcilable with the principle of equal education opportunities. The hon the Minister has also indicated that the different . . .

†The CHAIRMAN OF THE HOUSE: Order! The hon member may not make a speech now. He has put his first question and will have another opportunity to put further questions.

†The MINISTER: Mr Chairman, there are many people sitting here who served on education committees for a long time with me, also on the other side of the House. I think they will be able to confirm that my position in respect of equal education opportunities is absolutely positive. I have also been appointed Minister for Education Co-ordination as from 1 April this year and one of my basic tasks in this connection is to promote movement in the direction of the creation of equal education opportunities for all South African children and everyone who is studying.

†Mr S S OOSTHUIZEN: Mr Chairman . . . .

†The CHAIRMAN OF THE HOUSE: Order! Unfortunately the time for questions has now expired.

5020705  
21/4/93

# news in

## DET uses radio

THE Department of Education and Training is using radio programmes to promote a culture of learning in its schools, DET spokesman Mr Geoffrey Makwakwa said yesterday.

The programmes are broadcast as talkback shows on Radio Zulu and Radio Lebowa to cover subject advice, development of human resources and adult education.

Haemophilus b (Hib) in the Republic during the latest specified period of five years for which figures are available;

- (2) whether any vaccines for this disease are currently available in the Republic; if not, why not; if so, (a) what vaccines and (b) what is the cost per dosage in each case;
- (3) whether she will consider recommending that the import duty on such vaccines be scrapped; if not, why not;
- (4) whether she will make a statement on the matter? B649E

**THE MINISTER FOR NATIONAL HEALTH AND WELFARE:**

- (1) *Haemophilus influenza* type B causes about 1/3 of all cases of bacterial meningitis in children under 5 years. In 1990 there were 227 deaths registered due to bacterial meningitis and meningitis of unspecified cause. It can be estimated that at least 70-100 children under 5 years die each year in South Africa of meningitis due to *Haemophilus influenza* type B;
- (2) (a) no vaccines are currently available in the Republic. A major international pharmaceutical company is at present registering a *Haemophilus influenza* type B vaccine; and
- (b) the cost per dosage in the USA is about \$15. Three doses will be needed for a complete course;
- (3) recommendations about import duty is made by the Board on Tariffs and Trade and each application is considered according to its own merits;
- (4) no.

**INTERPELLATION**

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

**Own Affairs:**

Model C schools: steps to prohibit payment of fringe benefits

\*1. Mr J CHIOLE asked the Minister of Education and Culture:

HOUSE OF ASSEMBLY

- (1) Whether he is contemplating any steps in order to prohibit the payment of certain fringe benefits to members of management councils, principals and/or deputy principals of Model C schools; if not, why not; if so, what steps;
- (2) whether he will make a statement on the matter? B662E, INT

**\*THE DEPUTY MINISTER OF EDUCATION AND CULTURE:** Mr Chairman, the interpellant should actually have asked the hon member for Brakpan for the information which he hopes to be given in this interpellation. On 17 March this year the hon the Minister gave detailed oral information on the issues in connection with which the hon member has now requested an interpellation. On behalf of the hon the Minister I should briefly like to provide the following information concerning this matter.

The hon the Minister is not aware of any formal fringe benefits being paid to principals, deputy principals or members of management councils. He has no formal knowledge of this happening, but should this happen, the hon the Minister would not be prepared to prohibit the paying of fringe benefits in this way, because it would not be contrary to the Educational Affairs Act (House of Assembly).

\*Mr J CHIOLE: Mr Chairman, I find it shocking that the hon the Deputy Minister should say that there is no formal knowledge of additional compensation by means of fringe benefits, because the newspapers are full of reports about it.

I should like to tell the hon the Deputy Minister that the educational guidelines, norms and standards of any authority's educational policy should be set out and applied so purposefully that equal opportunities exist when the educational standards and achievements of the less affluent section of society are compared to the affluent section of society. For this requirement to be met, regulation and control by the authorities is essential, not only in regard to basic syllabi and salaries, but also in regard to fringe benefits, because fringe benefits are an integral part of the total remuneration package.

Should the authorities neglect to control fringe benefits, as is currently the case and of which the

hon the Minister has no knowledge, this would gradually result in schools, in which the parents are not able to make the same relative financial contribution per child, having principals, and unavoidably other teachers as well, who are not as motivated and less well equipped, which will lead to distortion and detrimental treatment. Different remuneration norms will also contribute to serious tension between schools and communities, but also within a community itself, because the various management councils, even within the same feeder zone, may differ completely in their approaches, because we are saddled with a Government that cannot understand where the dividing lines between deregulation and abdication.

In case the hon the Deputy Minister has not been informed about this matter either, I shall now demonstrate to him what I am talking about. In *Rapport* of 28 March the following was reported:

By minstens twee skole, die Hoërskool Waterkloof in Pretoria en SA College School in Kaapstad, ry die skoolhoofde deesdae met motors wat deur die skool gekoop is.

I have here in my hand the so-called admission requirements for the Waterkloof High School—the application form consists of 23 pages. Just think what it must cost. The registration fee at this school is R100, and school fees amount to R100 per month. In the same newspaper of 28 March the chairman of the management council of that school also said:

Dit is onregverdig dat dr Becker sy eie motor gebruik. . . . Dit dra die goedkeuring van die meerderheid ouers weg.

Those parents also read about it for the first time in the newspaper.

The Elardus Park Primary School, where the monthly fee is R65, is in the same feeder zone. The following was stated on 22 March in an information document of that school:

Dit het onder . . . aandag gekom dat die gevelge van die huidige swak ekonomie en 0210390thoë werkslooidsyfer nou ook deur gesuurdeeg het na ons skoolkinders toe.

Vanweë omstandighede buite die kinders se beheer bestaan daar op die oomblik 'n groot behoefte aan kospakkies by die skool. Ek wil 'n ernstige beroep doen op moeders wat kans

sien daarvoor om vanaf 20 April 'n ekstra kospakkie saam te stuur skool toe.

The very same parents who cannot afford to buy food for their primary school children must, as a result of the Government's abdication policy, buy a German motorcar for the high school principal and pay for the fringe benefits of the teachers.

Mr R M BURROWS: Mr Chairman, I congratulate the hon the Deputy Minister on his newly acquired expertise in the field of education. I trust that the reply to a question that I placed on the Question Paper yesterday will deal with the reformulation of the policy of the Department of Education and Culture regarding the employment of teachers and their remuneration over and above that paid by the State, but I would be grateful if the hon the Deputy Minister could just tell us a bit about that policy now. Essentially the question revolves around whether State-aided schools have the right to decide on funding over and above the level paid for by the State.

It is common practice in Model C schools to remunerate teachers for extracurricular activities. It is common practice now to take into consideration the possible supply of houses, motorcars and other benefits, over and above those supplied by the State.

Essentially, in reaction to what the hon member for Pretoria West has said, one must point out that this money comes from the pockets of the parents, and it is to the parents that management council or the governing body is answerable. I have no problem at all with the remuneration of educators over and above what they receive from the State. I do have a problem with governing bodies and management councils obtaining that money.

On the other hand, if the management council or governing body has to report to the parents annually and provide a balance sheet of how it spent the money, then that is the body to which it must be answerable. I believe it is incumbent on the Department of Education and Culture to supply the public of South Africa with a clear statement as to whether it is prepared to tolerate poaching, that is whether a school in a particular area can hire a teacher from another school by paying him an additional salary.

The hon the Deputy Minister may be aware of

HOUSE OF ASSEMBLY

he may not be aware—of what the Act says in this regard. The Act says that the salary may not be greater than that paid by the State. [Time expired.]

**THE DEPUTY MINISTER OF EDUCATION AND CULTURE:** Mr Chairman, I think the hon member for Pinetown actually touched on the crux of the issue. The underlying principle is autonomy, and once one has accepted the principle of autonomy there is no chance of the State actually intervening.

**MR R M BURROWS:** What about poaching?

**THE DEPUTY MINISTER:** I will come to poaching or perhaps I will not come to poaching. [Interjections.]

\*The fact of the matter is that we are venturing into a completely new education dispensation and that we have accepted the principle of autonomy. The hon member for Pinetown also remarked, and quite rightly so, that what we are often dealing with in this case are funds raised by the parents themselves.

However, should the parent community—I think this is one of the things which the hon member for Pretoria West insinuated—is dissatisfied about the payment of such a fringe benefit by the controlling body, there are methods by means of which the parent community can call the governing body to account. The controlling body must submit audited statements. The parent community can even get rid of the governing body if such an action fails to satisfy them.

I think we should bear in mind that, as far as the education of the future is concerned, one must be totally innovative in one's thinking. I have no objection to certain members of governing bodies who have gone to extraordinary lengths to raise funds, being remunerated accordingly for expenses which they have incurred in the interests of the school.

\***MR F J LEROUX:** Mr Chairman, the hon the Deputy Minister is quite right when he talks about autonomy, but there is also the question of morality.

The hon the Deputy Minister was appointed to that post recently, but he should have a look at what is stated in the Educational Affairs Act (House of Assembly). It is stated specifically in the Act that a teacher may not claim additional

remuneration. He took umbrage at the fact that my hon friend did not put the question to me.

It seems to me that the hon the Deputy Minister did not read the answer given on 17 March. That very answer in fact highlights the duplicity on the part of the Government. On the one hand a teacher may not demand the payment of remuneration, but on the other hand a management council is not being prohibited from remunerating him. The tenor of the Educational Affairs Act (House of Assembly) is after all clear as far as this is concerned. It is not in the interests of education for an educator to receive additional remuneration.

This is going to give rise to class discrimination and educational posts in affluent communities will become more attractive than those in other communities. After all, we are all aware of the enmity which existed in the past as far as "snob schools" were concerned. Is the Government in favour of autonomous "snob schools" becoming our fate? Autonomy is not the same as sovereignty. The Act which has always been the guideline is the Educational Affairs Act (House of Assembly).

The most important point in this regard, however, is that over the years it was an honour and a privilege to serve a school. Cash rewards were never the guiding principle. Nowadays we hear daily reports of cases in which parents are unable to pay the compulsory school fees. This is happening while this money is being used *inter alia* for the remuneration of the chairmen and vice-chairmen of management councils as well as that of principals and deputy principals. Is this morally justifiable? The hon the Deputy Minister should provide guidance in this regard.

\***MR J CHIOLE:** Mr Chairman, if there is one cause for concern in South Africa, it is the tendency which is increasingly to be seen in the Government's attempts to disguise its abdication under the cloak of deregulation. That is precisely what they are doing in this case. [Interjections.]

Last year only 74% of parents could afford to pay school fees and legal proceedings were instituted in 6 419 cases. This figure will increase drastically in the course of this year, because the Government is allowing parents of primary school children, who cannot afford food, to pay excessive high school fees so that the principal may be given a motorcar and the teachers

granted fringe benefits. We want to sound a warning that they are going to foment a spirit of degeneration in education with this new system and that the pursuit of money and fringe benefits will replace education and a sense of vocation. In the interests of our children and of South Africa, put a stop to this short-sighted system, because this issue will plant the seed of unprecedented corruption in education.

**THE DEPUTY MINISTER OF EDUCATION AND CULTURE:** Mr Chairman, the hon member for Pretoria West referred to legal proceedings. Legal proceedings were instituted only against parents who can afford school fees.

Legal proceedings were not instituted against parents who could not afford them. [Interjections.] In the final analysis only 7,1% of parents at Model C schools failed to meet their financial obligations towards the school.

The hon member for Brakpan said in the old days it was an honour and a privilege to be a teacher. The hon member for Brakpan was a member of Parliament when Dr Verwoerd said that MPs should actually receive no remuneration, because it was an honour and a privilege to serve the one's country. [Interjections.]

\***MR H D K VAN DER MERWE:** You are talking nonsense!

**THE DEPUTY MINISTER:** Of course he did! The fact remains that times change. That hon member referred to a principal who was driving a motorcar for which the parent community had to pay. I was a minister of religion and all such ministers drive motorcars paid for by their congregations.

I should like to emphasise one matter once again. If we devolve authority to the parent community, it is impossible for the State to interfere in the allocation of funds raised by the parent community itself. [Interjections.]

The hon member also referred to "snob schools". Where are those "snob schools"? One must be careful not to begin labelling certain schools oneself. I think the principle of autonomy is a healthy one. We shall have to start thinking innovatively. In the USA schools are closing down as a result of a lack of funds. If they do not embark on the same course of action as we have, their schools will also experience

major problems. I think this is the right way to do this. [Interjections.]

Debate concluded.

**QUESTIONS**

†Indicates translated version.

For oral reply:

Own Affairs:

**White schools: maintenance cost**

\*1. Mr A GERBER asked the Minister of Education and Culture:†

What was the average annual cost of maintenance per White (a) primary school and (b) secondary school under the control of his Department during the latest specified period of 10 years for which figures are available?

B559E

†**THE DEPUTY MINISTER OF EDUCATION AND CULTURE:**

(1) (a) and (b) R27 506.

Separate amounts for primary and secondary schools are not available.

**Amalgamation of two OFS schools**

\*2. Mr L LOUW asked the Minister of Education and Culture:†

(1) Whether a certain secondary school and a certain primary school in the Orange Free State, the names of which have been furnished to the Minister's Department for the purpose of his reply, recently amalgamated; if so, (a) when, (b) how many pupils were there in each of these two schools at the time of their amalgamation and (c) what are the names of the schools concerned;

(2) whether he will make a statement on the matter? B561E

**THE DEPUTY MINISTER OF EDUCATION AND CULTURE:**

(1) Yes,

(a) 1 January 1992,

(b) primary school ..... 216  
secondary school ..... 170

# HRC not aligned — director

THE Human Rights Commission (HRC) distanced itself yesterday from political affiliation, saying it was an independent organisation monitoring political repression, violence and other human rights abuses in SA.

Responding to a report in Business Day, HRC director Safoora Sadek said suggestions that the commission was aligned with the ANC were incorrect.

"The HRC is committed to the universal declaration of human rights and uses it as a guiding document. We are certainly not any political party or organisation."

She said the assumption that the political affiliation of a few of the organisation's commissioners affected the work of the HRC was flawed. Commissioners were elected on the basis of their human rights records, and represented communities af-

# Plan to stop N2 attacks

CAPE TOWN — Police are considering erecting tents at certain turn-offs along the N2 highway passing Cape Town townships and D F Malan Airport after stonings and petrol bomb attacks on passing vehicles.

Police said yesterday armoured vehicles would be deployed at most of the trouble spots on the N2, especially the turn-offs to the townships and near D F Malan Airport.

Maj Attie Laubscher said security forces in Natal were making use of tents pitched at strategic places and manned by the police and Defence Force to stabilise unrest areas and that this strategy could be used on the N2 should the attacks not abate.

He also said police were investigating a charge of attempted murder or alternatively reckless and negligent driving after a 33-year-old Verwoerdburg man drove into marchers at Beaufort West on Tuesday. — Sapa.

# Education finances 'under urgent review'

CAPE TOWN — Drastic cuts in the state's financial contribution to education has prompted a new financing policy, severe restrictions on foreign students and the possibility that government will allow private universities.

The National Education Department's annual report tabled in Parliament yesterday showed that the state's contribution to schools' budgets had decreased to 75,3% from 90,9% last year.

The cash shortage had also led it to decrease its contribution to university budgets to 67,6% from 84,7%, the report notes. The drop in funding levels had placed stringent management demands on all institutions concerned, and led to in-depth rationalisation, innovation and the mobilisation of other income sources.

As a consequence, a new financing policy has become an urgent necessity, the report notes.

Among options under consideration are a review of the subsidy formula for universities and technicians, a review of general policy for the subsidisation of private schools and a review of tax deductions for educational institutions.

The increasing numbers of students at universities and technicians had placed

# Education finances 'under urgent review'

CSO  
TIM COMEN

enormous financial burdens on the state. Interested parties had submitted representations to the Minister requesting that the establishment of private universities be made legally possible.

The universities' and technicians' advisory council was investigating the feasibility of private universities and technicians "as a meaningful option in the provision of tertiary education", the report says.

There had also been an "enormous demand" from foreign students for study opportunities at tertiary institutions following a policy adopted in 1986 approving the admission of foreign students.

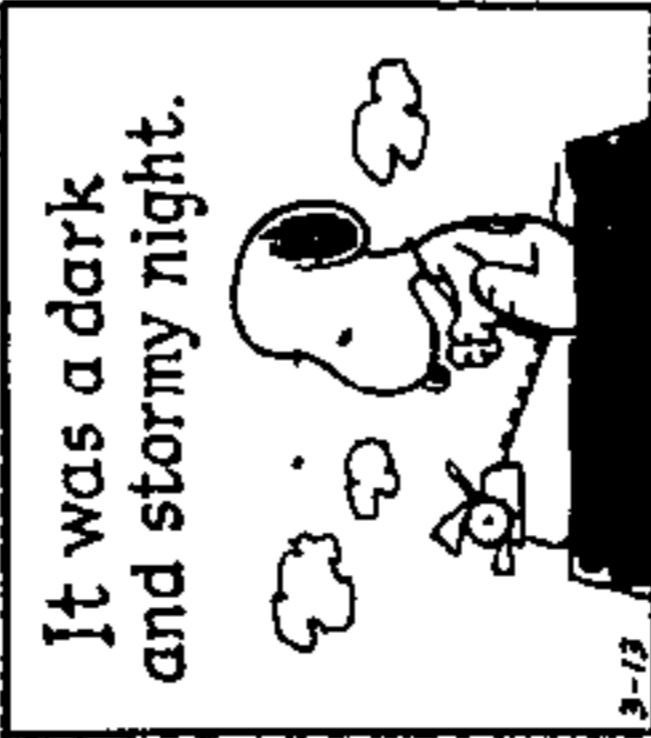
Amended policy, including the procedures that potential foreign students have to follow to study at SA universities and technicians, was determined during the year under review, it said.

According to the new policy, students from Namibia, Zambia, Zimbabwe, Malawi, Lesotho, Swaziland and Botswana would be considered as foreigners.

Foreign students would not, under normal conditions, be admitted to undergraduate or pre-diploma studies at SA universities and technicians.

# PEANUTS

By Charles Schulz



# 'Provision of an affordable, effective system of education an urgent priority'

Basics: South Africa must address the problems of deficiencies in education, says dean of education Professor Mike Bondesio.

STAFF 22/4/93

STAFF 22/4/93

The secret of a country's success is often to be found in the quality of the education which it provides to its population.

Shrugging off the past and moving into a new future calls for South Africa to address some serious deficiencies in its education system. However, resources are severely limited and there are numerous calls on the coffers, and many of these can be considered priorities.

Providing an affordable yet effective system of education is the challenge facing educationists throughout the country. University of Pretoria dean of education Professor Mike Bondesio says: "There is a tremendous growth in the demand for education and the opportunity to learn."

The first priority is to arrive at a sound education strategy which is accepted by all parties in South Africa. The major problem is that even if acceptance is gained, it must be affordable.

Around the world educationists are arriving at the conclusion that the most important component in a successful education system is quality basic education - focusing more on reading, writing and arithmetic. To achieve this end South Africa is going to need quality dedicated teachers, says Bondesio.

"The second vital link in the education chain is a community which is really involved in education. There is no sense in government providing money for education if there is not a commitment to education at a grassroots level. An important aspect of community involvement is parental support. I think basic training for parents is necessary, covering the most important aspects of child rearing."

He says the damage which has been done to the family unit in South Africa needs to be reversed. Bondesio points out that if there is not a basic good education at home, it is not possible to rectify the shortfall at school.

He says: "If the basic education is not provided in the home, the child is not really prepared to fully benefit from the school education system."

"Another problem is the lack of facilities in some cases and a lack of well-trained, dedicated teachers. A priority must be at tracking and correctly selecting the right people to become teachers."

The question of affordability ties into another crucial aspect of a good education system. Namely, it should be accessible. Bondesio says the time has come to use innovative techniques, look beyond traditional teaching methods and use other media such as high-technology to address the problem.

While technology does offer the ability to deliver high quality material around the country, it does involve huge capital expenditure.

Another possibility is to require suitable people to perform national community service. Such people could be used in a number of ways such as to lower the student to teacher ratios and fill in for career teachers while they attend up-grading courses.

Bondesio says community service would offer university students and graduates a way of showing their goodwill towards the community which gave them the opportunity to attend university in the first place.

The education faculty is already involved in projects which provide services to the community and valuable research data for the university.

In one such project the faculty is engaged in training day-care mothers in child rearing and how to provide the children with the basic skills and knowledge they need on entering primary school.

Another project based in Kimberley and called the meta-cognitive learning project is producing significant results.

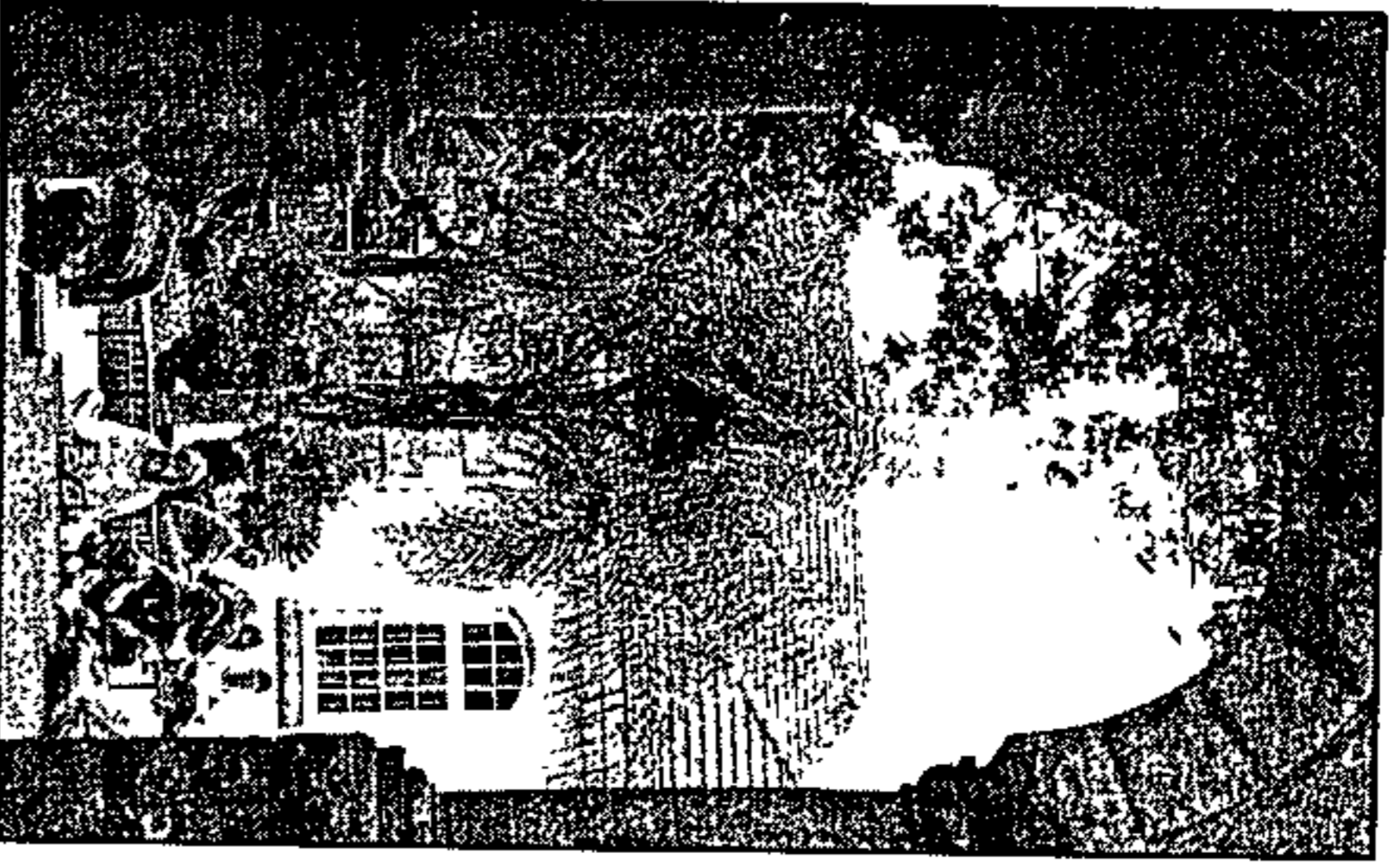
Says Bondesio: "There are about 100 children involved at the primary school level. It is a new technique and personnel have to be trained on site as to how to use the methods."

"Put simply, the children are encouraged to reflect on the methods they use to arrive at an answer, and then communicate this to the other children."

"The teacher does not just require an answer from the child, but also wants the child to explain how the answer was achieved. The children are also encouraged to explore different methods of arriving at an answer. This encourages them to keep their minds open to different approaches to solving the same problem."



Dean of education . . . Professor Mike Bondesio.



Seat of learning . . . University of Pretoria students enjoy the chance to meet outdoors to discuss their studies and do a little extra learning before the examinations.

DACAARAH NULITHHNET AVNART MAAVAT



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VAN  
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## GOVERNMENT NOTICES

**ADMINISTRATION:  
HOUSE OF ASSEMBLY**  
**DEPARTMENT OF EDUCATION  
AND CULTURE**

**No. R. 656** **23 April 1993**  
EDUCATION POLICY ACT, 1967

AMENDMENT OF REGULATIONS RELATING TO  
EDUCATION COUNCILS FOR THE PROVINCIAL  
EDUCATION DEPARTMENTS

The Minister of Education and Culture has under section 8A, read with section 5, of the Education Policy Act, 1988 (Act No. 39 of 1967), amended the regulations promulgated by Government Notice No. R. 553 of 13 March 1987, 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. 553 of 13 March 1987, as amended by Government Notice No. R. 1906 of 4 September 1987.
2. Regulation 4 of the Regulations is hereby amended by the insertion after subregulation (2) of the following subregulation:  
 "(3) Notwithstanding the provisions of subregulation (1), the Minister may extend the terms of office of members of an education council for a period not exceeding one year."

## GOEWERMENSKENNISGEWINGS

**ADMINISTRASIE:  
VOLKSRAAD**

**DEPARTEMENT VAN ONDERWYS  
EN KULTUUR**

**No. R. 656** **23 April 1993**  
WET OP ONDERWYSBELEID, 1967

WYSIGING VAN REGULASIES BETREFFENDE  
ONDERWYSRADE VIR DIE PROVINSIALE ONDER-  
WYSDEPARTEMENTE

Die Minister van Onderwys en Kultuur het kragtens artikel 8A, saamgelees met artikel 5, van die Wet op Onderwysbeleid, 1967 (Wet No. 39 van 1967), die regulasies afgekondig by Goewermentskennisgewing No. R. 553 van 13 Maart 1987 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. 553 van 13 Maart 1987, soos gewysig by Goewermentskennisgewing No. R. 1906 van 4 September 1987.
2. Regulasie 4 van die Regulasies word hierby gewysig deur na subregulasie (2) die volgende subregulasie in te voeg:  
 "(3) Ondanks die bepalinge van subregulasie (1), kan die Minister die ampstermyne van lede van 'n onderwysraad vir 'n periode van hoogstens een jaar verleng."

**DEPARTMENT OF EDUCATION  
AND CULTURE**

**No. R. 657** **23 April 1993**

EDUCATION AFFAIRS ACT  
(HOUSE OF ASSEMBLY), 1988

**AMENDMENT OF REGULATIONS RELATING TO  
REGIONAL COUNCILS**

The Minister of Education and Culture has under sections 19 and 112 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), amended the regulations promulgated by Government Notice No. R. 688 of 30 March 1990, 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. 688 of 30 March 1990, as amended by Government Notice No. R. 285 of 24 January 1992.

2. Regulation 3 of the Regulations is hereby amended by the insertion after subregulation (4) of the following subregulation:

"(5) Notwithstanding the provisions of subregulation (1), the Minister may extend the terms of office of members for a period not exceeding one year."

**DEPARTMENT OF EDUCATION  
AND CULTURE**

**No. R. 658** **23 April 1993**

EDUCATION AFFAIRS ACT  
(HOUSE OF ASSEMBLY), 1988

**AMENDMENT OF REGULATIONS RELATING TO  
SCHOOL BOARDS**

The Minister of Education and Culture has under sections 19 and 112 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), amended the regulations promulgated by Government Notice No. R. 689 of 30 March 1990, 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. 689 of 30 March 1990, as amended by Government Notice No. R. 286 of 24 January 1992.

2. Regulation 5 of the Regulations is hereby amended by the insertion after subregulation (3) of the following subregulation:

"(4) Notwithstanding the provisions of subregulation (1), the Minister may extend the terms of office of members for a period not exceeding one year."

**DEPARTEMENT VAN ONDERWYS  
EN KULTUUR**

**No. R. 657** **23 April 1993**

WET OP ONDERWYSAANGELEENTHEDE  
(VOLKSRAAD), 1988

**WYSIGING VAN REGULASIES BETREFFENDE  
STREEKRADE**

Die Minister van Onderwys en Kultuur het kragtens artikels 19 en 112 van die Wet op Onderwysaangeleentheid (Volksraad), 1988 (Wet No. 70 van 1988), die regulasies afgekondig by Goewermentskennisgewing No. R. 688 van 30 Maart 1990 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. 688 van 30 Maart 1990, soos gewysig by Goewermentskennisgewing No. R. 285 van 24 Januarie 1992.

2. Regulasie 3 van die Regulasies word hierby gewysig deur na subregulasie (4) die volgende subregulasie in te voeg:

"(5) Ondanks die bepalings van subregulasie (1), kan die Minister die ampstermyne van lede vir 'n periode van hoogstens een jaar verleng."

**DEPARTEMENT VAN ONDERWYS  
EN KULTUUR**

**No. R. 658** **23 April 1993**

WET OP ONDERWYSAANGELEENTHEDE  
(VOLKSRAAD), 1988

**WYSIGING VAN REGULASIES BETREFFENDE  
SKOOLRADE**

Die Minister van Onderwys en Kultuur het kragtens artikels 19 en 112 van die Wet op Onderwysaangeleentheid (Volksraad), 1988 (Wet No. 70 van 1988), die regulasies afgekondig by Goewermentskennisgewing No. R. 689 van 30 Maart 1990 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. 689 van 30 Maart 1990, soos gewysig by Goewermentskennisgewing No. R. 286 van 24 Januarie 1992.

2. Regulasies 5 van die Regulasies word hierby gewysig deur na subregulasie (3) die volgende subregulasie in te voeg:

"(4) Ondanks die bepalings van subregulasie (1), kan die Minister die ampstermyne van lede vir 'n periode van hoogstens een jaar verleng."

# Move to defuse storm over Mokaba's slogan

RAY HARTLEY

B/D M 23/4/83

ANC Youth League vice-president Peter Mokaba has moved to defuse a political storm over his repeated use of the slogan, "Kill the boer, kill the farmer". Mokaba said yesterday the slogan should not be taken literally. It was simply a part of Umkhonto we Sizwe's culture which sought to end the "white supremacist system". The ANC and youth league said in a joint statement yesterday the slogan had become inappropriate and its use at public meetings was being reassessed, Sapa reports.

This followed a meeting of the two in Johannesburg attended by ANC secretary-general Cyril Ramaphosa and youth league representatives led by Rapu Molekane. They reaffirmed the ANC's policy of nonracialism. Mokaba's militant statements are believed to have angered senior ANC leaders, including Ramaphosa, who said on television that Mokaba and Winnie Mandela "should not be taken seriously".

Farmers' associations convened security committees to discuss the matter and police said they would investigate "militant remarks" by Mokaba and Mandela.

National peace committee chairman John Hall said Mokaba and Mandela's inflammatory speeches

had contravened the national peace accord. The committee met last night to discuss the matter.

SA Agricultural Union president Boet Fourie asked for an urgent meeting with Justice Minister Kobie Coetsee to discuss security and Bloemfontein's Vervengoeg Farmers' Association asked the Free State peace committee to investigate Mokaba's calls.

Yesterday, the Concerned South Africans Group said the ANC had to do more than just distance itself from Mokaba's statements which were calculated "to incite ANC supporters to kill whites".

Youth league and ANC PWV officials suggested yesterday a national strike could be called if government failed to meet ANC demands for an election date and a transitional executive council. The league said if a date for an election had not been set by mid-May, democratic forces should gear up for an extended national strike, which would include rent and consumer boycotts.

Mass action would be used to remove white policemen - who were insensitive to the feelings of blacks - from townships and to replace them with "resident police" who would co-

operate with communities. The occupation of NP offices, demonstrations and pickets were also likely.

Natal and KwaZulu would be targeted for mass action involving rallies, marches and demonstrations.

PWV ANC secretary-general Paul Mashatile said a proposal for a general strike was being considered by the region and would be forwarded to national structures for a decision.

Sapa reports mass action plans were described by Law and Order Ministry spokesman Capt Craig Koize as "a recipe for confrontation and almost inevitable violence".

The alliance said at yesterday's media briefing police had killed Soweto ANC secretary Sam Tambani and six others without provocation at Protea police station last week.

"It is clear from all accounts that the first volley of shots was fired by the police in a controlled and sustained... burst of fire aimed at the leadership in front of the gate, a statement released at the conference said.

Tambani had asked police to exercise restraint only a few minutes before he was killed.

A funeral service for Tambani would be held at Regina Mundi in Soweto tomorrow. He would be buried in Avalon Cemetery.

## Country club comes under attack

IN one of several incidents of violence around the country, three men fired on a country club in Richmond, Natal, on Wednesday night with machine guns.

No one was injured and police said they had ruled out the possibility of the PAC's armed wing Apia being responsible.

Also on Wednesday, a nun had petrol poured over her in the Vosmans squatter camp near Witbank, when she got out of her car after youths hurled a petrol bomb at it. A resident came to her aid and the attackers made off in her car.

The ANC's Witbank branch condemned the attack and said it would do everything in its power to track down the culprits.

The ANC said one person was shot dead in Meloding, near Virginia, yesterday when police allegedly opened fire on the Mandela informal settlement.

On Wednesday a Boksburg man was shot dead while delivering wood in Daveyton, near Benoni, while in Katlehong a woman was assaulted and the red Ford Laser she was driving was burnt. In Soweto's Diepmeadow township, a man was hacked to death.

Police have offered a R100 000 reward for information leading to the arrest and conviction of those responsible for an attack on a house near the FNB stadium on Monday. Two people burnt to death in the incident. — Sapa.

## ANC opposes school occupation

THE ANC yesterday distanced itself from a call to occupy white schools, urging pupils instead to step up a campaign to open all schools.

Despite its understanding of the depth of the crisis in education, it did not support the call to occupy white schools, the organisation said.

The threat was the kind of action the ANC feared would be precipitated by government closing talks on education.

"We had predicted that unless government was prepared to proceed seriously with the national education negotiating forum as a means to address the crisis, the crisis would deepen."

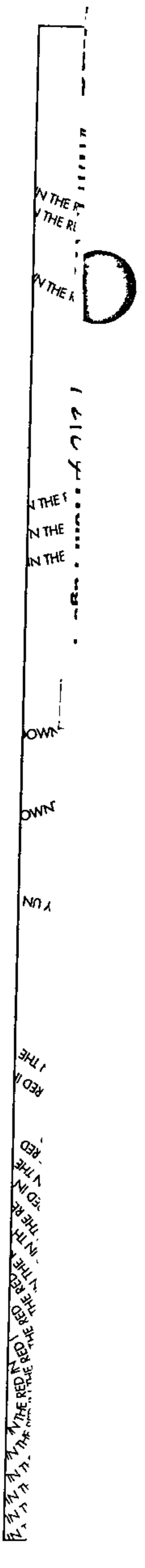
The SA Students' Congress has vowed to occupy and disrupt white schools as part of its protest against the killing of SACP general secretary Chris Hani and to pressure government to change the structure of

KATHRYN STRACHAN education. The National Education Coordinating Committee has also threatened to target white schools.

The ANC said that white government had the means to restore credibility by negotiating the way ahead for education, it had declared its position on each crisis point non-negotiable.

Sapa reports that Education and Training Department director-general Berrinhard Louw said after a meeting with the SA Democratic Teachers' Union in Pretoria yesterday education problems would in future be resolved through negotiations.

Louw said consensus reached with the union pointed to a new direction which "augurs well". The parties agreed to exhaust procedures prescribed in a previous agreement by means of negotiation before other action was taken, he said.



CT 24/4/93

# Education forum urged

(50)

DURBAN. — ANC president Mr Nelson Mandela has warned that the crisis at schools would deepen unless the government agreed to an education forum.

Addressing more than 1 500 people after receiving an honorary doctorate of law from the University of Natal here last night, he said the crisis should be addressed urgently, but that the government had "unilat-

erally shut-down" negotiations on education.

"(The crisis) is continuing to deepen as a result of the government's refusal to participate in the establishment of an Education and Training Negotiation Forum."

He also expressed concern that access to tertiary education for both blacks and whites was becoming increasingly limited.

# Vacated white school donated

■ One of Education Minister's 'most important decisions': (50)

**By Mzimasi Ngudle**

BOPHELO-IMPILO Community Association took a step in rectifying the ravages of apartheid when it accepted a vacated white school donated by education authorities after protracted negotiations.

Opening the Bophelo Community School in Mayfair, Johannesburg, on Saturday, Department of Education and Training Minister Mr Sam de Beer said the decision to donate the school was "one of the most important decisions I have ever made".

## **Honoured**

Founder members of the school Mrs Anastasia Thula, Mrs Jeanette Mbaile, Mrs Roselyn Peteni and Mrs Agnes Gqwabaza were honoured during the bright and colourful occasion.

The school opening was the culmination of BICA efforts to alleviate the plight of early school leavers.

Mrs J Mtetwa said after protracted negotiations with the DET, the school was eventually donated to the BICA. The BICA runs many projects, including sewing courses, crèches and the upgrading of the skills of domestic workers and senior citizens.

Name of School	1990			1989		
	Grant-in-Aid	Building Subsidy	Furniture and Equip-ment Subsidy	Grant-in-Aid	Building Subsidy	Furniture and Equip-ment Subsidy
Aryan Benevolent Home	17 280,00			16 797,60		
Bayview	2 271,50			2 494,80		
Cato	13 910,40			13 892,40		
Christ Church	2 880,00			2 880,00		
Circle	25 729,20			25 920,00		
Golden Sun	11 520,00			11 520,00		
Helen K Hoss	8 640,00			8 640,00		
Jiswa	11 232,00			11 232,00		
Lakehaven						
ML Sultan	8 474,40			6 022,80		
Nur-UI-Islam	17 280,00			17 280,00		
Richmond						
Gardens	5 616,00			5 616,00		7 242,38
Shrinati						
Anandben						
Desai	7 293,60			12 204,00		
Silver Star	16 333,20			19 735,20		
St Luke's	6 480,00			6 510,00		
St Patrick's	8 640,00			8 496,00		
Snow White	8 640,00			8 640,00		
Standard Bank						
Happy Hours	5 760,00			5 616,00		
Immanuel						
Lutheran	2 181,60			4 282,20		
Lenasia Muslim	10 800,00			10 616,40		
Cuckoo Street						
Lenasia Muslim	14 396,40			14 400,00		
Swan Street	11 520,00			11 520,00		
Wonderland						
Dadaville						
Gardens	9 514,80			10 436,40		
Gayway	6 105,60			7 200,00		
Merry Corner	5 760,00			5 760,00		
Thumbelina	7 653,60					
Mohadin	5 673,60					
Woodview	8 816,40					
Brackenhams	9 072,00					
Tinkerbell						
Gujarati Bal Mandir		50 000,00	8 000,00			
Total	R300 038,40	R50 000,00	R8 000,00	R278 225,40	R92 003,10	R21 214,95

(c) Subsidies are payable to pre-primary schools subject to the following:

(i) The institution being registered with the Department;

(ii) The institution shall not be conducted for private gain or profit.

The governing body of such pre-primary school shall be:

a registered welfare organisation or a fund-raising organisation with one of its objects the establishment, maintenance and management of pre-primary schools; or

an association not for gain incorporated under the Companies Act, No 61 of 1973 and which has as its main object the establishment, maintenance and management of pre-primary schools, or

a recognised religious organisation.

the Chief Language Promoters who conducted some of their research in India.

(2) Yes. Those persons were remunerated in terms of the conditions of their employment.

The seconded Culture Promoters received their normal monthly salaries whilst the 3 Chief Language Promoters were each paid R4 058,25 per month.

Std 10 examinations: Physical Science

28. Mr M RAJAB asked the Minister of Education and Culture:

(1) How many pupils at schools falling under the control of her Department wrote, (b) passed and (c) failed their 1992 Standard 10 examinations in respect of (i) Physical Science (Higher Grade), (ii) Physical Science (Standard Grade) and (iii) Physical Science (Lower Grade);

(2) how many pupils who wrote the Standard 10 Physical Science (Higher Grade) examinations in 1992 passed on the (a) Higher, (b) Standard and (c) Lower Grade level;

(3) how many pupils who wrote the Standard 10 Physical Science (Standard Grade) examinations in 1992 passed on the (a) Standard and (b) Lower Grade level?

The MINISTER OF EDUCATION AND CULTURE:

(1)

	(a) Wrote	(b) Passed	(c) Failed
(i) Physical Science (HG)	3 918	3 262	656
(ii) Physical Science (SG)	1 788	1 627	161
(iii) Physical Science (LG)	Nil	Nil	Nil

## Peace corps for polls proposed

RAY HARTLEY

AN IMPARTIAL peace corps consisting of members of the ANC, SAP, homeland police forces and the SADF should be formed to police democratic elections, ANC lawyer Nic Haysom said yesterday.

He said the force, which would be an "enormously credible and visibly non-partisan unit" would be the only force capable of allowing free access to all areas of SA by rival politicians during electioneering.

Speaking at a Groundswell conference in Johannesburg, Haysom said if negotiations around increasing the accountability of the force to the community succeeded, the SAP could become one of the world's most innovative and accountable police forces.

Haysom, who serves on the Police Board, said the ANC did not envisage autonomous regional police forces, but wanted regional police to maintain lines of responsibility and accountability to future regional governments.

The ANC's marshalls, who had arrested several people involved in violence and handed them over to the police recently, could be recruited to the new police force.

Police would have to be structured so that communities could effectively "reveal their disgruntlement" with policing practices, he said.

University of the Western Cape researcher Philip van Ryneveld told the conference the ANC would not substantially alter existing tax practices when it became government, but would consider changes in the medium to long term.

Regions would have some autonomy when it came to expenditure of the monies, but would have to act within a national framework, he said.

# Govt turns down demand on forum

CAPE TOWN — National Education Minister Piet Marais indicated yesterday there had been a delay in the establishment of the proposed national education forum and rejected demands that government should be obliged to implement its decisions.

Introducing his budget vote, Marais said it would be wrong to wait until the establishment of the forum before beginning to merge the various departments.

While not being opposed to the multilateral forum, he expected it would take time to establish, and until then he envisaged the establishment of a smaller advisory body to unify the education department.

Marais said he had recently met a delegation from the National Education Conference — a body consisting of 15 organisations, including the National Education Co-ordinating Committee and the ANC.

The delegation insisted that government join them in issuing a statement which would commit government to the formation of the forum within a particular time frame.

"Had I done so, I would have ruined every possibility of creating such a forum within the foreseeable future," Marais said.

He appreciated that the conference was an important role player, but a number of other role players also had to take part in the process. These included parliamentary parties, the self-governing territories and other political parties.

"To say some of them are not over-

TIM COHEN

ly enthusiastic about the idea of creating a forum is an understatement".

Bilateral talks were, at this stage, the best and probably the only way to ensure maximum participation in a process of change which had to ultimately become multilateral.

It was not acceptable that such a body should be vested with decision-making powers in the sense that government would be obliged to implement all their decisions.

"Demands that are being made in that regard will not be acceded to," he said, adding that this would be tantamount to government abdicating its responsibilities during its term of office.

KATHRYN STRACHAN reports that a principal of Soweto's Jabulani Technical College and two of his teachers were chased away from the school on Friday by SA Democratic Teachers' Union (Sadtu) members, the DET said yesterday.

The department said it had requested an urgent meeting with the union.

DET spokesman Corrie Rade-meyer said the incident took place at the same time that Sadtu said at a meeting with the department it was not Sadtu policy to expel principals and teachers, harass principals, or take over management of schools.

Sadtu president Shepherd Mdladlana said he had not been informed of the incident. He accused the DET of a campaign to discredit the union.

# New education forum delayed

## Political Staff

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## 'Body to be purely advisory'

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# No Taal for starters . . .

ARC 27/4/93  
MICHAEL MORRIS 50  
Political Correspondent, and Sapa



Mr Louis Pienaar

SOMEWHERE in Cape Town is a restaurant that will never again host the MP for Maitland, former cabinet minister Mr Louis Pienaar . . . because one of its waitresses cannot speak Afrikaans.

The former ambassador to Paris recounted in parliament yesterday how he and his wife visited the restaurant — and supped on very good pasta — but their waitress could not speak a single word of “my dear language”.

He added bluntly: “Thank you, but that’s one restaurant I will not visit again.”

Mr Pienaar recalled the experience during the education budget debate, in which he made a plea for a language commission or ombudsman to protect the language rights of Afrikaans speakers.

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The family of late CP leader Andries Treurnicht gather around his coffin at the Church Street Cemetery in Pretoria yesterday before casting roses into the grave. About 1 500 mourners joined the procession to the cemetery. Picture: BRIAN HENDLER

# Marais 'hoping to meet NEC representatives' <sup>610M 28/49</sup> (50)

CAPE TOWN — The gap between the National Education Conference (NEC) and himself was not unbridgeable, National Education Minister Piet Marais said yesterday in reply to debate on his vote.

He wanted to meet NEC representatives soon to help the NEC understand the views of other role players in education.

The 1994/95 education budget would still be planned centrally, but funds would be allocated on a nonracial basis to proposed regional education departments.

Once the regional departments were fully functional, budgetary responsibilities would be devolved to them.

Next year's education budget could be finalised only once the scope of the national budget was known. He hoped this would be by October.

Government believed Afrikaans should retain its official language status alongside English. Language rights should be extended rather than curtailed, and should be entrenched in a future Bill of Rights.

While parity in per capita education spending could not be achieved in the short term, government was committed to equalising education spending. Per capita spending on white education rose 23% between 1989 and 1992 while spending on black education had increased 79%.

Louis Pienaar (NP Maitland) said a language commission or ombudsman should be appointed to protect the language rights of Afrikaans speakers.

Such a body, equivalent to the proposed election commission or to the commission for electronic media envisaged by Codesa, would allow individuals to air their grievances without the risk of incurring high court costs.

An HSRC report showed that the most-spoken mother tongue in the country was Zulu, with English rated fourth after Afrikaans and Xhosa.

The ANC, meanwhile, has decided to adopt a flexible language policy by according equal status to all languages spoken in SA. At its international culture and development conference in Johannesburg it was decided that a single language be used for record purposes, but that all other languages be recognised, protected and developed equally.

The ANC's language commission suggested a pan-South African languages board be established.

This would contribute substantially towards educating all South Africans about respecting and recognising other people's cultures, it said. — Sapa.

# Don't be bullied, plea to pupils

JOHN VILJOEN  
Education Reporter

PUPILS in House of Representatives schools were being intimidated on a large scale into joining mass action, education minister Mr Pieter Saaiman has claimed.

He also accused teacher organisations of creating a false impression that his department was firing teachers on a large scale.

Some pupils had been told they would be physically removed from classes if they did not participate in planned mass action.

The intimidation was being carried out by organisations outside his department using the rationalisation programme to gain political mileage, Mr Saaiman said in statements yesterday.

This was taking place on a "shockingly large scale".

He criticised teachers' plans for mass action and strikes, saying such moves went against a culture of "professionalism, responsibility and sacrifice".

Teachers who stopped work were acting in their own interests and against those of their community.

The Department of Education and Culture's rationalisation programme was geared toward teachers who showed last year they were interested in taking early retirement.

It would be left to inspectors, principals and teachers to decide for themselves who took the package.

The department's rationalisation was a positive step which teacher organisations were now using for their own ends to the detriment of their members.

He appealed to teachers and parents not to allow education to be destabilised. Parents had to become more involved in combatting the effects of mass action.

It was their children and their communities which would suffer in the end because of uneducated, unemployed school-leavers.

All teachers interested in the package should make use of this opportunity to take it up.

ARC 28/4/93

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## All SA languages 'to have equal status' (5)

ET 28/4/73  
JOHANNESBURG. — The ANC has decided to adopt a flexible language policy by according equal status to all languages spoken in South Africa, it was reported yesterday.

This consensus emerged at the organisation's International Culture and Development Conference here, where it was decided that a single language be used for record purposes, but all other languages be recognised, protected and developed equally.

The ANC's language commission concluded that English and Afrikaans subordinated other languages to the level of little or no emphasis. — Sapa

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# Schooling collapsed in Soweto in '92 <sup>SO</sup>report

*Blom 29/4/93*

**KATHRYN STRACHAN**

VANDALISM, arson, fighting, rape and murder on school premises were among the reasons for 1992 being a year of lost opportunities for many black pupils, the Department of Education and Training (DET) said in its annual report.

The report, released yesterday, said black schooling in Johannesburg had collapsed. More than 16 000 instances of disruptions took place throughout the country, and 11-million pupil days were lost.

It was disturbing that 217 instances of violence occurred on school grounds. Battles between political groups and the use of violence were important causes of these violent incidences, the report claimed.

The suspension of classes following these incidences caused 26 schools to close down for almost 17 weeks.

An analysis of the disruptions showed that 23% of cases occurred in the Johannesburg region, and almost 17% in townships on the East Rand. These were also the two regions where the lowest pass rates in matric exams were recorded.

The report said that by September it had become apparent that normal education in the region had become an impossibility.

"It would appear that the spirit of resis-

tance, rebellion, disruption and eventually, anarchy, which has been nurtured in Soweto since 1976, has led to the collapse of education in Soweto. The generation of pupils of 1976, 1981 and 1985/86, many of whom have become teachers themselves, have never known a role model of order and normality," the report claimed.

"One could contend that the fruits of unrest in schools in 1976 have fully ripened and are now delivering their awful results. The lawlessness, preached also by teachers in Soweto over the past four years, has finally overtaken its instigators.

"Pupils can hardly be disciplined, and violence and disruption have become so frequent that the culture of learning is lying in tatters."

The report said education was one of the fastest growing state services, but it was known that the sources of state revenue were insufficient to meet all expectations.

Reconstructing education in Soweto was a priority for the department this year, but this would not succeed if education continued to be used as a chess piece in political moves, the report claimed.

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earlier this year of AIDS, | arrest, a police spokesman said



NEWS Government steps down after talks • Knocking sense into Government's head

# May 26 is D-day for schools occupation

■ 'On that day white education will be brought to a halt'

WHITE schools, including colleges of education and universities, will be targeted for mass occupation on May 26 to force the Government to address the crisis in black education, the southern Transvaal region of the National Education Co-ordinating Committee warned yesterday.

NECC regional secretary Amon Msane said all white institutions which still upheld the status quo would be disrupted in a campaign tot "knock sense into the Government's head".

"On that day white education will be brought to a halt," Msane warned.

He added, however, that white schools that were committed to the struggle for integration in education would not be affected.

Msane said a short list of schools to be targeted was still being drawn up and the

names of those institutions would only be disclosed when the campaign was launched.

The NECC is demanding an end to the unilateral restructuring of education, the establishment of a national negotiating forum on education and the scrapping of matric examination fees.

Msane said previous meetings with the Minister of National Education, Mr Piet Marais, and the Minister of Education and Training, Mr Sam de Beer, had failed to produce the required results.

"The Government has been negative to all our attempts to negotiate these issues. All our meetings have ended in a deadlock and so we have to unlock the jams through mass action," Msane said.

He said various zones and branches of the NECC would co-ordinate marches to targeted white schools.

# Sorghum beer will still flow freely

By Joshua Raboroko

THE GOVERNMENT has dropped proposals to bring the sorghum beer industry under the Liquor Act after an urgent meeting with the black-owned National Sorghum Breweries in Cape Town this week.

The decision was taken after "cordial and friendly deliberations on technical, cultural, legal and principal issues", the Deputy Minister of Trade and Industry, Mr David Graaff, announced yesterday.

In a statement the Minister said certain amendments to the Liquor Amendment Bill concerning the sorghum beer industry had been proposed by the parliamentary joint committee on trade and

the industry under the Liquor Act dropped: industry.

After consultation with NSB's chief executive, Mr Mohale Mahanyele, it was "agreed that the Minister would request Parliament to withdraw the amendments in the Liquor Amendment Bill pertaining to the sorghum beer industry".

NSB executive director Mr Israel Skosana yesterday said they were delighted with the decision. Black business had expressed its anger and frustration, he said.

The company together with black

LICENSING PERMITS Proposals to put

business — especially the informal sector — had threatened to defy proposals that sorghum beer be placed under the Liquor Act.

Sources said the move would have taken black business to the "prohibition days" of the 1950s when blacks were not allowed to buy or drink "white" liquor except by express permission.

The proposal also meant that 500 000 informal sellers would have to face unfamiliar legal processes and high capital outlays to obtain licences.



29/4/93

Sowetan

# Exam fees: Pupils bar heads, plan marches

ARC 29/4/93  
JOHN VILJOEN  
Education Reporter

BLACK pupils in the Western Cape have barred principals from high schools and announced marches on police stations in an intensive campaign for the scrapping of matric examination fees.

Congress of South African Students spokesman Mr J J Thyhalisisu said today the organisation demanded that principals occupy Department of Education and Training offices until the fees were scrapped.

Principals told the department of the pupils' decision and their "militant" attitude yesterday.

According to a report supplied by the department, principals informed officials that matric pupils from all department high schools in the Western Cape had unanimously resolved not to fill in matric entry forms or pay exam fees. Tuition had been suspended until fees were scrapped.

Principals urged officials to refer the issue to Minister of Education and Training Mr Sam de Beer, and to ask him to speak to them as soon as possible.

Officials, circuit inspectors and subject advisers should regard school premises and townships as "no go areas", principals said. They agreed with pupils on the fee issue as pupils' parents were poor.

Department area manager Mr A E M Ndamase said his office did not have the power to take action on the issue. Regional director Dr Johan Brand was expected to meet principals in Cape Town today.

Mr Thyhalisisu said the burning of department subject adviser Mr Mike Cameron's official car at Oscar Mpetha High School in Nyanga yesterday was "the first demonstration of student anger".

The R25 000 government car was stoned and gutted.

Mr Thyhalisisu said Cosas had set May 10 as a deadline for exam fees to be scrapped.

Star 29/4/93

# Threat to disrupt white schools

By Phil Molefe  
Education Reporter

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White schools, colleges of education and universities will be targeted for mass occupation on May 26 to force the Government to address the black education crisis, the southern Transvaal region of the National Education Co-ordinating Committee said yesterday.

NECC regional secretary Amon Msane said all white institutions which still upheld the status quo would be disrupted in a campaign aimed at "knocking sense into the Government's head".

The Transvaal Education

Department said yesterday any attempt to disrupt its schools would be stopped with the help of the police.

Msane said a shortlist of schools to be targeted was still being drawn up and the names of those institutions would be disclosed when the campaign was launched.

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### ● In midst of education morass — Page 25

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Right-wing organisations, including the Conservative Party, have warned of a backlash and the National Peace Committee expressed concern that the occupation

of white schools would lead to unnecessary tension and violence.

NPC chairman John Hall said education could only be properly changed through broad and inclusive consultation. He understood from Education Minister Piet Marais's recent statement that this was now the case.

● The SA Democratic Teachers' Union (Sadtu) yesterday failed for the second time to honour an appointment to meet the Department of Education and Training (DET) to resolve matters of urgent importance to education, said DET spokesman Corrie Rademeyer.



## Stand-off over education forum demand

KATHRYN STRACHAN (50)

GOVERNMENT says a national education forum will be launched soon, but the news has failed to avert the threatened occupation of white schools. *BLOOM*

A range of education organisations said yesterday they would target white schools for mass occupation on May 26 unless government agreed to the immediate establishment of a negotiating forum.

The organisations are insisting the forum should have decision-making powers rather than the advisory role proposed yesterday by government. *29/4/93*

National Education Co-ordinating Committee (NECC) southern Transvaal region, the SA Students Congress and the Congress of SA Students told a media briefing that white schools, training colleges and universities would be invaded and all classes disrupted. NECC spokesman Amon Msane said the plan to bring white education to a halt would be peaceful. He said there was no alternative to the plan; only when the education crisis spread to white schools would government take it seriously.

While Msane said schools and universities that sided with the organisations would not be targeted, Sasco spokesman Bigboy Tselane said Wits University could be targeted because it often contradicted its expressed nonracial principles.

National peace committee chairman John Hall said yesterday government was urgently trying to get consultations with all interested parties under way.

"It is common cause that the future of education in SA must be debated by all interested parties and it is my understanding that broad and inclusive consultation is very much part of the plan of government. The method of achieving consultation lends itself to the formation of a national education forum."

Last week the ANC distanced itself from the plan to disrupt white schools.

● See Page 2

# In midst of education morass

Star 29/4/93

Black education is in the grip of a crisis which has deepened with each passing year. While the white Transvaal Education Department has for the past four years maintained a matric pass rate of 97 per cent, the pass rate for its black counterpart has hovered between 36 and 43 percent nationally. Last year only 10,3 percent of black matriculants obtained university exemptions. This year, disruptions due to teacher and pupil disaffection have led to the loss of 40 school days, which bodes ill for this year's results. Education Reporter PHIL MOLEFE spoke to Education and Training Minister Sam de Beer and National Education Co-ordinating Committee general secretary James Maseko, the two men who could provide a solution to the crisis.

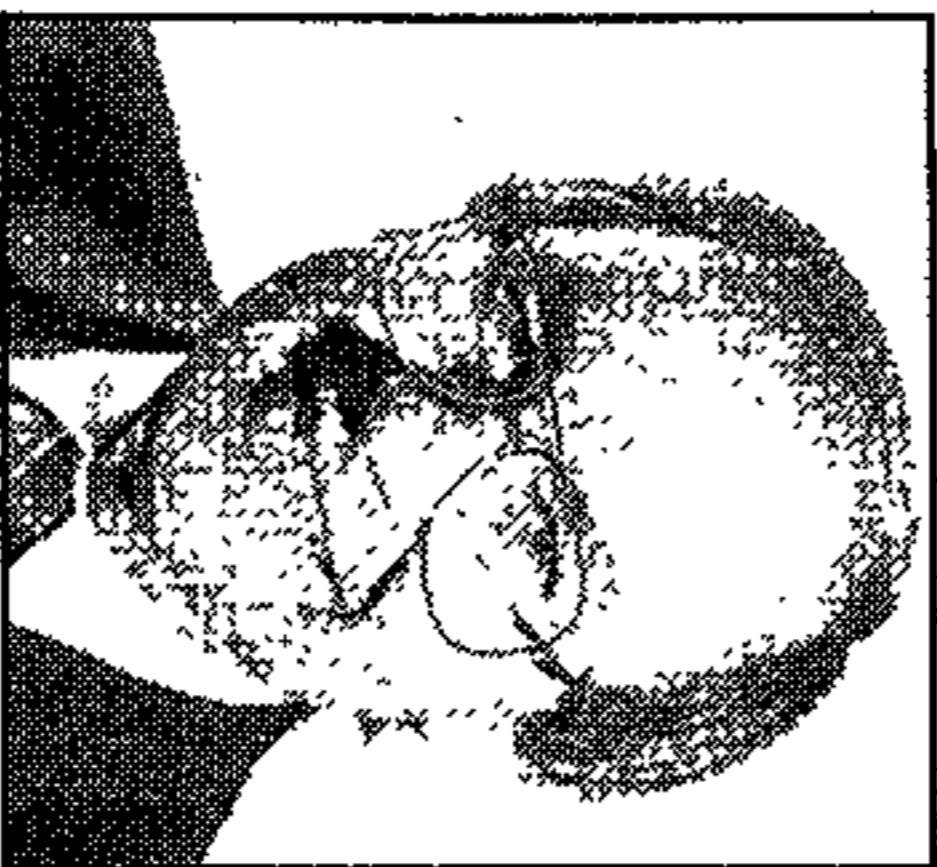
## Sam de Beer

**W**HAT is the nature of the crisis in black education?

I have always said that if one child is not receiving the education to which he is entitled, then that is a very serious matter. If we can address the educational challenge of this country, then we are on the way to victory.

What are the contributory factors to the crisis?

The situation I experience on a daily basis is that there is no discipline and order. In many areas we do not have teachers who are committed to provid-



De Beer... ready to discuss a new dispensation.

ents find themselves. For this reason, the Cabinet decided to assist parents and students in need by allowing each department to consider reducing the fee by a maximum of one-third.



Picture: Joan Silva

What are the contrary factors to the crisis?

The situation I experience on a daily basis is that there is no discipline and order. In many areas we do not have teachers who are committed to providing our children with the best possible education.

We do not seem to be successful in involving communities and parents in education. But there are, of course, historical problems. There is a major political situation which is also contributing to this situation. The lack of order and discipline is the major problem.

What is your department doing to address the problems?

Our primary duty is to provide education and when I look at the education package we unveiled this month, I believe we have succeeded under very difficult economic circumstances to ensure that our children get an education.

The table is set and the community must now respond.

What of the teachers' salaries? This question should be seen against the background of the economic situation in the country. The State President made it clear that 5 percent is the maximum amount that can be allocated for salary increases.

The teaching fraternity may decide, within 5 percent, to give a teacher in a lower rank a better increase and a teacher in a higher rank an increase less than the 5 percent.

What is your position regarding matric examination fees?

The Government has great understanding for the financial difficulties in which many par-

ents find themselves. For this reason, the Cabinet decided to assist parents and students in need by allowing each department to consider reducing the fee by a maximum of one-third.

I have had discussions with the Soweto Education Co-ordinating Committee and the Congress of South African Students (Cosas) about exam fees.

I have also been talking and listening to my Council of Education and Training and teacher organisations such as Naptosa (the National Professional Teachers' Organisation of SA) and 'Taata (the Transvaal United African Teachers' Association). In all my discussions, not one educationist of note requested me to abolish examination fees.

But the NECC says it was not consulted

I had an appointment to meet the NECC, but before I could do so it threatened the Government that it would occupy white schools.

To my mind you cannot negotiate if you are threatened. But I am willing to meet the NECC to discuss these matters.

The NECC has called for the establishment of an interim crisis committee. Your reaction?

I have over the years expressed my willingness and eagerness to listen to the problems which parents and clients of my department are experiencing, and I would be more than willing to discuss this idea with the NECC.

Would you support the establishment of local and regional conflict resolution mechanisms?

### Future shock . . . despite all the talk, the crisis in black education is getting worse every year.

The department and various teacher associations must allways be willing to sit down and resolve conflicts. As far as the department is concerned, these structures already exist. Teacher and educational organisations must make use of these structures and they must involve those officials who are appointed by the department to address these issues.

The NECC has questioned the 'legitimacy' of such structures.

This department operates under the present Education Act and we have certain rules and regulations flowing from that Act. It all depends on what is meant by legitimate. Some of the structures are performing quite well.

What are your views regarding the establishment of a negotiating forum to discuss a new education dispensation?

There is general agreement that all parties with a vested interest in education will have to get together. In principle, we agree that we can't bring about this new education system without involving all parties.

How will the new educational dispensation affect the DET?

My department and I have been in favour of a new education dispensation and will cooperate in every way to make a success of restructuring it.

## James Maseko

### WHAT IS the nature of the crisis in black education?

Firstly, it was part of the Government's strategy, in introducing Bantu Education, to provide the lowest quality of education to blacks.

This point becomes quite clear when one looks at the black teacher training colleges, which fail to equip black teachers with the skills to enable them to ensure that effective teaching and learning take place in schools.

Secondly, there is a lack of resources in black education, including the shortage of teachers, especially in the fields of mathematics and science.

There is also the shortage of material resources such as libraries and laboratories.

It actually took struggles in the mid-'80s to force the Government to at least agree to provide textbooks and stationery to black schools. But at this stage there is poor and inefficient management of the textbook delivery system within the Department of Education and Training.



Maseko . . . the Government contributes to schools' crisis.

There is also a chronic shortage of schools in black education.

Thirdly, there is a lack of proper management and governance structures. This relates to the lack of legitimacy of the current administrative structures in education.

These structures are the most important elements of the system because you can have the most beautiful and the most progressive curriculum, but if you can't manage that system, it is likely to collapse.

The main aspect of the crisis is the high level of demoralisation among both teachers and students.

The lack of discipline in schools is more a consequence

rather than a cause of the crisis in the education system. The Government's failure to address demands also contributes to the current crisis.

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What are you doing to restore discipline and the culture of learning in schools? In 1990 the NECC launched the back-to-learning programme, which was an attempt to call teachers and pupils back to school.

While we believe that the primary responsibility for education lies with the Government, communities have an important role to play in the education process.

Firstly, we said we needed to establish credible management structures in schools, such as parent-teacher-student associations.

Then we initiated a process aimed at designing a code of conduct for schools, with a view to regulating the conduct of teachers and students.

At this stage, the calls made by the NECC and other organisations for children to go back to school and participate in learning have been undermined by the fact that the State has not reciprocated by meeting the demands of students.

If students go back to school and find they don't have a

mathematics or science teacher or they don't have textbooks, this plays into the hands of indiscipline.

What are your views on the question of teachers' salaries?

The NECC is very disturbed about the manner in which the State is managing or mismanaging that resource.

Our view is that teaching is one of the most economically depressed professions in the country. The fact that most teachers take home less than R700 a month militates against teacher productivity.

What of the matric exam fees, which sparked pupil protests last month?

Education has to be free and compulsory. The question of sitting for an examination should not be subject to affordability. Every student must have the opportunity to sit for exams.

Secondly, there has not been transparency as to the use of examination fees. It has not been explained to our communities as to what these exam fees are used for in real terms.

Exam fees must be suspended and the whole issue subjected to intensive research and investigation.

Is the Government amenable to negotiations?

As early as April 1992, signals were sent to the Govern-

ment to address the exam fee issue but no positive response was forthcoming.

We are faced with a situation where there is a lot of frustration on our part because we do not seem to make any breakthroughs in our attempts to negotiate these issues with the Government.

The Government seems more willing to respond to pressure than to negotiations.

How would you like to see negotiations with the Government taking place?

We reiterate our call for the establishment of an education forum so that we can begin to put in place mechanisms of dealing with the education crisis. There should also be a crisis committee comprising Government, private-sector and community organisations to address short-term problems. But the Government is refusing to budge.

What are your dealings with existing Government bodies?

Existing Government structures are not legitimate and have failed to deliver the goods. We need a new approach.

The Government lacks the political will to address education matters and agree to the establishment of a negotiating forum to work out a new education dispensation. □

Picture: Joao Silva.

# In midst of educ

Black education is in the grip of a crisis which has deepened with each passing year. While the white Transvaal Education Department has for the past four years maintained a matric pass rate of 97 percent, the pass rate for its black counterpart has hovered between 36 and 43 percent nationally. Last year only 10,3 percent of black matriculants obtained university exemptions. This year, disruptions due to teacher and pupil disaffection have led to the loss of 40 school days, which bodes ill for this year's results. Education Reporter PHIL MOLEFE spoke to Education and Training Minister Sam de Beer and National Education Co-ordinating Committee general secretary James Maseko, the two men who could provide a solution to the crisis.

## Sam de Beer

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I have always said that if one child is not receiving the education to which he is entitled, then that is a very serious matter. If we can address the educational challenge of this country, then we are on the way to victory.

**What are the contributory factors to the crisis?**

The situation I experience on a daily basis is that there is no discipline and order. In many areas we do not have teachers who are committed to providing our children with the best possible education.

We do not seem to be successful in involving communities and parents in education.

But there are, of course, historical problems. There is a major political situation which is also contributing to this situation. The lack of order and discipline is the major problem.

**What is your department doing to address the problems?**

Our primary duty is to provide education and when I look at the education package we unveiled this month, I believe we have succeeded under very difficult economic circumstances to ensure that our children get an education.

The table is set and the community must now respond.

**What of the teachers' salaries?**

This question should be seen against the background of the economic situation in the country. The State President made it clear that 5 percent is the maximum amount that can be allocated for salary increases.

The teaching fraternity may decide, within 5 percent, to give a teacher in a lower rank a better increase and a teacher in a higher rank an increase less than the 5 percent.

**What is your position regarding matric examination fees?**

The Government has great understanding for the financial difficulties in which many par-



De Beer . . . ready to discuss a new dispensation.

ents find themselves. For this reason, the Cabinet decided to assist parents and students in need by allowing each department to consider reducing the fee by a maximum of one-third.

I have had discussions with the Soweto Education Co-ordinating Committee and the Congress of South African Students (Cosas) about exam fees.

I have also been talking and listening to my Council of Education and Training and teacher organisations such as Naptosa (the National Professional Teachers' Organisation of SA) and Tuata (the Transvaal United African Teachers' Association). In all my discussions, not one educationist of note requested me to abolish examination fees.

**But the NECC says it was not consulted**

I had an appointment to meet the NECC, but before I could do so it threatened the Government that it would occupy white schools.

To my mind you cannot negotiate if you are threatened. But I am willing to meet the NECC to discuss these matters.

**The NECC has called for the establishment of an interim crisis committee. Your reaction?**

I have over the years expressed my willingness and eagerness to listen to the problems which parents and clients of my department are experiencing, and I would be more than willing to discuss this idea with the NECC.

**Would you support the establishment of local and regional conflict resolution mechanisms?**



Future shock . . . despite all the talk, the crisis in black education is getting

The department and various teacher associations must always be willing to sit down and resolve conflicts. As far as the department is concerned, these structures already exist. Teacher and educational organisations must make use of these structures and they must involve those officials who are appointed by the department to address these issues.

**The NECC has questioned the "legitimacy" of such structures.**

This department operates under the present Education Act and we have certain rules and regulations flowing from that Act. It all depends on what is meant by legitimate. Some of the structures are performing quite well.

**What are your views regarding the establishment of a negotiating forum to discuss a new education dispensation?**

There is general agreement that all parties with a vested interest in education will have to get together. In principle, we agree that we can't bring about this new education system without involving all parties.

**How will the new educational dispensation affect the DET?**

My department and I have been in favour of a new education dispensation and will cooperate in every way to make a success of restructuring it.

## James Maseko

**W**HAT is the nature of the crisis in black education?

Firstly, it was part of the Government's strategy, in introducing Bantu Education, to provide the lowest quality of education to blacks.

This point becomes quite clear when one looks at the quality of teachers produced in black teacher training colleges, which fail to equip black teachers with the skills to enable them to ensure that effective teaching and learning take place in schools.

Secondly, there is a lack of resources in black education, including the shortage of teachers, especially in the fields of mathematics and science.

There is also the shortage of material resources such as libraries and laboratories.

It actually took struggles in the mid-'80s to force the Government to at least agree to provide textbooks and stationery to black schools. But at this stage there is poor and inefficient management of the textbook delivery system within the Department of Education and Training.



Maseko . . . contributes to

There is also age of schools tion.

Thirdly, the proper management structure to the lack of current structures in education.

These structures are the most important system because the most important progressive you can't it is likely to

The main is the high level among students.

The lack of schools is more

Star 29/4/93

# Education morass



Picture: Joao Silva.

the crisis in black education is getting worse every year.

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## Maseko



Maseko... the Government contributes to schools crisis.

AT Is the nature of the crisis in black education?

Firstly, it was part of the Government's strategy, the Bantu Education, the lowest quality of education for blacks.

Secondly, it becomes quite clear when one looks at the teachers produced in their training colleges, they do not have the skills to enable them to ensure that effective teaching and learning take place in schools.

Thirdly, there is a lack of discipline in black education, the shortage of teachers, especially in the fields of mathematics and science.

There is also the shortage of resources such as libraries and laboratories.

Finally, the Government took struggles in the past to force the Government to at least agree to provide textbooks and stationery for black schools. But at present there is poor and in-adequate management of the delivery system within the Department of Education.

rather than a cause of the crisis in the education system. The Government's failure to address demands also contributes to the current crisis.

What are you doing to restore discipline and the culture of learning in schools?

In 1990 the NECC launched the back-to-learning programme, which was an attempt to call teachers and pupils back to school.

While we believe that the primary responsibility for education lies with the Government, communities have an important role to play in the education process.

Firstly, we said we needed to establish credible management structures in schools, such as parent-teacher-student associations.

Then we initiated a process aimed at designing a code of conduct for schools, with a view to regulating the conduct of teachers and students.

At this stage, the calls made by the NECC and other organisations for children to go back to school and participate in learning have been undermined by the fact that the State has not reciprocated by meeting the demands of students.

If students go back to school and find they don't have a

mathematics or science teacher or they don't have textbooks, this plays into the hands of indiscipline.

What are your views on the question of teachers' salaries?

The NECC is very disturbed about the manner in which the State is managing or mismanaging that resource.

Our view is that teaching is one of the most economically depressed professions in the country. The fact that most teachers take home less than R700 a month militates against teacher productivity.

What of the matric exam fees, which sparked pupil protests last month?

Education has to be free and compulsory. The question of sitting for an examination should not be subject to affordability. Every student must have the opportunity to sit for exams.

Secondly, there has not been transparency as to the use of examination fees. It has not been explained to our communities as to what these exam fees are used for in real terms.

Exam fees must be suspended and the whole issue subjected to intensive research and investigation.

Is the Government amenable to negotiations?

As early as April 1992, signals were sent to the Govern-

ment to address the exam fee issue but no positive response was forthcoming.

We are faced with a situation where there is a lot of frustration on our part because we do not seem to make any breakthroughs in our attempts to negotiate these issues with the Government.

The Government seems more willing to respond to pressure than to negotiations.

How would you like to see negotiations with the Government taking place?

We reiterate our call for the establishment of an education forum so that we can begin to put in place mechanisms of dealing with the education crisis. There should also be a crisis committee comprising Government, private-sector and community organisations to address short-term problems. But the Government is refusing to budge.

What are your dealings with existing Government bodies?

Existing Government structures are not legitimate and have failed to deliver the goods. We need a new approach.

The Government lacks the political will to address education matters and agree to the establishment of a negotiating forum to work out a new education dispensation. □

# Minister warns on school invasions

8/10/93 30/4/93

50/42

THE threat to occupy white schools and universities could delay change in SA, Education Co-ordination Minister Piet Marais said yesterday.

KATHRYN STRACHAN

Marais said the threats — aimed at forcing government to address the crisis in black schools and to establish a national education forum — were misdirected and irresponsible.

experts, while the NEC demands a representative body of all stakeholders, including students.

The southern Transvaal regions of the National Education Co-ordinating Committee (NECC), the SA Students' Congress and the Congress of SA Students have said they will disrupt classes and bring education to a halt at white institutions from May 26.

Marais said government could not agree to anything which was tantamount to abdicating its responsibilities during its term of office. Although there were negotiating forums on housing and economics, he said education was a far more sensitive issue and had to be handled sensitively. But Essop said the NEC envisaged a forum which made decisions on the basis of consensus.

The CP and white parents have warned that such action will be met with force. The ANC, in turn, has distanced itself from the plan, and has urged students instead to step up constructive campaigns to open schools to all.

"The forum will work co-operatively with government to attain its objectives, and will not force any decisions on Parliament," he said.

Marais said the threats were inappropriate as government had repeatedly committed itself to "meaningful advisory structures" and had held preparatory talks to this end.

Meanwhile, opposition to the threat of occupation grew yesterday.

But National Education Conference (NEC) spokesman Ahmed Essop dismissed Marais's promises. The NEC conference had held meetings on the issue with government for almost nine months, he said, and had failed to extract an agreement.

Transvaal Education Department executive director Ken Paine said the necessary steps would be taken in conjunction with the police should any attempt be made to disrupt schools.

Marais claimed he needed time to consult various players, such as homeland education ministers, before making such a commitment. But Essop argued that these consultations had taken place months ago.

Free State executive director of Education Gert Heyns said all schools in the province had discussed plans to deal with any emergency situation arising from the NECC threat.

At the centre of the controversy lies the role of such a structure.

CP youth leader Andre Vorster said the party's youth council would act with other right-wing organisations to stop the proposed invasion.

Government refuses to move from the concept of an advisory forum made up of

Sapa reports the right-wing Boere Weerstandsbeweging (BWB) warned yesterday occupying white schools would cause a civil war. BWB leader Andrew Ford said "boers" would protect their children "to the death".

● Comment: Page 8

## Drugs 'useless' in malaria battle

MEDICAL science is making little progress in its battle against the deadly malaria epidemic sweeping across Africa.

KATHRYN STRACHAN

The greatest obstacle for researchers is the drug resistance emerging throughout the continent, says Medical Research Council malaria research programme leader Brian Sharp.

Sharp says the drugs, not only often ineffectual, can mask infection and complicate the disease. If malaria is diagnosed early it can be cured easily, but it kills if left too late.

Although there are four strains of the virus, more than 90% of cases are cerebral malaria — falciparum plasmodium which does not recur.

ADRIAN HADLAND reports that about 30 patients in the Pretoria region are receiving treatment for malaria.

Falciparum plasmodium has become resistant to chloroquin, the standard drug used for all four strains, says Sharp, and other drug combinations.

Namibian health authorities yesterday warned tourists and residents to take precautions against malaria, which had killed 27 people in the territory this year.

A new drug, mefloquine, is used in Europe but has not yet been approved by local health authorities.

Health Ministry Internal Medicine Department head Prof Ockie Oosthuizen said laboratories were diagnosing up to 60 new cases every day. On Wednesday, 57 people were admitted to two Windhoek hospitals suffering from the disease, he said.

It must be taken under medical supervision and is not prescribed for children or pregnant women, says Sharp.

Sharp's advice to travellers is to see a doctor even if only flu-like symptoms and diarrhoea are experienced, as they could be symptoms of malaria.

The MRC believes the drug has been insufficiently studied, and cases of resis-

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# Police halt

## march, hold

AR 4/11/93

### 19 pupils

JOHN VILJOEN  
Education Reporter

POLICE arrested 19 black high school pupils after a march by Congress of South African Students (Cosas) supporters from Guguletu to Athlone had been halted.

About 300 pupils marched from Guguletu toward Athlone down Klipfontein Road yesterday, intending to join forces with House of Representatives teachers protesting over racialisation plans.

When the students reached the intersection of Klipfontein and Pluto Roads members of the Internal Stability Unit blocked their path with vehicles.

During a tense stand-off with police some of the pupils toy-toyed and chanted the "kill the Boer, kill the farmer" slogan while facing face with internal stability unit members.

After speaking to the march leaders, police informed the protesters their action was illegal as no permission had been granted.

They were given five minutes to disperse. Police detained 18 pupils, 14 female and four male, for participating in an illegal gathering.

Another youth was arrested for public violence some distance from where the march was halted. He had allegedly thrown stones at vehicles using Klipfontein Road.

All those arrested were under 18, said police spokesman Lieutenant John Sterrenberg. The pupils were taken to Manenberg police station.

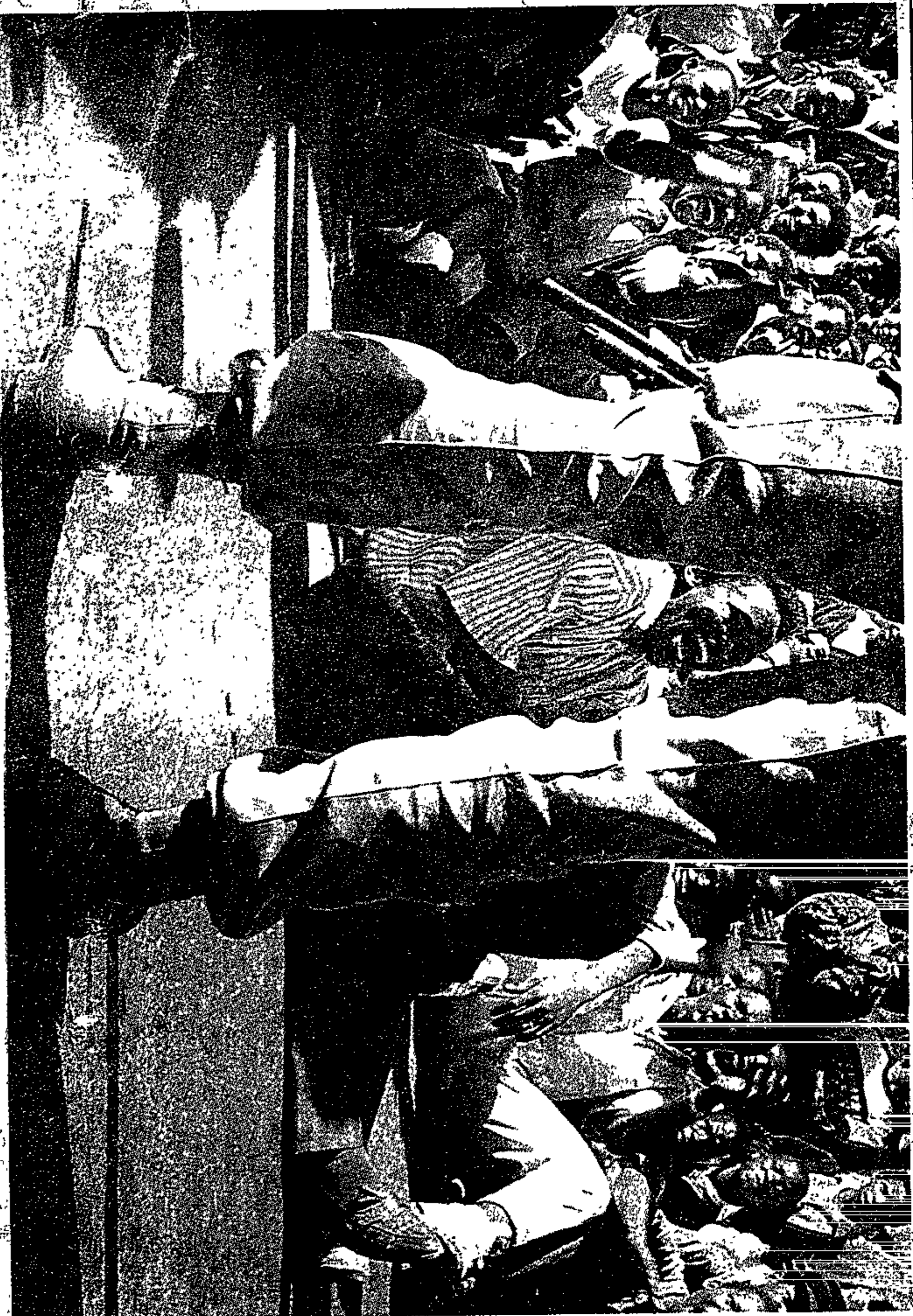
As the pupils dispersed a Cape Town city council cleansing truck arrived, its windscreen smashed. Bricks were embedded in the glass.

A panel van belonging to a security firm also had its windows smashed on Klipfontein Road, while a construction lorry was stoned at the corner of Lansdowne and Eisleben Roads, forcing the driver and workers to "run for their lives".

Cosas has embarked on a plan of action in its bid to have the R48 examination fee for black matrics scrapped. This includes barring high school principals from their offices until the Department of Education abandons the fee.

■ To page 3

P.T.O



Pictures: OBED ZILWA, Week-end Argus.

□ **SIT-IN:** Pupils taunt police while they sit in Klipfontein Road awaiting the outcome of negotiations between march leaders and security forces.

□ **GRABBED:** Police lead away a pupil arrested during the march.

# Police stop marchers, detain 19 pupils

## ■ From page 1

Principals in turn have called on the DET to reopen negotiations on scrapping matric exam fees.

They informed the DET in a memorandum later passed on to the Port Elizabeth regional office that they understood the disappointment and anger felt by Cosas over the fee issue.

The DET's Cape Town office has responded by saying it cannot accede to the demand to scrap the fees; this must be done at a higher level.

The pupils marching from Guguletu yesterday were on their way to Athlone Stadium where members of the South African Democratic Teachers' Union (Sadtu) were gathering for a march on the regional offices of the Department of Education and Culture.

The Athlone march was one of several directed at the department's various offices in the Peninsula yesterday. Teachers are campaigning against rationalisation and the scrapping hundreds of posts which comes into effect in July.

Other marches were held in Bellville, Mitchell's Plain and Wynberg.

Principals burnt paper symbolising the new post allocations for their schools outside the various offices.

Union members countrywide are being polled on a possible strike over the rationalisation and a demand for a living wage.

The result of voting in the Western Cape should be known next week. The ANC has pledged its full support for teachers should they vote to strike.

A Sadtu memorandum addressed to the Minister of Education and the State President said there was a "dire need" for more qualified teachers.

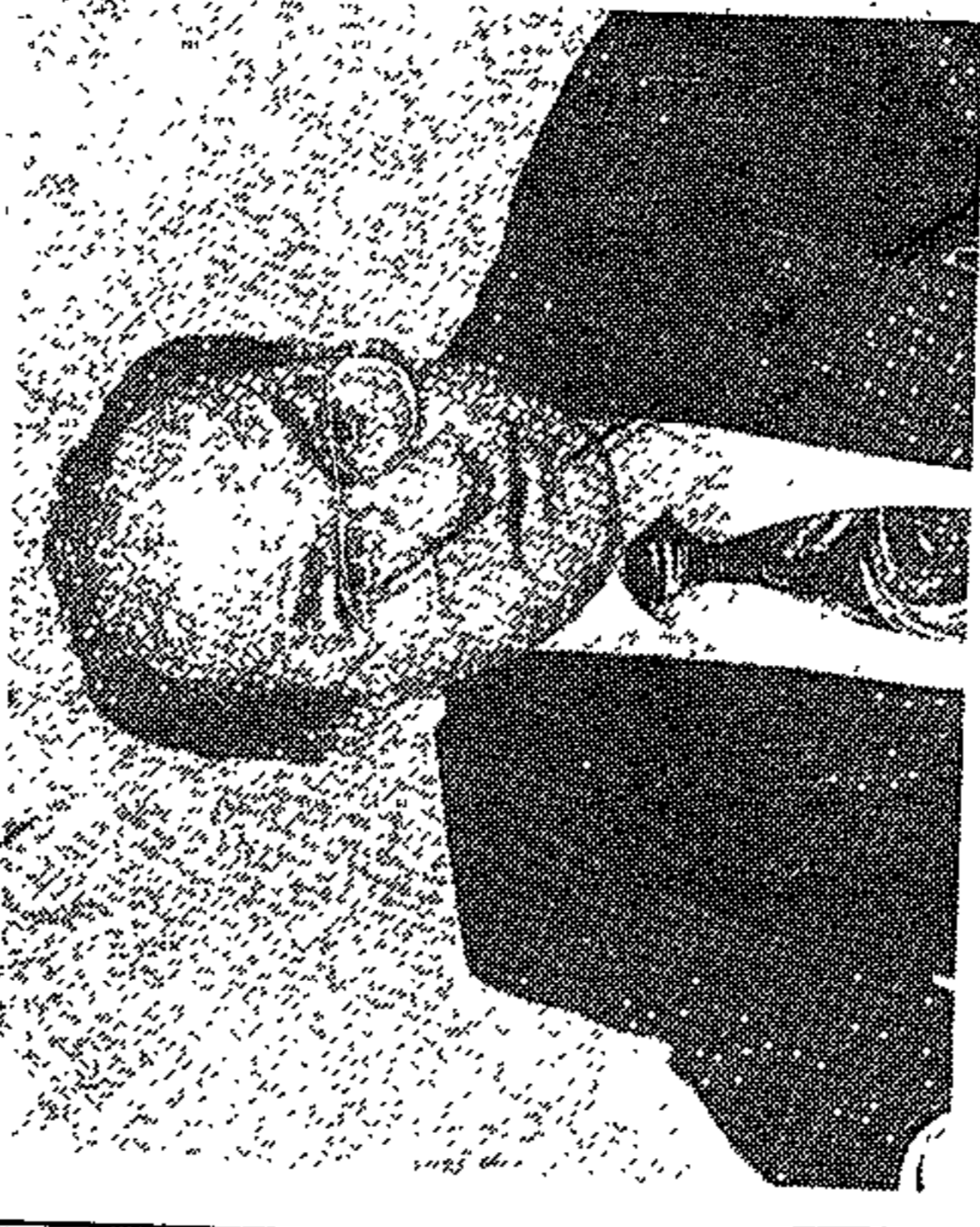
"We believe we have the right to demand a living wage and that negotiations around this be opened," the document read.



# What's the answer?

(56) ARG 15/92

■ Black education is in the grip of a crisis that has deepened each year. For example, while the white Transvaal Education Department has for the past four years maintained a matric pass rate of 97 percent, the pass rate for its black counterpart has hovered between 36 and 43 percent nationally. Last year, only 10,3 percent of black matriculants obtained university exemptions. So far this year, disruptions due to teacher and pupil disaffection have led to the loss of 40 school days, which bodes ill for this year's results. Weekend Argus Correspondent **PHIL MOLEFE** spoke to Education and Training Minister Sam de Beer, left, and National Education Co-ordinating Committee general secretary James Maseko, right, the two men who could provide a solution to the crisis.



# De Beer: We have done our share, now it's up to you

# Maseko: State responds more to pressure than talk

## What is the nature of the crisis in black education?

I have always said if one child is not receiving the education to which he is entitled then that is a very serious matter. If we can address the educational challenge of this country then we are on the way to victory.

If you ask how serious the education situation is, then my answer is that it is very serious because I know there are thousands of children who are not getting the education to which they are entitled.

## What are the contributory factors to the crisis?

This is a complex matter and one must be careful not to oversimplify it. The situation I experience on a daily basis is that there is no discipline and order. In many areas we do not have teachers who are committed to providing our children with the best possible education.

We do not seem to be successful in really involving our communities and our parents in education.

But there are, of course, historical problems. There is a major political situation which is also contributing to this situation. The lack of order, discipline and commitment to the course of education is the major problem that we are facing.

## What is your department doing to address the problems?

Our primary duty is to provide education and when I look at the education package we unveiled this month, I believe we have succeeded under very difficult economic circumstances to ensure that our children get an education.

The table is set and the community must now respond. We have played our part and we have shown our commitment to address the issues.

We have indicated our willingness to sit down and discuss a new dispensation with all parties. Let us forget the politics, let us ask our teachers, children and parents to really get stuck in. This is the greatest duty we have to South Africa and the future generations.

## What of the teachers' salaries?

This question should be seen against the background of the economic situation in the country. The State President made it clear that five percent is the maximum amount that can be allocated for salary increases.

I don't think there is any possible change to that situation. The only possible option is that the five percent allocated should not be distributed evenly across pay categories. But this option will have to be negotiated with the Department of National Education and all teachers' associations.

The teaching fraternity may decide, within the allocated five percent, to give a teacher in a lower rank a better increase and a teacher in a higher rank an increase less than the five percent.

## What is your position regarding matric examination fees?

The government has great understanding for the financial difficulties in which many parents find themselves. For this reason, the Cabinet decided to assist parents and students in need by allowing each department to consider reducing the fee by a maximum of one-third.

I announced that the DET would decrease its exam fees by one-third.

I have had discussions over a long time with various organisations, including the Soweto Education Co-ordinating Committee and the Congress of South African Students (Cosas), about exam fees.

I have also been talking and listening to my Council of Education and Training and teacher organisations such as Naptosa (the National Professional Teachers' Organisation of SA) and Thutata (the Transvaal United African Teachers' Association). In all my discussions, not one educationist of note requested me to abolish examination fees.

The principle of an examination fee cannot be negated. It would cost my department more than R34 million to finance examinations.

## But the NECC says it was not consulted?

I had an appointment to meet the NECC, but before I could do so it threatened the government that it would occupy white schools.

To my mind you cannot negotiate if you are threatened or if there is this kind of extortion.

Against that background, the government found itself in a very difficult position. If we had a meeting with the NECC with this threat hanging over us and we made some or other concession, once again it would have been said that we succumbed to pressure.

But if no threats are made to the government, I am willing to meet the NECC any time to discuss these matters.

The government is coming under immense pressure from moderate blacks who are saying you only listen to people when they throw stones but when we are willing to co-operate you do not listen to us.

The NECC and Cosas refused to participate in negotiations on examination fees at a meeting called by National Education Minister Piet Marais last December. I believe that we have, from our side, really listened to the cries of our people.

## What is the nature of the crisis in black education?

Firstly, it was part of the government's strategy introducing Bantu Education to provide the lowest quality education to blacks.

This point becomes quite clear when one looks at the quality of teachers produced in black teachers' training colleges, which fail to equip them with the skills to ensure effective teaching and learning in schools.

Secondly, there is a lack of resources in black education. There is also the shortage of material resources like libraries and laboratories. The fact that education is not compulsory for blacks explains why the government is failing to invest in such resources.

It actually took struggles in the mid-80s to force the government to at least agree to provide textbooks and stationery to black schools. But at this stage there is poor and inefficient management of the textbook delivery system within the Department of Education and Training.

There is also a chronic shortage of schools. The main aspect of the crisis is the high level of demoralisation among both teachers and students who are losing confidence in themselves and in the education system because it has failed to address their most urgent needs. The most negative aspect of that demoralisation is the decline in the level of discipline in schools.

The lack of discipline is more a consequence than a cause of the crisis in education. The government's failure to address demands by teachers and pupils also contributes to the crisis.

## What are you doing to restore discipline and the culture of learning in schools?

In 1990, the NECC launched the back-to-learning programme to

call teachers and pupils back to school.

Firstly, we said we needed to establish credible management structures in schools, such as parent-teacher-student associations. These structures would oversee the smooth running of education at school level.

Then we initiated a process aimed at designing a code of conduct for schools, with a view to regulating the conduct of teachers and students.

The calls made for children to go back to school and participate in effective learning have been undermined by the state not reciprocating by meeting the demands of students and creating the environment conducive to learning.

If students go back to school and find they don't have a mathematics or science teacher, they don't have textbooks or a roof over their heads, this leads to indiscipline.

## What are your views on the question of teachers' salaries?

Teachers are one of the most important human resources we have.

Our view is that teaching is one of the most economically depressed professions in the country. The fact that most teachers take home less than R700 a month militates against teacher productivity. If they have to worry about their salaries instead of teaching, then we are not assisting them to deliver the goods in the classroom.

The issue of teachers' salaries should be reopened.

## What of the matric exam fees, which sparked pupil protests last month?

Education has to be free and compulsory. Sifting for an examination should not be subject to affordability.

Paying exam fees amounts to students investing in their own failure because the DET has a high matric failure rate.

Exam fees must be suspended and the whole issue subjected to intensive investigation. The whole issue needs to be negotiated as a matter of urgency because the country cannot afford the total collapse of the education system.

## Is the government amenable to negotiations?

As early as April 1992 signals were sent to the government to address the exam fee issue but with no positive response.

There is a lot of frustration on our part because we do not seem to make any breakthroughs in our attempts to negotiate these issues with the government.

The government seems more willing to respond to pressure than to negotiations.

## How would you like to see negotiations with the government taking place?

We reiterate our call for the establishment of an education forum so we can begin to put in place mechanisms of dealing with the education crisis.

There should also be a crisis committee of government, private sector and community organisations to address short-term problems. But the government refuses to budge.

## What are your dealings with existing government bodies?

We find it unacceptable that the government has agreed to be part of the economic negotiating forum, the housing and the drought forum, but is dragging its feet on education.

# 'Anarchy nurtured since 1976 the cause of education's collapse'

Weekend Argus Reporter

**M**ORE than 11 million pupil days were lost last year and more than 16 000 individual instances of unrest took place, reports the Department of Education and Training.

The wasted time meant each of the 700 000 black secondary pupils lost up to 20 school days during 1992 as a result of some form of disruptions.

Educationists believe that if the figures focused only on flashpoint areas such as the PWV regions of the DET the number of school days lost could

well run into two to three months. Soweto, Alexandra and East Rand townships were hardest hit by disruptions and these were the regions where the lowest matric pass-rates were recorded last year.

The report said that by September last year it had become clear that education in Soweto had collapsed. "It would appear that the spirit of resistance, rebellion, disruption and even-

tually, anarchy, which has been nurtured in Soweto since 1976, has led to the collapse of education in Johannesburg," the DET said.

A particularly disturbing feature referred to in the report concerns 217 instances of robbery, murder, rape, arson, vandalism and fighting which occurred on school grounds.

The report said battles between factions and political groups and the use of

violence in forcing agreement to demands, were important causes of such incidents.

"The suspension of classes following these incidents caused 26 schools not to function on 84 school days — almost 17 weeks out of a school year of 40 weeks.

"All incidents of this nature are serious.

"It is unthinkable that pupils who are regularly exposed to violence of this

magnitude can ever develop into well-balanced adults. The negative influence of these tragic events on education is certain to manifest itself for several years in a variety of ways in the community," said the DET report.

"If one were to take into consideration that every instance of disruption at an educational institution had a disruptive before-and-after effect which lasted for several days, the negative influence of these events on education, tuition and eventual pupil performance would appear so much worse," the report said.

## Stop using our children as cannon fodder — Steyn plea

FRANS ESTERHUYSE

Weekend Argus Political Correspondent

**N**O future government will find South Africa governable if the present situation in black schools — no matter how legitimate — is not dramatically and immediately reversed.

This warning has come from Independent Development Trust (IDT) chairman Mr Jan Steyn as the crisis in black education this week erupted into a new wave of violence, stayaways and protest action by militant youths in the Western Cape and elsewhere.

In an impassioned plea for a new, peaceful approach to the crisis, he said: "Let us cease to allow others to use our children as cannon fodder and our schools as battlefields in the struggle for political power. Those who do so are indeed the enemies of the true liberation of our people."

His plea was clearly aimed at countering political groupings and individuals seeking to mobilise pupils and teachers for destructive mass action.

Mr Steyn, one of the most influential movers behind major social reconstruction programmes in South Africa, expressed concern at the extent of disruption in the much-needed education of black children.

Speaking at the official opening of the Dabulamamzi School in the

As black education moves from crisis to crisis, South Africans have been warned about dire consequences for a new South Africa if the wreckers are not stopped.

said education was "indeed the most powerful liberating force known to mankind". It made people free to choose — and to choose wisely in their careers and private lives.

"It also confers the freedom to participate with wisdom in the opportunities a democratic South Africa has on offer for us."

Mr Steyn said South Africa could only succeed to build a nation if the interests of the country were put above "selfish, narrow and sectional interests".

Two things were needed to achieve this:

Firstly, those who had benefited from South Africa's rich resources — whether as farmers, business people, professionals, artisans or workers — had to "join hands with those who have not yet benefited in like measures to assist in the enrichment of their lives". This should not be done in a patronising way, but in a manner that recognised the dignity of every individual.

Secondly, those who had been denied much in the past had to seize the opportunities while recognising that opportunity also meant acceptance of responsibility.

figures to emphasise what he described as "the destructive impact of the hyper-politicisation of education:

From January to March this year 10.5-million "pupil days" were lost to black children. This averaged out at more than 200 000 pupils — nearly three per cent of a total black school population of about seven million — who did not go to school on any given day.

In areas worst hit by disruption, such as the Western and Eastern Cape and the Johannesburg urban areas, hundreds of thousands of pupils had spent only a few uninterrupted weeks at school so far this year.

The "days lost" figure for the first three months of this year was similar to the last three years, painting a picture of ongoing serious problems.

There had been a definite trend towards greater action by teachers. The figures for "teacher days lost", calculated in the same way, were nearly 280 000 days so far this year and 287 000 last year — far higher than the 1991 figures of about 150 000 days.

Mr Steyn warned that such a state of affairs could not be al-

## Shepherd asks his 'flock' to create chaos, tension at school

VUYO BAVUMA

Weekend Argus Reporter

**N**EGOTIATIONS are out, beligerence is in, according to Mr Shepherd Mdladlana, chairman of the South African Democratic Teachers' Union.

He wants teachers to create tension and chaos at schools to support demands which include a proposed 5 percent salary increase and a halt to unilateral House of Representatives rationalisation which would result in retrenchments.

He says his strategy is not a result of a new penchant for violence — he believes education authorities have become intransigent.

To overcome this, the 65 000 members of the union, including 26 Western Cape branches, are holding a strike ballot in protest against the planned low salary increases. Results will be announced in two weeks.

"We are telling our members to vote 'yes'," Mr Mdladlana said. "We are also telling them why they shouldn't vote 'no'.

"Should they vote 'no' or against the strike, the authorities will claim there is peace and harmony in the schools. There isn't — that is why we want to create tension and chaos in the schools."

The House of Representatives

Black parents and pupils should brace themselves for more chaos, says Mr Shepherd Mdladlana, chairman of the South African Democratic Teachers' Union.

implement a rationalisation policy which would result in the loss of hundreds of 'redundant' jobs. The House rejected the union's objections.

In March, President De Klerk told a union delegation that the planned 5 percent salary increase was final.

On salaries, Mr Mdladlana said teachers were immensely angry because "some earned less than R700 after deductions".

The "chaos and tension" strategy would be implemented through a concerted programme of protests which would include rallies, pickets — and possibly teachers' stayaways and strikes — to highlight their demands.

This week, hundreds of union members held placard demonstrations during peak hours along main arteries, including the N2 and Vanguard Drive.

Mr Mdladlana said: "We are professionals. We would like to avoid the strike. If the authorities would stop victimising teachers through retrenchments and open up negotiations on the salary issue, this could be avoided."

In the past, the union negotiated with the authorities in vain.

Mr Mdladlana said the union appealed to the parents to be "understanding and not be spectators" during this crisis.

"We aren't only concerned about the security of jobs but we are also committed to the children. We have to devise means to keep the children at schools.

"For example, parents, who are unemployed, can help to maintain discipline at the schools," he said.

Pupils would be given enough work to make up for the lost time during the "chaos".

According to the union, the political activities, in which teachers are engaging, do not pose any problems for the union.

"The government says the teachers must be apolitical, loyal and shouldn't digress from the school syllabuses.

"The truth of the matter is that the teachers have cars, belong to townships and are affected by civic matters. They, therefore, can't shy away from political campaigns as they don't live on

# Classroom the place to get rid of chains

Star 15/93

**JAN STEYN, chairman of the Independent Development Trust (IDT), opened the Dabulamanzi School in the Natal Midlands this week. This is an edited version of his address, 'Education as a force for liberation'.**

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**A**CCORDING to a recent edition of Leadership magazine, "dabulamanzi" is Zulu for "splitting the water". We all know that the Bible relates how Moses split the waters of the Red Sea when he led the People of Israel out of bondage. Education is the way out of bondage for our people.

I say that because education makes us free. It makes us free to choose. Free to choose wisely — not only our career path, but also free to take informed decisions in our private lives. It also confers the freedom to participate with wisdom in the opportunities a democratic South Africa has.

The IDT is pleased at the existence of a genuine spirit of partnership that has developed between the farmers, black communities, the education authorities and other interested parties in this area to establish the Midlands Education Trust. We are gathered here to taste the fruits of this partnership.

South Africa will succeed in building a nation only if we subordinate selfish, narrow and sectional interests to what is in the interests of our country. We will succeed only if we work together as you have done so demonstrably well in this region.

But two things need to happen. First, let those of us who have benefited from the rich resources of our society, whether as farmers, business people, professionals, artisans or workers, join hands with those who have not yet benefited, to assist in the enrichment of their lives. Not in a patronising way, but in a manner that recognises the dignity of every individual; that encourages the sense of self-worth of every citizen, however humble, and confers the capacity on people to determine their own future.

And let those who have been denied so much in the past seize the opportunities with determination, recognising that opportunity also means acceptance of responsibility. Let us cease allowing others to use our children as cannon fodder, and our schools as battlefields, in the struggle for political power. Those who do so are the



**JAN STEYN: Let the rich be generous, and let the poor seize the opportunity.**

enemies of the true liberation of our people.

Let me give you a few statistics to emphasise the destructive impact of the hyper-politicisation of education. According to the Department of Education and Training, from January to March this year some 10,5 million "pupil days" were lost to black children. This averages out at more than 200 000 pupils — nearly 3 percent of a total black school population of around 7 million — who do not go to school on any given day.

In areas worst hit by disruption, such as the Johannesburg conurbation and the western and eastern Cape, hundreds of thousands of pupils have spent only a few uninterrupted weeks at school so far this year.

The "days lost" figure for the first three months of this year is similar to the last three years, painting a picture of ongoing serious problems: in 1992 it was 11,2 million days, in 1991 it was 5,2 million and in 1990 it was 10,1 million.

There has also been a definite trend towards greater action by teachers. The figures for "teacher days lost", calculated in the same way, are nearly 280 000 days so far this year and 287 000 last year.

No matter how legitimate it may be, no future government will find South Africa governable if this situation is not dramatically and immediately reversed.

# News

Star 15/93

## Where real life comes before the three Rs

WHILE few schools seem able to equip pupils with real-life skills, the Sagewood Education Centre, in Midrand, aims at producing confident, committed members of society.

With this in mind, Sagewood has pioneered the concept of a community education centre rather than simply a school. The essence lies in becoming an integral part of the community.

One Sagewood project involves running the first major fresh produce market in Midrand from today. The market will be opened in association with the Transvaal Agricultural Union. Both consumers and farmers in the surrounding areas will benefit. Farmers will have another sales outlet, and consumers will save up to 40 percent when buying fresh produce.

### Pupils already have say

Farmers will be selling meat, chicken, eggs, fruit, vegetables and other farm produce. Refreshments will be available and buyers will be able to make use of a trolley and carrier bag service. The venue, at Sagewood Education Centre, Sagewood Avenue, Noordwyk, is easily accessible and has ample park-

**NOT so much a school, more a community education project and a commercial venture, is the way CAROLINE HURRY sees the Sagewood Education Centre.**

ing.

One of Sagewood's policies is to make education as relevant and "real-life" oriented as possible. Pupils already have a role in the planning and managing of two aspects of the campus: the organic vegetable gardens and the macro-ecological plan. Produce from the garden will be sold in addition to the farmers' produce.

Sagewood also hopes to involve one of the computer classes in the management of the gardens — in timing crop rotation and harvesting. Pupils and parents will help run the market every Saturday. The adult college students will be able to use the market as a real exercise in accounting.

Not only is Sagewood providing a venue for farmers to sell their goods, and consumers to buy fresh, cheap produce; it has also ensured that its R11 million facilities are used by the community to maximum advantage. Classrooms do not stand empty after school hours — they are used for supplementary education.

"The centre has responded to the community's need for appropriate, effective and 'quick' adult education," says deputy director Donald Patrick.

### Stamp out illiteracy

"It offers affordable education which is both relevant and practically useful. The Education for Living classes include building up communication and dispute-resolution skills, dealing with relationships and anything else, from writing a CV to making an omelette or changing a tyre. Courses such as waitering and computer skills are also on offer.

"Sagewood aims to stamp out illiteracy in the immediate vicinity, as well as to orientate, instruct and prepare literate students to contribute productively to the workplace."

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# Kellogg R1,3-m for Leaf

Weekend Argus Reporter

IN a major boost for education in South Africa, the W K Kellogg Foundation has renewed its commitment to the Leadership Education and Advancement Foundation (Leaf). An amount of \$422 400 (about R1,3-million) will be available over the next three years to provide part bursaries for students at All Saints Senior College in Bisho.

The news has come from Kellogg Foundation president Dr Norman Brown in a letter to Leaf national director Mr Richard Todd and Leaf chairman Mr Ronnie Napier.

Dr Brown visited All Saints in 1986. Excluding the new commitment, the Kellogg Foundation has to date donated R2,9-million for bursaries to enable disadvantaged students to study in Standards 9 and 10 at All Saints.

The Leaf colleges had a 100 percent pass rate in the JMB last year and All Saints has the proud record of a 98 percent pass rate since its foundation in 1986.

Mr Todd said that running cost budgets for the three Leaf colleges in 1993 were together a fraction short of R10-million.

SO ARGUS 15/93



□ **STAND-OFF:** Internal stability unit policemen form a barrier yesterday to halt a march from Guguletu to Athlone by the Congress of South African Students.

Picture: ANDREW INGRAM, Weekend Argus.

□ **TE:**  
the sc

# Schools teet

■ Tuition has ground to a halt in 18 Western Cape black high schools after the Congress of South African Students introduced a radical campaign which includes the expulsion of black principals from schools until the examination fees of R48 have been scrapped.

**B**lack education is teetering on the brink of disaster after militant Cosas students barred high school principals from schools.

The school heads were ordered to occupy the local Department of Education and Training offices until examination fees were scrapped.

The safety of those who defied the orders and returned to schools could not be guaranteed, Cosas warned.

Fourteen stunned principals were summoned by Cosas to a meeting at Guguletu Comprehensive this week and told that the organisation had decided to embark on a violent campaign to show the DET that they were "very angry" about the fees.

Last month DET minister Mr Sam de Beer cut the controversial fees from R72 to R48 after pupil protests. But Cosas rejected the decrease, saying they were not consulted and in any case wanted the fees

**VUYO BAVUMA**  
Weekend Argus Reporter

scrapped.

This week the cars of at least two DET inspectors were set alight while they visited township schools and cars were stoned by pupils in Guguletu and Nyanga.

A DET source said this week that the atmosphere at the township schools had not been this tense since the 1985 upheavals.

Two years ago, when the PAC-affiliated Pan-Africanist Student Organisation (Paso) launched a campaign to drive white teachers out of township schools, ANC-aligned Cosas objected. This time it is Cosas that is taking action.

Cosas has launched a three-pronged campaign which consists of Operation Barcelona — a symbolic reference to torches and flames; Operation Bujaba — referring to the destruction of state organs and its parastatal structures, and Operation Gunda — a Venda vernacular for learning.

Cosas officials said the decision to bar the principals from the schools was taken at the organisation's national congress held during the Easter weekend.

A week later, just two days before the funeral of Chris Hani, Mrs Winnie Mandela and



□ **ARRESTED:** Police bundle pupils into a van in Klipfontein after ending an illegal gathering yesterday.

ANC Youth League leader Mr Peter Mokaba roused passions during a youth-oriented rally at Joe Slovo High in Khayelitsha.

The main aim of the campaign, Cosas pupils told the principals this week, was to create chaos at schools so that the DET could see the pupils were serious about the scrapping of exam fees.

Principals, fearful for their safety, have had no option but to toe the students' line.

Students at this week's meeting said they did not care whether the principals stayed at home or did their own thing during school hours — as long as they stayed away from the schools.

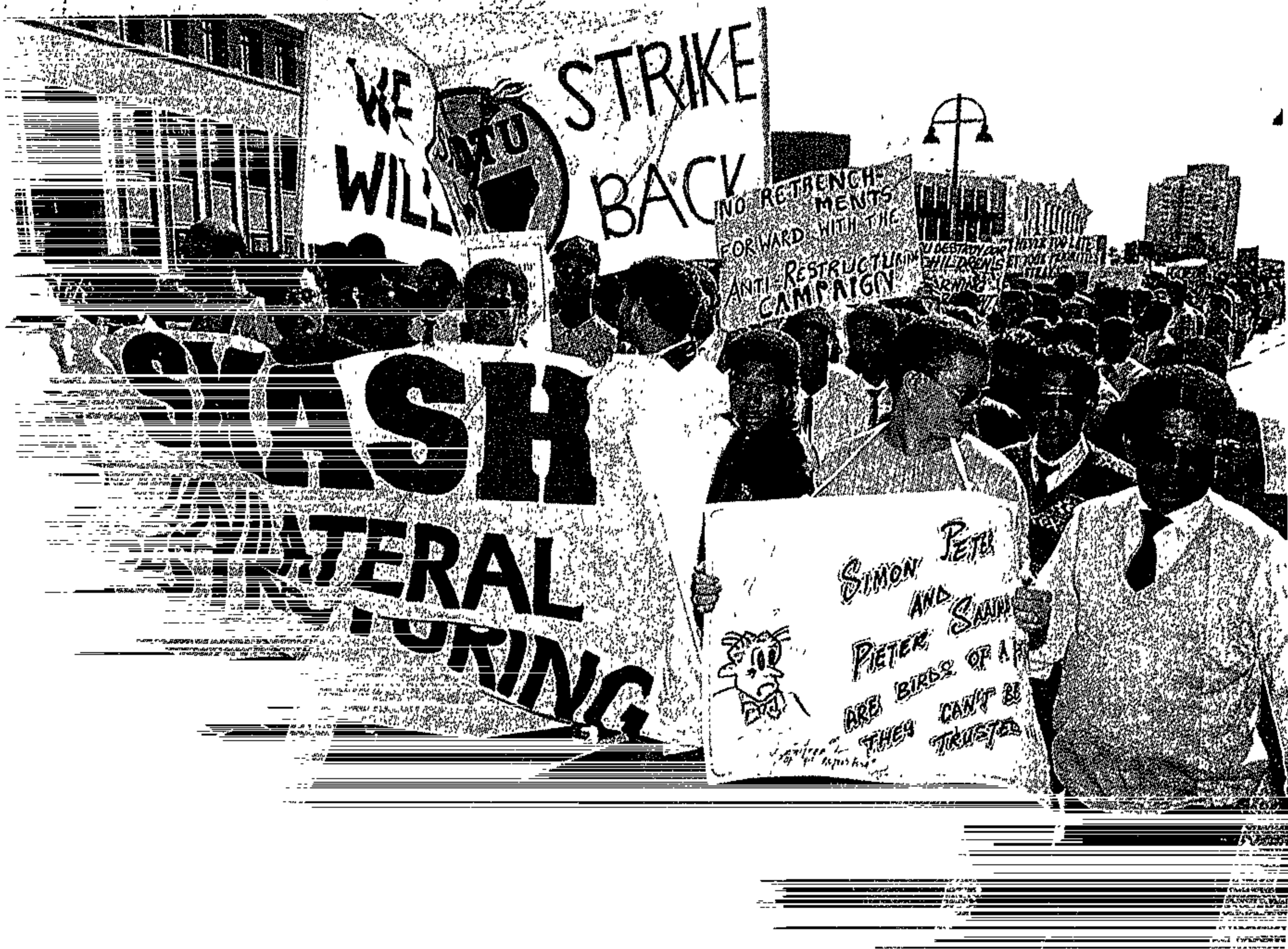
Some principals objected to Cosas' "undemocratic manner"

and argued that they did not want to be isolated from their schools.

The principals said they would discuss the matter with the community organisations such as the African National Congress, Pan Africanist Congress and Azapo.

An hour later the principals decided to approach the DET to inform them of the potentially explosive situation, and held a meeting in the DET offices in town with DET officials.

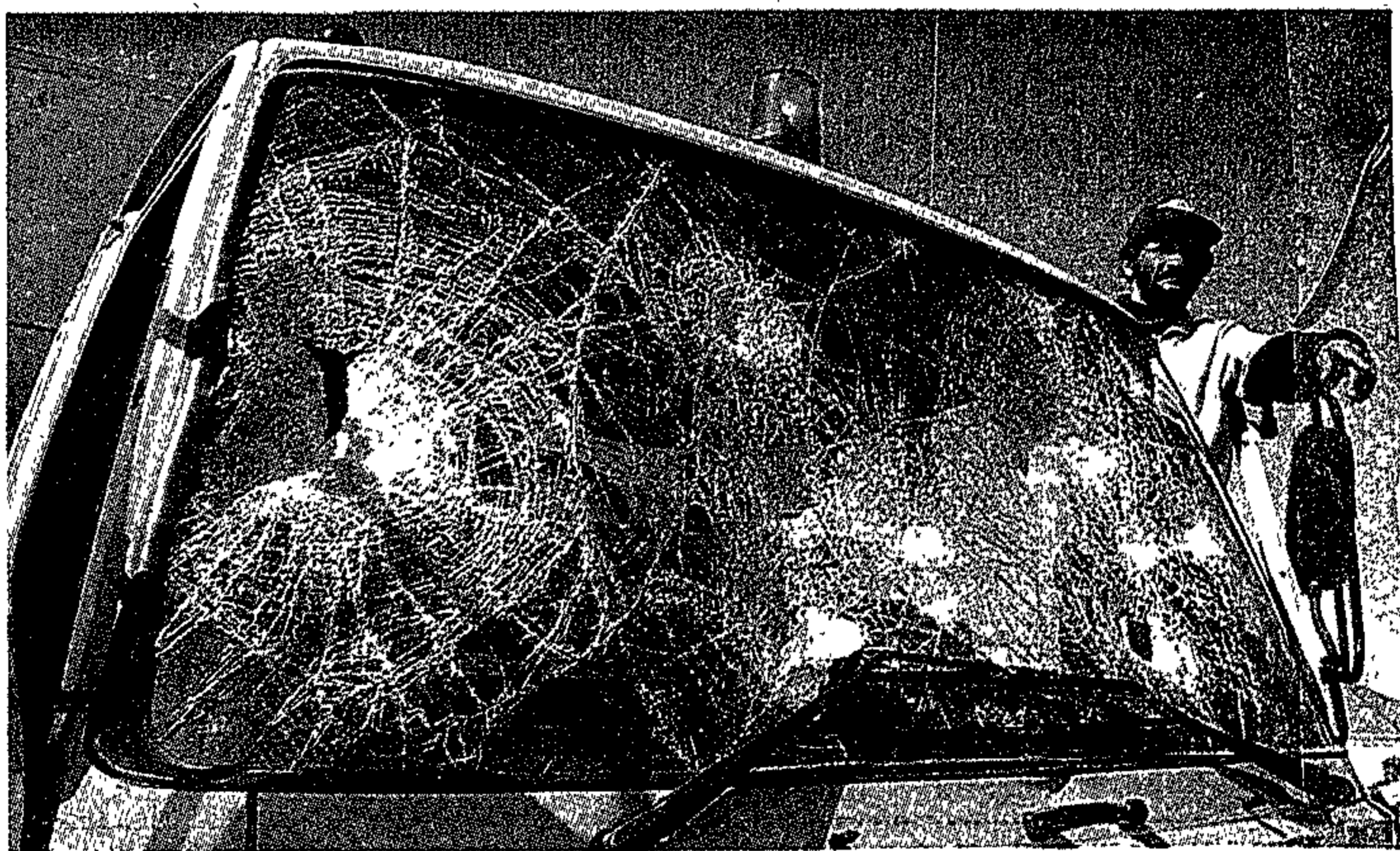
Mr Jimmy Yekiso, publicity secretary of the Azanian People's Organisation, condemned the Cosas move as disruptive, ill-conceived and harmful to the black community.



**TEACHERS MARCH:** Members of the South African Democratic Teachers' Union protest in Bellville against the chopping of hundreds of jobs.  
 Picture: DOUG PITHEY, Weekend Argus.

21 (50) ARG 1/5/93

# er on brink



**SMASHED:** City council employee Mr M J Jaffa and a cleansing truck attacked by brick-throwers in Klipfontein Road.  
 Picture: OBED-ZILWA, Weekend Argus.

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other exotic tree — like oaks — are being allowed to die out.

It is not as easy a task: to survive, the saplings must be planted in exactly the right spot, with good shade and protection from the elements and adequate water. The conservationists of the Cederberg are learning and the success rate is growing.

One day SW's dream will be realised — but probably not in his time.

His project is just one taking place in the remote and beautiful Cape hinterland. Other objectives there of Cape Nature Conservation are to conserve a sustained guild of high-quality water and to protect vegetation and fight mismanagement of the veld. They are also undertaking a special study of the

a Cederberg Tourism and Conservation Society has been formed, involving farmers and residents.

But it is the wilderness area for which the Cederberg is best known. Since the area was declared such in 1973, conservation officials have taken a purist attitude to re-establishing and retaining its pristine state.

Its soaring peace is in sharp contrast to the turmoil of South Africa's cities. As a black eagle hovers in a blue sky and a clear stream runs through the Algeria camping site, it was hard to believe it was the same country.

The whole area, including the buffer zone around the wilderness area, comprises about 71 000 hectares, from the Middelberg Pass near Citrusdal to north of the Pakhuis Pass near Clanwilliam. The ee-

For those who are not ready to tackle the wilderness area, there are hiking trails in the surrounding buffer zone, which can also be used at R2,20 a day a person.

Set in a prime spot just outside the proclaimed 16 000-hectare wilderness area is Algeria, a camping site far from civilisation and shops, but near the open skies and soaring mountains of an untouched world. It has 46 sites and a maximum of six people are allowed at each site. The cost a day for four people is R11 plus R2,60 a person for others.

There are also two houses available at a cost of R26,40 a day for four people.

It pays to book. Bookings for the period March to June opened on February 1. The phone number is 02682-3440.



By NORMAN WEST  
Political Reporter

SINCE the option of early retirement for teachers where there is an oversupply of posts was announced on April 8, 1 658 teachers have applied.

Teachers received the application forms for the package on April 23.

Minister of Education in the House of Representatives, Mr P W Saaiman, said that in the Peninsula where resistance against the deal was at its severest, 332 Athlone teachers, 250 from Bellville, 118 from Mitchells Plain and 202 from Wynberg regions were included in the early rush of applications.

He claimed that teachers had complained that intimidators had stopped the forwarding of applications as in some cases principals were warned by radical

# 1 658 teachers

## ask for early

### retirement

SI Times [C-Metro]

2/5/93

elements not to process them.

As a result, the department had decided to allow teachers to apply directly to the department for the package through circuit inspectors and regional offices.

There is no deadline for teachers to apply for the scheme which comes into effect on July 1.

Other teachers who have a minimum of ten years experience may apply in the normal way for "premature" retirement at any age, but with the resultant reduced

benefits, which is normal, Mr Saaiman said.

He said "despite published propaganda emanating from certain quarters", no report of a single official document burnt by a teacher or principal had been received — probably because of the serious repercussions such action would have.

Mr Saaiman said the rule of "no work, no pay" would be applied if teachers engaged in activities outside the framework of their contracts during school hours.

# ANC to focus on education crisis

SITUATION (C. M. M. M.)  
2/5/93

By DIANA STREAK

THE first week of mass action in the Western Cape will be directed at the education system, a crowd of about 2 000 people heard at a Workers' Day rally at Athlone stadium yesterday.

"Our anger must be deployed against the Education Department which is retrenching teachers and imposing very high school examination fees," said Tony Yengeni, regional secretary of the ANC.

Western Cape ANC chairman Dr Allan Boesak said most of the mass action programme would focus on local issues, particularly education.

Dr Boesak said a proposed consumer boycott had not yet been worked out.

He said the suggested six-week duration of mass action was not finite.

"If President De Klerk comes up with an election date then the ANC at national level will review the situation and decide whether to continue," he said.

Mr Yengeni warned against directing anger at targets that would not further the ANC's cause.

"Health workers assisting us in the townships, journalists carrying our message and shopkeepers providing a service in the townships should not be interfered with," he said.

Dr Boesak said journalists who went into the townships with ANC members and told the truth of what the ANC was saying "had nothing to fear".

# Pupils freed after marching illegally

APR 3/5/93

Education Reporter

NINETEEN pupils arrested during a march to Athlone on Friday have been released.

They were detained when police stopped an illegal march from Guguletu to Athlone Stadium. One was arrested for allegedly stoning vehicles in Klipfontein Road.

Organised by the Congress of South African Students (Cosas), the march was called to show solidarity with House of Representatives teachers who marched on Department of Education and Culture offices in Athlone.

The pupils, all under 18, had been released without being charged and would not appear in court, police spokesman Lieutenant John Sterrenberg said.

Their case dockets had been referred to the Attorney-General, he said.



### Sponsorship for state

CAPE TOWN — The Exchequer Amendment Bill would enable the state to accept sponsorships it had not been empowered to until now, State Expenditure Minister Amie Venter said yesterday. **B10M**

Introducing the second reading debate on the Bill, he said it would also allow certain private sector involvement and contributions or sponsorships to be used by government institutions. **4/5/93**

A limit of R25 000 was the present limit of the Treasury for remissions by or to the state.

Inflation had caused the real value to drop to such an extent that it placed an unnecessarily heavy administrative burden on the day to day functioning of the State Expenditure Department.

It was therefore proposed that the amount be adjusted to R100 000.

The Bill aimed to eliminate various legal uncertainties.

It also made a positive contribution to strengthening control over state expenditure, which was of the utmost importance in the present economic climate. — Sapa.

# Education 'on the brink of disaster'

**B10M 4/5/93**

**SO**

KATHRYN STRACHAN

THE ANC yesterday warned that the situation in education was on the brink of exploding throughout the country.

Addressing a media briefing, ANC executive committee member Cheryl Carolus said the ANC was deeply disturbed at the situation, but it had run out of alternatives to offer students and teachers.

While the ANC did not support the plan to occupy white schools, it understood the depth of the frustration and anger that students and teachers felt in response to the conditions in schools and government's repeated disruption of negotiations.

The only way of saving the situation was to immediately establish a national education forum to allow all stakeholders to negotiate the way ahead for education, she said. But government held the key to finding new ways of working out a solution.

She said the most the ANC could do was to encourage people to seek solutions through negotiations rather than through disruptive protests — but when government consistently undermined the negotiation process, the ANC could offer no other alternatives.

"We are bankrupt, and it is the government which holds the solution to the crisis now."

Carolus said the "flashpoints" which indicated there would be an explosion in the next few weeks included the plan to occupy white schools; protests against the payment of exam fees due this month; the looming teachers' strike expected to begin

this week; and the retrenchment of about 3 000 coloured teachers.

The ANC feared the disruptions would make the Soweto school upheavals of 1976 and 1980 "seem like Sunday school picnics", said Carolus. "Our country cannot afford another explosion. The national psyche is too fragile to cope with the kind of brutalisation which flowed from '76."

Carolus warned that not only would further disruptions be disastrous for the youth, but she said the ripple effect would have serious implications for the wider community.

Meanwhile, the DET said exam fees would remain at R48, despite nationwide protests calling for them to be scrapped altogether.

The DET said the fee was reduced to R48 on March 31 to assist parents experiencing financial difficulties in the present economic climate, but added there were limits to which any government could provide free education and educational services.

Sapa reports that the southern Transvaal region of the Congress of South African Students will this week embark on several protests against examination fees including a march on the DET in Johannesburg on Friday.

He said other protests would be "internal demonstrations" at schools today and sit-ins tomorrow.

... to be crime preventive and

(b) R26 012 136 has been granted for the establishment of 118 new clinics.

**Note:**

The management of sexually transmitted diseases is part and parcel of primary health care. It is therefore not possible to identify funds allocated specifically for sexually transmitted diseases.

**Expenditure: various categories of education**

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

What (a) amount and (b) percentage of the education budget of his Department was spent on (i) pre-primary, (ii) primary, (iii) secondary and (iv) tertiary education during the 1991-92 financial year or the latest specified 12-month period for which figures are available?

The MINISTER OF EDUCATION AND TRAINING:

(a)	(b)
(i) R 592 447,43	0,02%
(ii) R1 743 657 912,64	49,62%
(iii) R1 041 124 901,43	29,63%
(iv) R 364 317 253,37	10,36%

The above-mentioned amounts are for the 1991/92 financial year since the final amounts

for the 1992/93 financial year are not yet available.

**Post Office pension funds: actuarial deficit**

312. Mr B B GOODALL asked the Minister of Posts and Telecommunications:

- Whether any pension funds of the Post Office show an actuarial deficit; if so, (a) which pension funds, (b) what are the deficits in each case and (c) in respect of what date is this information furnished;
- when (a) were the last actuarial valuations of these funds undertaken and (b) is it estimated that the funds will be fully funded at the current rate of contributions?

The MINISTER OF POSTS AND TELECOMMUNICATIONS:

The Managing Director of SA Post Office Limited replied as follows to the hon member's question:

- Yes.
  - Post Office Pension Fund
  - R595 million
  - 1 October 1991
- 1 October 1991
  - 30 September 2006.

**HOUSE OF REPRESENTATIVES**

contracts awarded and (c) what was the tender amount in respect of each of these projects;

**QUESTIONS**

†Indicates translated version.

For written reply:

Own Affairs

Visit to Atlantis by State President's wife: costs  
24. Mr M A HENDRICKSE asked the Chairman of the Ministers' Council:

Whether any Departments in the Administration: House of Representatives were responsible for any costs incurred in respect of the visit by the wife of the State President to Atlantis on or about 10 March 1993; if so, (a) which Departments and (b) what was the cost incurred in each case in respect of (i) the printing and mailing of written invitations, (ii) the printing of pamphlets, (iii) the catering undertaken, (iv) the transportation of guests and (v) security arrangements? C80E

The CHAIRMAN OF THE MINISTERS' COUNCIL:

Yes.  
(a) The Department of Education and Culture: Administration: House of Representatives.

- R2 706,00
- None
- R1 166,66
- None
- None

**Building contracts awarded to company**

25. Mr P C MCKENZIE asked the Chairman of the Ministers' Council:

- Whether any contracts for the execution of certain projects were awarded by the Administration: House of Representatives to a certain company, the name of which has been furnished to his Office for the purpose of his reply, or its affiliates during the period 17 September 1984 up to and including 2 February 1992; if so, (a) what is the name or names of the company or affiliates concerned, (b) for which projects were such

The CHAIRMAN OF THE MINISTERS' COUNCIL:

- Yes

(a) (b) and (c)

- Bester Homes (Pty) Ltd—Strandfontein Primary School No 3—R1 350 000,00
- Bester Homes (Pty) Ltd—Mitchells Plain Secondary School No 9 hall and technical centre—R4 497 440,00
- Bester Homes (Pty) Ltd—Mitchells Plain Primary School No 52—R1 267 800,00
- Bester Homes (Pty) Ltd—Cloeteville Primary School No 3—R3 534 500,00
- Bester Homes (Pty) Ltd—Groendal Secondary School—R4 260 000,00
- Bester Homes (Pty) Ltd—Mitchells Plain Primary School No 17 and technical centre—R6 174 000,00
- Bester Homes (Pty) Ltd—Lentegeur Hospital—R2 168 000,00.

- Yes.

- No.

- George Wimpey SA (Pty) Ltd—Mitchells Plain Secondary School No 9.

- The lowest tender for this project was not in accordance with the specifications.

- As far as could be determined no member of the House of Representatives is or was a director of the company.

## Protests over merit awards

Own Correspondent

DURBAN. — Schools here could join the more than 500 Maritzburg and Howick teachers on a chalkdown in protest over a decision to spend more than R2 million on teachers with "exceptional ability and those who rendered meritorious service".

A spokesman for the SA Democratic Teachers' Union, Mr M. Ally, said the incentives caused teachers anger and embarrassment.

● The ANC yesterday warned the government that if nothing was done to solve South Africa's education problems, the situation would erupt into open confrontation.

● Department of Education and Training examination fees will remain at R48 despite calls for them to be scrapped, the DET said yesterday.

● About 250 pupils set fire to several vehicles in Mohlakeng on the West Rand yesterday.

● Bophuthatswana police released University of Bophuthatswana Students' Representative Council leader Mr Solly Bokaba and two other students arrested on April 25. — Sapa

# DET stands firm on matric fee as Cosas plans action

□ School principals 'told to refuse to accept anxious pupils' money'

ARC 4/5/93

56

**JOHN VILJOEN**  
Education Reporter

THE Department of Education and Training will not scrap the controversial R48 matric exam fee — and Western Cape high school principals, parents and pupils go to a crucial meeting tomorrow to decide on action.

The DET's hardline stance has raised the likelihood of increased confrontation with the Congress of South African Students (Cosas), whose Western Cape branch has reacted defiantly.

"We are not going to pay it," Cosas spokesman Mr J J Thyhalisisu said last night. Cosas would sooner have the DET adopt a "no exam fee, no exam" attitude than make pupils pay.

If this happened the DET would suffer more than pu-

pils because it would not have met its responsibility to provide education for black children.

"We will win a final victory — a free and compulsory education," Mr Thyhalisisu said. The new Cosas Western Cape executive would discuss its "final offensive" on the fee issue this weekend.

DET communications director Mr Corrie Rademeyer said yesterday the fee would remain in spite of nationwide protests.

He said the original R72 fee had been reduced to R48 a month ago to assist parents in financial difficulty.

But there were limits to which any government could provide free education and educational services, Mr Rademeyer said.

The fee was payable on registration and would cover

little more than half the estimated R86 it cost to mark an average candidate's papers.

It did not include the cost of examiners' pay or the hiring of exam and marking centres.

Last week Cosas asked Western Cape high school principals to oppose the fee by not returning to their offices until the DET scrapped it.

The principals have supported the pupils' stand and called on the DET to reopen negotiations on the issue.

Gugulethu Comprehensive principal Mr Linda Qaba said yesterday parent-teacher-student-associations would meet tomorrow to decide on action.

The meeting was "crucial", said Mr Qaba, who has been leading the principals' negotiations with Western Cape DET officials.

Some matric pupils were anxious about the exam and wanted to pay their registration fees. But Cosas had laid down that no school accept this money, Mr Qaba said.

Reacting to the department's stand, Mr Qaba said principals had hoped the DET would at least have reopened negotiations.

Principals, parents and pupil organisations wanted to see how the DET had reached the R48 figure and what its problems and constraints were, he said.

Principals realised it was not very easy to scrap the fee in one step, but the DET had reached the R48 figure alone and without consultation, he said.

Talks with Western Cape DET officials continued yesterday but produced nothing positive, Mr Qaba said.

ment decision. When the matter was brought to my attention, it was felt that it certainly fell within the bounds of an ambassador's powers to take such a decision in respect of the embassy. Moreover, when I was consulted after Dr Treurnicht's death, it was also my standpoint that while the State would handle it in terms of the convention, there would certainly not be any objection if particular city councils were to feel that they wished to do so on account of their autonomy in respect of those particular premises.

Ministers:

**Press freedom**

\*1. Mr P G SOAL asked the Minister of Law and Order: ~~Whether, with reference to the reply by the then Minister of Home Affairs to question No 7 on 18 March 1992 regarding legislation allegedly detracting from the free flow of information and restricting the Press from reporting, any steps have been taken or are being contemplated in respect of the repeal or partial repeal of certain Acts, particulars of which have been furnished to the South African Police for the purpose of the Minister's reply; if not, why not; if so, (a) (i) what steps and (ii) when and (b) what are the names of the Acts in question?~~ B694E

The MINISTER OF LAW AND ORDER:

No.

Of the various Acts referred to by the hon member, the reference to the Police Act, 1958 (Act No 7 of 1958) is applicable to the South African Police. Section 27A of the Police Act is at issue here. The provisions of this section aim to protect the interests of the accused as well as the interests of the State. The unauthorized publication of any sketch or photograph of an accused before a trial has been commenced with may be prejudicial to the interests of an accused with respect to an identification parade. Furthermore, the unauthorized publication of any sketch or photograph of a State witness may cause intimidation of such person's family and eventually prejudice the State's case. Viewed against this background it is not this Department's intention to repeal section 27A at this stage.

(a) (i), (ii) and (b) Fall away.

HOUSE OF ASSEMBLY

Mr R M BURROWS: Mr Chairman, further arising from the hon the Minister's reply, I would like to know, with regard to the date of 18 January which he indicated, whether it is not correct that there were other meetings of officials of his Department and members of the NEC before that date with regard to this particular matter of an education forum?

(SO)

The MINISTER: Mr Chairman, to the best of my knowledge that was the only meeting that took place between officials of my Department and the NEC. All the other meetings took place between me and the NEC.

**Traditional healers**

\*5. Mr M J ELLIS asked the Minister for National Health and Welfare:

- (1) Whether, with reference to the reply to Question No 1 on 27 May 1992, she has given further consideration to including traditional healers in the restructuring of the health-care system; if not, why not; if so, what are the relevant particulars;
- (2) whether she will make a statement on the matter? B730E

The MINISTER FOR NATIONAL HEALTH AND WELFARE:

- (1) Yes, co-operation has taken place for some time at grassroots level with regard to primary health care. The Interim Committee as well as the Traditional Healers' Council, the latter being a body which continued the activities of the Interim Committee, is now in a position to negotiate with the Department of National Health and Population Development. The proposed agenda includes a discussion of an organisational structure for the control of traditional healers;
- (2) no.

**Aids unit restructured**

\*6. Mr M J ELLIS asked the Minister for National Health and Welfare:

(SO)

- (1) Whether the Aids unit run by her Department had to be restructured in 1992; if so, (a) why and (b) (i) how was this unit restructured and (ii) what was the total cost of this restructuring;

(2) whether the matter has been resolved; if not, why not; if so, to what extent;

(3) whether she will make a statement on the matter? B731E

†The MINISTER FOR NATIONAL HEALTH AND WELFARE:

(1) Yes,

(a) to bring it into line with the principles suggested by the World Health Organisation, namely that a network of organisations be established to function together as one comprehensive Aids prevention programme and

(b) (i) five functional sections have been implemented, namely:

Aids support; marketing; training and education; research; and administrative services and

(ii) none;

(2) yes, it is indicative of a shift away from a specialist unit situated at Head Office to an expansion which includes the departmental regional offices, the Aids training and information centres, as well as other role-players;

(3) no.

**Press freedom**

\*7. Mr P G SOAL asked the Minister of Correctional Services:

(SO)

Whether, with reference to the reply by the then Minister of Home Affairs to Question No 7 on 18 March 1992 regarding legislation allegedly detracting from the free flow of information and restricting the Press from reporting, any steps have been taken or are being contemplated in respect of the repeal of section 44 (1) (e) and (g) of the Correctional Services Act, 1959 (Act No 8 of 1959); if not, who not; if so, (a) what steps and (b) when? B733E

†The MINISTER OF CORRECTIONAL SERVICES:

Sections 44 (1) (e) and (g) of the Correctional Services Act, 1959 (Act 8 of 1959) are

Cont'd  
HOUSE OF ASSEMBLY



Star 5/5/93

# NECC to decide on schools occupation

By Michael Sparks

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The controversial decision on the occupation of white schools is to be taken at a crucial national education summit called by the National Education Coordinating Committee planned for next weekend.

The NECC said in a statement yesterday that it hoped to avoid the disruption of education — black or white — as proposed by the southern Trans-

vaal region of the NECC, by the occupation of white schools. But, the statement said: "The onus rests on Government to defuse this potential crisis situation by giving serious attention to our suggestions."

According to spokesman Desmond Thompson, the decision taken at the summit scheduled for May 15 and 16 would be binding on all regions of the organisation.

He said that if the summit de-

ecided to go ahead with the occupation of white schools, it would be done only after extensive consultation with white students and parents.

Thompson said one of the main problems in education was the lack of a national negotiating forum and the refusal by the Government to negotiate education issues, adding: "Government is simply refusing to enter into a bona fide process of negotiations."

## Occupy schools — ruling soon

JOHANNESBURG. — The National Education Co-ordinating Committee (NECC) said yesterday it would decide at a May 16 education summit whether to endorse an NECC regional decision to occupy white schools. (50) CTS/S/93

NECC general secretary Mr James Maseko said the education crisis and possible remedies would be considered. "Disruption of white education will be discussed, as well as other suggestions." — Sapa

# School crisis forum urged

Staff Reporter

A CENTRAL education system and a forum to thrash out the current crisis in the school system must be launched without delay, the Congress of South African Students (Cosas) and the South African Democratic Teachers' Union (Sadtu) said last night.

At a meeting in the city hall last night, organised by the

Western Cape Youth Forum, Sadtu executive committee member Mr Hendrik Theys said Sadtu teachers, who were angry at the retrenchment of teachers and the disruption of childrens' education, were being labelled "militant" by their principals and education departments.

"We are putting our jobs on the line for the sake of children's futures by fighting for liv-

ing wages and better teaching facilities."

Also represented at the meeting were the National Party and the Junior Town Council.

Mr Dries Oosthuizen, chairman of Education and Culture in the House of Assembly, said 20,6% of taxpayers' money was spent on education, and a single, central education system should be in place within a year.

# Cabinet <sup>(50)</sup> to act on crisis in education

## Political Staff

NATIONAL Education Co-ordination Minister Piet Marais is expected to make an announcement soon on steps by the government to set up a national body to deal with South Africa's education crisis.

The Cabinet was discussing the problems in schools at its weekly meeting today.

At the moment, there is a "chalk-down" by House of Delegates teachers in Natal, while teachers in the Western Cape are set to strike against retrenchments and their five-per-cent pay increase.

All 230 000 pupils in Soweto's 360 schools were affected by protest action in February and March, the government said yesterday.

Mr Marais said today that a national body must come into being to ensure that the voice of all role players and stakeholders was heard.

The composition of the body, its objectives and its modus operandi would have to be acceptable to those taking part.

A series of talks between the government and role players other than the National Education Committee was necessary so that the government could get their viewpoints.

● Cape teachers vote to strike

# Deadline nears in exam fee furore

JOHN VILJOEN  
Education Reporter

**TOMORROW** is the deadline for tens of thousands of black matric candidates to pay the R48 exam fee which has led to violent pupil protests across the country.

The government last night refused to scrap the controversial fee which many pupils are boycotting in action co-ordinated by the Congress of South African Students (Cosas).

The Department of Education and Training today refused to be drawn on the possibility of extending the deadline to allow the crisis to defuse.

Chief DET spokesman Mr Corrie Rademeyer said from Pretoria: "It is not my decision. I am working with tomorrow

as a deadline.

ORF 6/5/73  
Meanwhile, teacher organisations have said possible disruptions to mid-year exams will be a major factor in the timing of the potential national teachers' strike.

This emerged at a Press conference called by teacher organisations after yesterday's rally at the Good Hope Centre.

Western Cape South African Democratic Teachers' Union head Ms Vivien Carelse said the union would decide on a strike at a national level in Johannesburg during the weekend of May 15 and 16.

Any decision to strike and the timing would be made only "after sober reflection".

The June exams were a high priority and a strike could be

delayed until July or August, she said.

Union of Teachers' Associations of South Africa head Mr Archie Vergotine said his organisation hoped to reach a joint position with Sadtu on strike action.

The government stand on fees comes against a background of increasing violent pupil protest.

Minister of Education and Training Sam de Beer and National Education Minister Piet Marais said in a joint statement last night they could not scrap the fee.

"According to the principle that education should not be unilaterally restructured, the government cannot unilaterally abolish examination fees," the

ministers said.

But the government would consult widely on the issue with a view to dealing with it "as rapidly as possible", their statement said.

The ministers said the exam fees issue was complex and involved the question of whether education should be free.

The ministers announced that a national education forum would be set up. Such a forum could play an important role in facilitating consensus on a new dispensation and in defusing any crises that might arise, they said.

Western Cape high school pupils are expected to stay away from classes today as part of a plan of action co-ordinated by Cosas. ● See page 5

● From Page 1

ing major players to probe the creation of a national forum and advise Government on education issues.

In the absence of an established education forum the Government would consult widely with a view to dealing with the issue "as rapidly as possible".

The Ministers said a national education forum could play an important role in facilitating consensus on a new dispensation and in defusing any crisis that may arise.

Groups that would be invited to join the "informal and representative" working group included: the National Education Conference, all education departments in the Republic and in the self-governing territories, the private sector, tertiary education, organised teaching, the private school sector and experts in the field.

It would make recommendations to the Government on the desirability of an education forum, how to establish such a forum and its composition and aims.

### 'Nonsensical'

The Government had already begun wide consultation with a view to creating a "representative and credible" negotiating forum, the Ministers said.

The Government decision came after a four-hour-long meeting between Ministers and independent education bodies brokered by National Peace Committee (NPC) officials which ended at 2 am yesterday.

Democratic Party education spokesman Roger Burrows last night lashed out at the "nonsensical" row over examination fees.

He hit out at the Government's handling of the exam fees issue and the "appalling behaviour" that characterised student demonstrations.

Meanwhile, the Department of Education and Training said that not a single pupil in the Johannesburg region had registered for the November matric exams.

Pupil protests over the fee continued country-wide yesterday, causing damage police estimate at R3 million.

By Charmeeia Bhagawat and Chris Whitfield

The Government has refused to scrap the controversial matric examination fees that have caused widespread school disruptions this week, saying it will launch discussions on the issue instead.

This came last night in the wake of a proposal by the National Education Co-ordinating Committee (NECC) that it would suspend its mass action, including the intended occupation of white schools, if the Government agreed to suspend the R48 matric examination fee and to the formation of a National Education Forum.

The Government's refusal to suspend the fee could mean further turmoil as pupils take to the streets in protest, but NECC information officer Desmond Thompson today called for pupils to be "disciplined and vigilant" during the week.

He said Cosas had made a call for students to report to their schools today to discuss responses to Government's decision and to plan further action.

"There will be more planned action in the form of

marches and mass meetings," said Thompson.

Today the Congress of South African Students (Cosas) announced that demonstrations planned on the East and West Rand and in Johannesburg today would be postponed to tomorrow.

Pupils in Beaufort West said they would march on the DET offices today. More than 100 pupils there appeared in the Beaufort West Magistrate's Court last night in connection with public violence and taking part in illegal gatherings.

On the West Rand, pupils will march to the Department of Education and Training (DET) offices in Krugersdorp tomorrow and on the East Rand, to the Vosloorus police station to protest against pupil detentions.

Education Ministers Sam de Beer and Piet Marais said in a statement after an extended Cabinet meeting last night: "According to the principle that education should not be unilaterally restructured, the Government cannot unilaterally abolish examination fees."

However, faced with the growing crisis in education, the Government announced it would create an "informal" working group embracing

● To Page 3 ●

Govt refuses proposal to scrap exam fees, calls for talks

# Schools crisis deadlock

Star 6/5/93

50

# focus on culture

**L**AST WEEK I had the privilege of attending the ANC's culture and development conference at the Johannesburg Civic Theatre. I expected tense, sharp-elbowed debates and was agreeably surprised by the relaxed mood and the festive, exuberant atmosphere that prevailed.

As a former lecturer in Afrikaans at the University of the Witwatersrand, I was particularly interested in the ANC's language policy.

The organisation's goal of conferring equal status on all languages could not be more fair and the lack of prescriptiveness inherent in the policy is refreshing. Only one delegate was in a tit-for-tat mood and adamantly insisted that white schoolchildren should in future be compelled to learn an indigenous African language.

What struck me, though, was the often repeated demand for government involvement in the promotion and development of indigenous languages.

The State can only do so much. It will be up to the speakers to actively nurture the various languages. In this regard Afrikaans can serve as an example: a surprisingly positive example.

When a writer or poet uses Afrikaans as his language of choice, he or she is making a sacrifice. By communicating in Afrikaans, the writer knows that his readership will be limited. Should he decide to use English instead, his audience will increase tremendously. And after all, every writer wants his ideas and thoughts to influence as wide an audience as possible.

However, for many Afrikaans writers, the decision to write in Afrikaans is a conscious one, and taken with the express purpose of contributing to the welfare of the Afrikaans language. Black South African writers need to develop the same attitude.

There are black writers who write a superbly powerful prose — the ANC's cultural supreme, Mr Mongane Serote, is only one example — but many of these writers are writing in English. The accessibility of their work is to the benefit of readers like myself, who are shamefully ignorant of black languages. But the indigenous languages of South Africa will only be promoted once writers use their native tongue and are willing to forgo the luxury of reaching the majority of people.

## Sets example

Writers and poets are the artists and sculptors of a language. Their creativity provides spark and inspiration and sets the example for the entire language community.

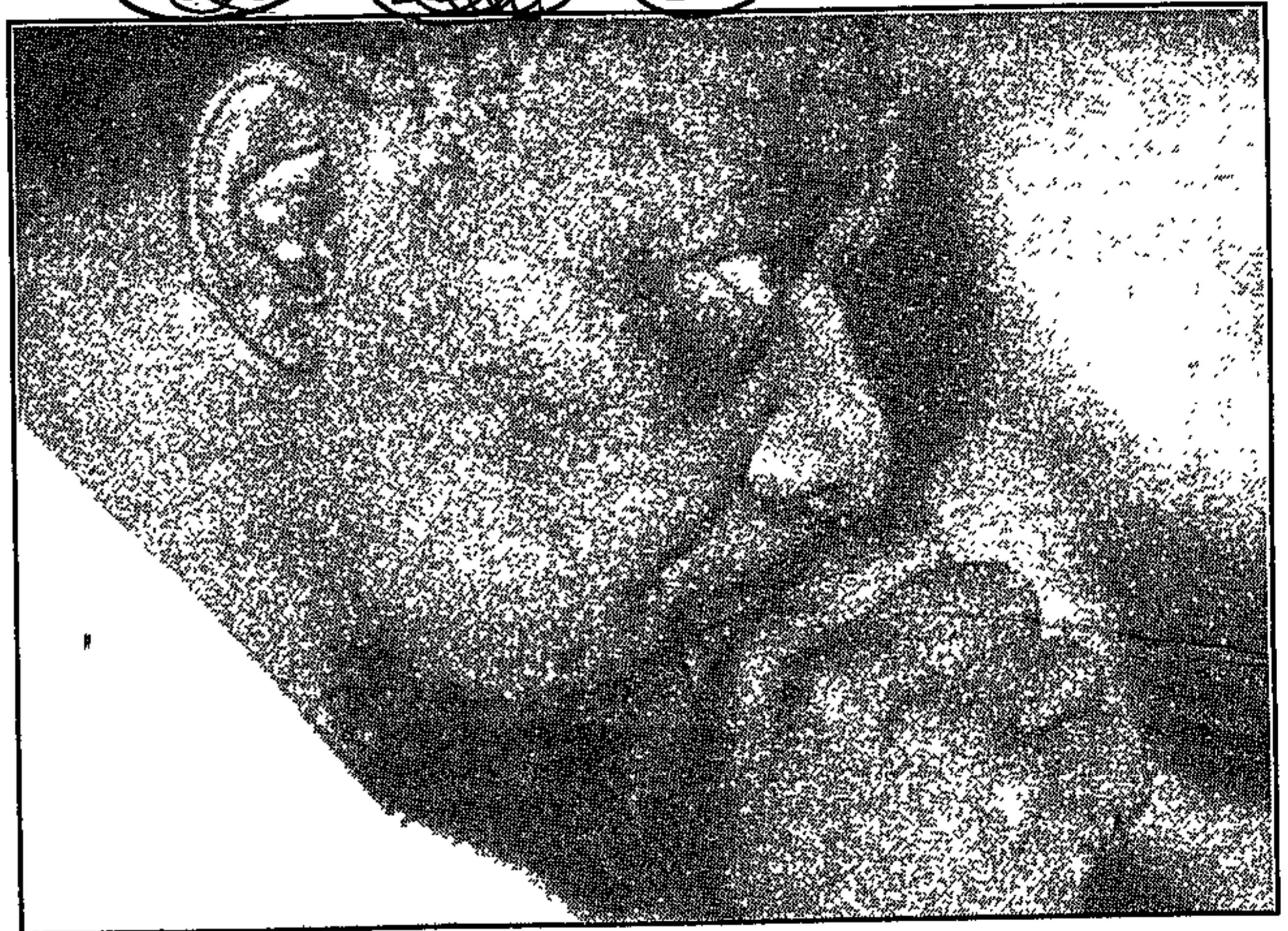
At the conference, one delegate after another also railed against the powerful status accorded Afrikaans and English, as this causes black South Africans to feel embarrassed about using their own languages.

It should be remembered that the early speak-

ers of Afrikaans had a similar problem. Under British rule, Afrikaans-speaking children were not allowed to speak Afrikaans in school. If they did, they ended up with donkey-ears and a sign around their necks proclaiming: "I shall not speak the Dutch patois." English-speaking teachers scathingly referred to Afrikaans as a "kombuistaal".

**Natasha Mostert**, who holds an MA in Applied Linguistics from Columbia University, discusses ways of accomplishing this:

*Savetun 6/5/93*  
② ③ ⑤



**Wally Serote ... heads the ANC's cultural department**

The response of Afrikaners was to make a concerted effort to develop a strong written literature. The editors of Afrikaans newspapers enthusiastically encouraged their subscribers, most of them uneducated people, to send in poems and other contributions.

Leaders in the Afrikaner community made every effort to instil in the speakers of Afrikaans a language pride. This was not easy, as Afrikaans also had to contend with the long shadow cast by Dutch. Many Afrikaners who enjoyed using their mother language considered Afrikaans too

"*platvloers*" to use in church and rejected the idea that the Dutch Bible should be replaced by an Afrikaans translation.

Afrikaans is the ultimate protest language. It fuelled the movement of Afrikaner nationalism and gave the Afrikaner his identity.

I am not suggesting that black South Africans adopt the chauvinistic attitude that some Afrikaners have about their language. When Afrikaners took over from the British, their language policy can best be described as affirmative action gone mad. But there is a positive message in the Afrikaner's refusal to be ashamed of the Afrikaans language in the face of discrimination and ridicule.

The cultural life of South Africa will be greatly enriched by the blossoming of the indigenous black languages. But more is needed than a sympathetic government language policy. It is up to the speakers. *Voorwaarts!*

# Cosas apologises to protests victims

Sowetan & Radio Metro

By Abbey Makoe

## Talkback



with Tim Modise

THE Congress of South African Students last night apologised to victims of its anti-matric exam fee protests.

The victims were attacked by some pupils during violent demonstrations on the Reef earlier this week.

The unequivocal apology came from Cosas's general secretary, Mr Thendo Ratshtanga, during a discussion on the Sowetan/Radio Metro Talkback Show.

Ratshtanga was host Tim Modise's guest.

After elaborating on the objectives of the pupils' current school boycott, Ratshtanga was bombarded with questions by concerned parents and pupils.

Thabo, of Meadowlands, asked Ratshtanga whether it was Cosas'

policy to smash cars, as had happened to him on Tuesday.

Ratshtanga said it was not. Neither was it his organisation's policy to attack pupils who wanted to attend school during the boycotts.

He admitted, however, that he had received reports that some pupils attending schools had been attacked by boycott enforcers.

Ratshtanga's fellow guest was the National Education Co-ordinating Committee's general secretary Mr Moses Maseko.

The two blamed the Government's intransigence for the mess in black education.

They said their organisations were prepared to

review their part in the impasse once the Government had showed a transparent will to address the teacher-pupil grievances.

Maseko also called for the reopening of negotiations regarding the teachers' salaries, one of the most sensitive issues threatening a national chalk down.

Ratshtanga warned that a move by the Government to increase exam fees to R78 would be spiteful and would render the country ungovernable.

The Government still sees

education as a black problem and not a national problem.

Moses Maseko

What if the Government says no to the demands? How long are we going to stay away?

Patricia, Tembisa

It is either a children's strike or teachers' chalk-down. Our black students are way behind with their syllabus.

Sinki Tembisa



EDUCATION CRISIS FM 7/5/93.

# Lords of the flies

(50)

**The aim** — a national education forum — seems worthwhile enough, but the proposed method of achieving it is silly and dangerous.

If the threat to occupy schools and colleges in white areas later this month is carried out, it will, as DP education spokesman Roger Burrows says, do nothing more than make the crisis worse.

Fortunately, the chances of averting this course of action seem quite good, since the ANC firmly distanced itself from the threat. It is talking to the proponents of occupation "to do all it can to find other ways and prevent an occupation of white schools," says spokesman Carl Niehaus.

The occupation, planned for May 26, was announced last week by the Southern Transvaal region of the National Education Coordinating Committee (NECC). It comes in view of government's "resistance" to the call for an education forum to be established. Such a forum would be along the lines of the national economic, housing and electrification forums — essentially policy advisory bodies on which all stakeholders sit. The forum is also seen as a way to prevent government from unilaterally restructuring education.

However, the occupation call is not countrywide and the national NECC would like to avoid this course of action if possible, says information officer Desmond Thompson. While the NECC fully agrees that the southern Transvaal region's demands are legitimate, it does not want to see confrontation and polarisation.

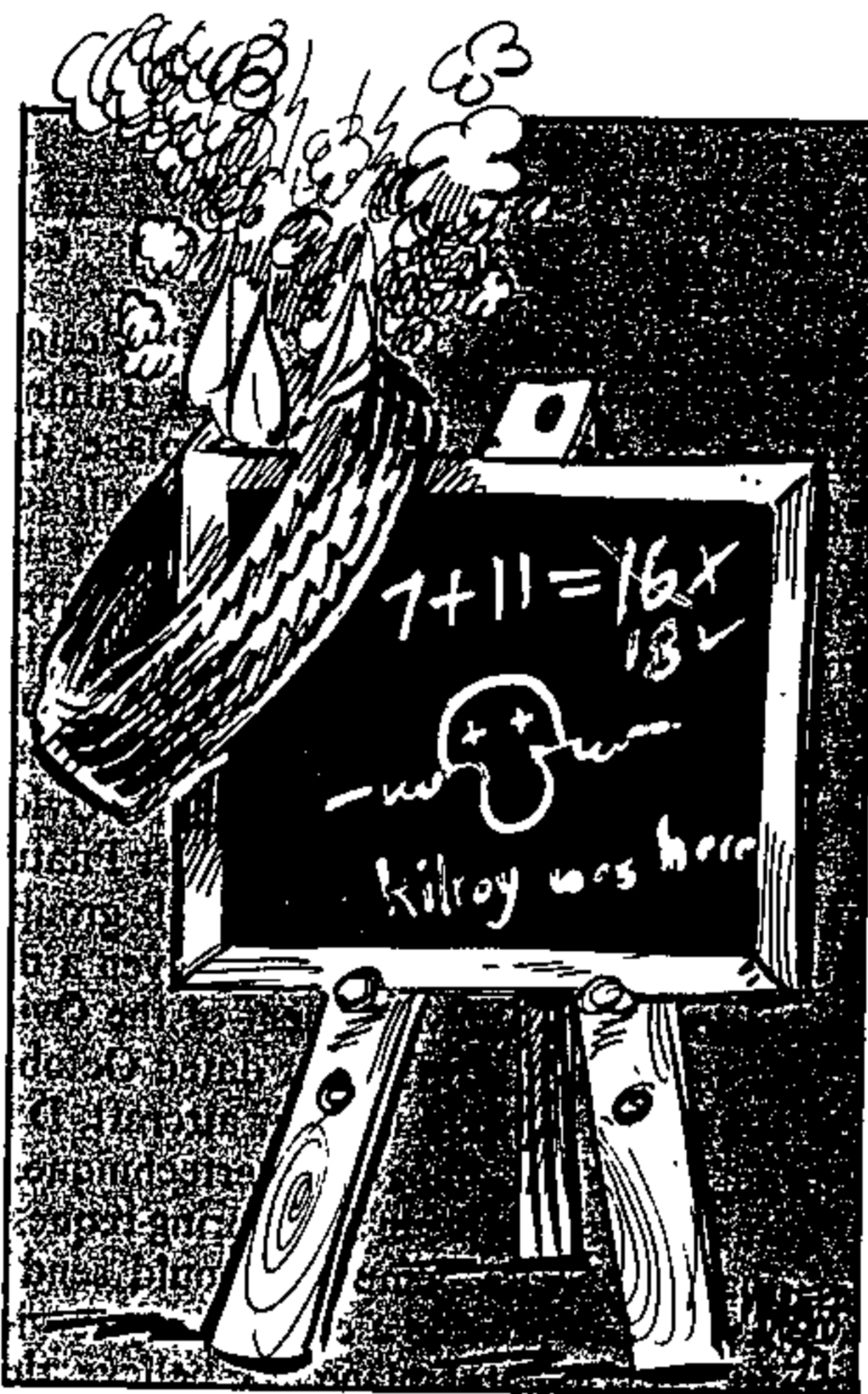
Meanwhile, the southern Transvaal region of the Congress of SA Students (Cosas) said on Monday that it is to embark on a series of protests against exam fees, following its march on the Department of Education & Training in Johannesburg last Friday. There would be "internal demonstrations" at schools on Tuesday and sit-ins on Wednesday. While the Cosas region said it fully supports the call for the occupation of white schools, it believed, somewhat disarmingly, that "parents and pupils of targeted schools should be consulted."

It seems the southern Transvaal region of the NECC (and Cosas) has a particular history of "touching" white education and seeing results, which could explain its militancy. In 1991, for example, it launched an "open schools campaign" which included the occupation of empty white schools such as Orange Grove primary — soon after which government announced the new school "models" including nonracial schools. Whether this came as a direct result of the protests doesn't matter; the perception among activists is that it did.

Negotiations on an education forum be-

tween Education Minister Piet Marais and the National Education Conference (NEC) — of which the NECC is part, as are the ANC alliance, Azapo, Nactu and teacher bodies such as Sadtu and Utasa — deadlocked at their last meeting on April 1. On that date, Marais announced government's new educational dispensation.

According to Thompson, Marais let it be



understood in January that he saw the idea of creating a forum as a good idea but that he needed further consultation. The Minister's view, stated in parliament on April 26, is that he is "not *per se* negative about a forum to be part of the planning of the future of education." He has repeatedly said that a national body must come into being which will ensure that the voice of all roleplayers and stakeholders can be heard. However, the composition, objectives and modus operandi will have to be acceptable to its participants, he said.

"We believe he is playing for time," says Thompson, adding that similar forums have been set up on the economy, for instance. Why not education?

To both Thompson and the ANC's Niehaus, the reason is that government is basically trying to put its own programme in place by creating regional education departments *before* agreeing to the forum. In that way, the NEC will be presented with a *fait accompli*, in which regional educational structures would be in place at least until the key issue of regional powers is resolved at the

national negotiations.

Cheryl Carolus, the ANC education chief, warned government on Monday that if nothing was done to solve education problems "in the next few weeks," the situation would erupt into open confrontation. Accusing government of *baasskap*, she called for it urgently to agree to a forum to sort out problems by joint consensus. The flashpoints of teacher retrenchments and exam fees had not been satisfactorily addressed by government — though she did not offer any clues as to how this should be done. While the ANC did not agree with the threat to occupy white schools, "we have nothing else to offer," Carolus said. "The situation is about to explode."

Does this kind of talk not fuel the situation? "The ANC has a duty to warn of the consequences of delay," replies Niehaus. It might be added that the ANC also has a duty to discourage those consequences.

The NEC maintains that only an education negotiating forum will restore people's faith in education. Until then, it asks, what grounds does it have to stop disruptions? Among the advantages of a forum would be the ability to address crises over issues like exam fees, book shortages and teachers' pay "as they occur." If all role-players are involved through a forum, says Thompson, problems could be looked at in a holistic way.

Referring to the threats to occupy white schools, Marais observes: "It surprises government that branches of national bodies assume the right, independent of their central controlling bodies, to make such extremely aggressive and inciting pronouncements."

Burrows, who takes government to task for its inefficiency in delivering services, says government and the NEC have been meeting secretly for three months to discuss the structure and form of an education forum. Yet the NECC — or, rather, its southern Transvaal region only, which was a participant — takes the attitude that it is government only which is not moving on the forum.

The DP believes that the issue of school fees can be addressed and that the State could pay the R104 per entrant for senior certificate exams — with a catch: "All that has to be done is for those suggesting this to indicate where they would like R40m to be cut from the current education budget."

Though the issue of teachers' salaries (which cost up to 80% of all education spending) has been appallingly badly handled by government, Burrows notes that any major increase above 5% must mean there is less money for books, stationery and so on. Leaders of the NEC have admitted that the current expenditure of about 22% of the SA

CURRENT AFFAIRS FM 7/5/93

(50)

budget (7% of GDP) cannot be appreciably raised and that the money for education will simply have to be better spent.

In the light of these constraints, it is difficult to make sense of the activist demands. ■

THE government's failure to take decisive action in defusing the spiralling education crisis has brought South Africa to the brink of a bloody replay of the turmoil which gripped the country during the mid-1970s and 1980s.

If it doesn't act soon, the crisis could derail constitutional talks.

This was the grim warning issued yesterday by extra-parliamentary educational groups, who fear a collapse of the black school system and say they are finding it increasingly difficult to persuade angry, frustrated pupils that negotiations offer a solution.

Said Ahmed Essop, convenor of the National Education Conference (NEC): "We have done all we can to try to get the government to sit down and try to defuse the situation. It's becoming increasingly difficult for us to convince student organisations that negotiations offer hope. People are beginning to think the government will only respond to mass action."

"I am beginning to think the government wants this thing to explode — that it will serve some election purpose." As supporters of the Congress of

# 'We're heading toward another Soweto 1976'

Wm Mail 7/5-13/5/93. SO ~~SO~~ SO  
Extra-parliamentary groups are urgently warning against a rerun of bloody education riots. By GAYE DAVIS

South African Students (Cosas) went out on to the streets this week, protests turned violent in a number of areas in the Transvaal and Free State.

The South African Police reported 32 incidents of violence during protests on the Reef on Tuesday, which they estimated had caused damage of R2.5-million.

Planned for today are demonstrations in Durban, Krugersdorp, and Vosloorus, and a huge protest march by an expected 50 000 pupils through the centre of Johannesburg.

"The pupils are saying there is no

other way to respond," said Cosas president Moses Maseko. "They have to use whatever weapon is at their disposal for the government to feel the pain and understand their demands."

"Cosas does not want to see a replay of 1976 or 1984, but the government won't see the anger of the students. It will get out of hand, and then no one will control it."

The government faced two key demands when the cabinet met on Wednesday:

● Firstly, that matric exam fees be suspended pending further talks. The

R72 fee was cut to R48 several weeks ago for Department of Education and Training pupils, but Cosas' position is that any fee is unacceptable.

Suspending matric exam fees would have given extra-parliamentary bodies and student organisations the leverage they need to persuade scholars to hold back on mass action and return to school.

The response on Wednesday night of National Education Minister Piet Marais — that by doing so, the government would be acting unilaterally — rings hollow, they said, pointing out

Stoking teachers' anger is the fact that President FW de Klerk, by simply announcing a five percent public-sector wage increase last month in parliament, circumvented negotiation channels between government and teacher unions. Said Van den Heever: "We're heading for a major confrontation. Education, being the explosive arena it is, has the potential to create major havoc in society as a whole, and it could derail the constitutional process, because the African National Congress will be called on to take sides."

A national teachers' strike from May 17 was "a distinct possibility", he said: Sadu would be meeting with the trade union federation Cosatu, the National Education Co-ordinating Committee (NECC) and Cosas to formulate a coordinated national strategy.

Opposition politicians were yesterday speculating that Marais and Education and Training Minister Sam de Beer wanted to accede to the demands, but ran up against "hawks" in the cabinet. Said Democratic Party education spokesman Roger Burrows: "I think education has become a site of struggle within the NP. There's no firm evidence, but this foot-dragging indicates that something is going on."

"Clearly, the issue no longer lies in the hands of the education ministers but with cabinet itself — and it's unable to make a decision regarding the future of education in the country." NECC general secretary James Maseko offered three possible explanations for the government's intransigence: "It is scared it will be seen by its white constituents as handing over education to radicals; or, if one looks at the restructuring which has already taken place, it wants to get as much in place before any new constitutional dispensation, to safeguard white privilege; or it could be simply a lack of vision."

"You can never be proud of your country when it is depriving you of every basic right. That is why the youth have a problem. These problems of gangsterism and violence could be stopped if people were educated."

Kwanele Mdikane, Cosas member, Umtata

that the government's recent unilateral decisions to rationalise teaching posts and restructure education departments ahead of a constitutional settlement have helped fuel the current crisis.

● The second demand is for the urgent creation of a representative education forum to tackle the short-term crisis and discuss long-term restructuring. It has been on the table since September 1992, when the NEC first warned of looming chaos in black schools.

Marais' response this week was that the government would set up a working group including the NEC, all education departments in South Africa and the homelands, the private sector, experts and others to make recommendations on such a forum. This is regarded as too little, too late.

"They are fiddling while Rome burns," said Randall van den Heever, general secretary of the 60 000-strong South African Democratic Teachers' Union (Sadu), whose members this week brought schools countrywide to a standstill with mass protests and chalkdowns over a five percent wage increase.

## Forum for NEC

THE National Education Conference intends going it alone by constituting a national education and training forum which will draw in big business and major players in the education arena.

NEC convenor Ahmed Essop told *The Weekly Mail* extensive discussions had already taken place and the forum had the backing of the major business organisations as well as university and technician heads. Already represented on the NEC are the African National Congress, Azapo and its student movement, Azasm, the National Education Co-ordinating Committee and its student organisation affiliates, the Congress of South African Students and the South African Students' Congress, teacher unions and associations.

W/Mail 7/5-13/5/93.  
In the face of the government's transience on the issue of an education forum, hope lies in the NEC constituting its own — though the absence of the government will cause problems as far as implementing recommendations go.”

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There was substantial support across the board for the notion of such a forum, Essop said. “If we can build on that then it might generate sufficient pressure on the government.”

He said it was hoped to establish the education and training forum before the end of the month.

# Minister presses ahead with plans to launch an education forum

GOVERNMENT is planning to press ahead with the formation of an education forum, leaving behind the institutions that choose not to participate.

And the Soweto Education Co-ordinating Committee yesterday called on pupils to return to school and register for exams without paying the exam fee.

Education Co-ordination Minister Piet Marais said yesterday he did not expect the education crisis to impede progress towards forming a forum.

A new round of talks with homeland leaders would take place within two

weeks, and while it was impossible to specify a timetable, the forum was likely to be established soon.

National Education Co-ordinating Committee spokesman James Maseko said at the weekend all self-governing territories and homelands except for KwaZulu, Ciskei and Bophuthatswana had told the NECC they supported the forum.

The Congress of SA Students (Cosas) said yesterday its door was open for talks with government, but it would intensify mass action if necessary.

Spokesman Monty Sekhukuni said Cosas

would hold a crisis meeting in Johannesburg today to plan its next move following government's refusal to back down on the payment of examination fees. It would make an announcement later today.

Marais said the education forum would have to negotiate the broader restructuring of education, and he expected responses to proposals made in the first round of discussions to be forthcoming soon.

Issues of principle, such as whether the

provision of education should be free, would be for the forum to negotiate.

Education and Training Minister Sam de Beer said yesterday the fee issue was a pretext for disrupting DET schooling. It was "disturbing" that student leaders were encouraging pupils to boycott classes and take part in marches.

"It is even more disturbing that Cosas members have stolen receipt books and are confronting candidates who have paid examination fees," De Beer alleged.

He said government had dealt with decisions on examination fees as fairly and

TIM COHEN and  
GAVIN DU VENAGE

Blom jobs 173 (SD)

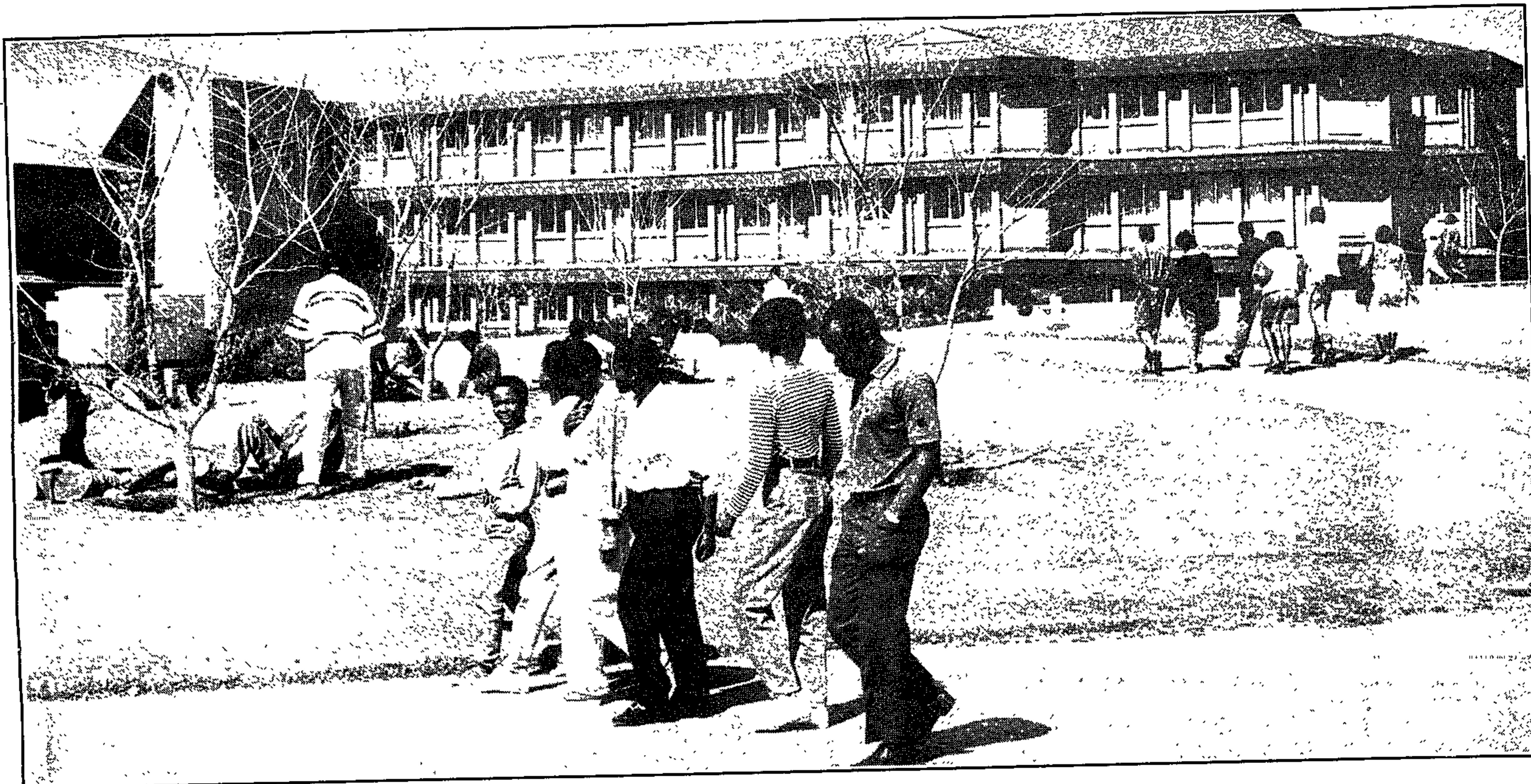
On Friday Cosas national chairman Moses Maseko said the organisation would continue to hold demonstrations, even if they were banned.

Friday's march, which was expected to draw 50 000 people, was stopped by police after Johannesburg's chief magistrate refused permission for it to go ahead.

President F.W. de Klerk said at the weekend strict action would be taken against the disruption of education and any attempt to occupy schools.

● Picture: Page 3

## NEWS FEATURE *Money alone can't break chains that bind black education to Verwoerdian era*



Conducive environment of learning at a school sponsored by IDT.



Artistic director Kolwane Mantu (wearing glasses) teaching William Masuku to play the violin.

# Forging bonds

Sowetan 10/5/93

## LIBERATING EDUCATION *Plan to*

*break the psychosis of burning schools:*

By Joe Mdhlela

**T**HE R6-billion the Government intends to spend on black education this year may not be enough to address the imbalances created by the Verwoerdian apartheid policies.

That is perhaps why one of the tasks of the Independent Development Trust is to "identify equality in education" as one of its priority projects.

Responding to that call, the IDT, in consultation with communities, is committed to spending R300 000 to build 50 000 classrooms.

But the teaser is: "To what extent will pupils identify the IDT with the Government or will they see it is the independent body it is. And will they refrain from destroying such structures?"

### Good education

The idea that good education will come after a new democratic government has been installed in this country is wrong.

For marginalised pupils to relate to education, re-orientation will have to take place so that they see the need to preserve their own institutions.

The psychosis of burning down schools could yet come to an end. Once this idea of being part of and not separate from the system has been inculcated

enough and pupils may give credence to the philosophy that "one does not burn down one's house".

Even the R2-billion allocated by Government in 1990 to "break the cycle of poverty" may not provide answers to alleviate the situation if the community is not involved in the reconstruction programme.

### Entire system

President of the Azanian Students' Convention and lecturer at Unisa Mr Mark Mfikoe suggested that students "work with the entire system", but was not in favour of them controlling education.

The function of Students' Representative Councils was meant to carry out demands of students, and not to "mess around" with weighty matters of administration, said Mfikoe.

He feared that if they were to be given this licence, chaos would result, "as was the case when they wanted to take control of schools in Mamelodi".

However, added Mfikoe, he was not in favour of duplication of services with Government and IDT providing similar services.

Mr Siphon Cele of the National Education Crisis Committee felt the Government was a principle actor in the provision of facilities, but thought this did not entitle them to act unilaterally in matters affecting the community.

If the communities were to be involved, vandalism would be prevented because the community would have a sense of ownership. Ms Naledi Ntsiki of the IDT said negotiations were underway to have all the under-utilised white schools used by black pupils.

### Not enough

Department of Education and Training spokesman Mr Sol Moshokoa said his department was trying to move fast. He admitted that the department was not doing enough, but was trying hard to catch up.

Johannesburg Foundation School, a school dedicated to bridging the gap between apartheid and open schools, was setting a good example and helping many blacks cope with a rigorous education DET does not provide. See the *People's Programme* on TSS today.

# Key players miss birth of Volksfront

DIRK VAN EEDEN

THE Afrikaner Volksfront, established in Pretoria on Friday, is already showing signs of strain with prominent right-wingers not being invited and others considering it to be a CP plot. *B/DAY 10/5/93.*

The AWB and its leader Eugene Terre-Blanche were absent from the launch, decided upon after five hours of discussion. Terre-Blanche said he had not been consulted, but added he had been in the Cape for two weeks.

HNP leader Jaap Marais said he had opted to join the Volksfront, but felt setting it up was a CP plot to force the rest of the right wing to fall in behind it.

The CP would have about 60 of the 75-80 central management committee members, he said. All of the participating organisations at Friday's meeting had been told to send one or two delegates, but half of the CP caucus had been there.

Volksfront founder and committee of generals chairman Constant Viljoen said Terre-Blanche had been invited.

AWB Wenkommando chief "Colonel" Servaas de Wet was there, but not to represent the AWB. Right-wing sources yesterday said a split in the AWB hierarchy was on the cards.

Terre-Blanche yesterday denied this: "There can never be a split in the ranks of the AWB. None of the generals were consulted. I have not spoken with De Wet yet and I do not know what he did there."

He was not prepared to say whether there was a possible split between the AWB and De Wet.

Marais said he had held up the launch for three hours, insisting that the political implications of such a body be considered first.

Afrikaner Volksunie leader and MP for Potchefstroom Andries Beyers had agreed with him, he said, and had told the meeting: "You are establishing a new political party with a party structure and political aims."

In the end, the group agreed not to accept the proposed structure of the Volksfront. Rather, they took the proposals as a "point of departure" while a working committee, comprising members of all of the major role-playing organisations, were asked to hammer out a better proposal before May 19, when they had to report back.

Viljoen said yesterday he did not wish to comment because he had to consult with the other Volksfront members first.

However, he said some in-fighting had to be expected at this early stage. The body was not intended to create complete political consensus.

CP leader Ferdi Hartzenberg said yesterday it was not policy to speak to the media on a Sunday. The CP has agreed to disband its own mobilisation action in favour of the Volksfront.

## Support for literacy drive

ERICA JANKOWITZ

A KEY NUM demand at this year's wage bargaining with the Chamber of Mines — the elimination of worker illiteracy within the industry during the next five years — is broadly supported by the industry.

NUM assistant general secretary Marcel Golding says that the success of any productivity or profitability scheme depends on work organisation and skills development.

However, as 90% of unskilled miners were functionally illiterate, this was a major obstacle to attaining high levels of production and therefore profit.

He said mining houses had indicated their willingness to co-operate on eliminating illiteracy and educating workers in the fundamentals of business.

"It is difficult to persuade workers to work harder if they don't understand figures and the interpretation of them," he said.

NUM proposals on adult basic education included employers and the state providing "facilities for classes, paid time off for workers attending and assistance in paying for teachers and the costs of developing teaching materials".

Randgold's human resources executive Richard de Villiers said this was a constructive demand, and would be wholeheartedly supported by the group.

He said its mines already operated

basic adult education programmes, which were well attended.

Gengold spokesman Andrew Davidson said the group's adult education programmes had the "objective of ensuring more than 80% of its 55 000 workforce were able to read and write by 2000".

Davidson said workers were helped to understand facts and figures concerning the business activities in which they were involved.

Anglo also ran adult basic education in literacy and numeracy, said spokesman James Duncan. There was no uniform approach to this project, and each region approached the project in its own way, he said.

For example, Anglo's West Rand region had launched a project which would also benefit surrounding communities and taught skills related to the work, technological, economic, political and social spheres of life.

At the start the main medium of teaching was the vernacular. The English content of courses increased as candidates progressed.

"The aim is to put 25 600 illiterate and innumerate employees, numbering about 25 600, through the programme by 2000," Duncan said.

# Empty benches raise ire

Swetani 11/5/93  
■ Space at white schools wasted:

By Ismail Lagardien  
Political Correspondent

WHILE South Africa is facing its worst crisis in black education since 1976, white schools in rural Afrikaner communities are up to 25 percent empty.

According to official statistics from the Department of Education and Culture, there are 286 804 places in white schools available in predominantly Afrikaans communities.

These figures were made available in Parliament yesterday when the Democratic Party's Mr Roger Burrows asked the department about vacancies in white primary and secondary schools.

The Minister said there were 1 193 086 seats in white primary and secondary schools and with 906 282 registered pupils in the benches. This left 286 804 seats vacant - an estimated 24 percent.

## Government to blame

Burrows said in Cape Town last night that while Government was ultimately to blame for the problems in black education, white parents at Model C schools were directly responsible for the ethnic cleansing in education.

The ANC's Mr Carl Niehaus said black pupils in general and in rural areas especially had to walk extraordinary distances to get to inadequate facilities while "properly built and well-equipped white classrooms were standing empty".

"It is exactly this kind of racism that has led to the resistance and anger that is now being expressed by black pupils," Niehaus said.

Star 11/5/93

## Quarter of desks at white schools unoccupied

By Chris Whitfield  
Political Correspondent

CAPE TOWN — Nearly one in four desks at schools in the white House of Assembly's Department of Education and Culture are standing empty.

This was in spite of the clo-

(50) sure of more than 60 previously white schools in the last six months of 1992.

(2-56) White own affairs Minister of Education and Culture Piet Marais revealed yesterday that 906 302 of the 1 293 086 places in the schools were occupied in the

first term of 1993 — a 76 per cent occupancy. He was responding in writing to a question from Democratic Party Education spokesman Roger Burrows, who yesterday described the figures as "horrifying" at the time of an education crisis.



# 61 schools for whites shut

Political Staff

THE government closed 61 white schools at the end of last year, the Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said yesterday.

Replying to a question tabled in Parliament by Mr Roger Burrows (DP Pinetown), he said 25 of these schools were in the Cape, 35 in the Transvaal and one in Natal.

He also said the Cape Education Department had arranged seminars at a cost of R30 000 for Model C principals.

- (2) whether this inquiry has been completed; if not, why not; if so, when;
- (3) whether this commission has brought up a report; if not, why not; if so, what are the findings;
- (4) whether this report has been handed to the Administrator of Natal; if not, why not; if so, what are the relevant details;
- (5) whether he will make a statement on the matter? D224E

**THE DEPUTY MINISTER OF LOCAL GOVERNMENT:**

- (1) A commission of enquiry was appointed on 9 September 1992 by virtue of Proclamation 53 of 1992 (Natal) to enquire into the affairs of the said borough.
- (2) It is understood that the Commission has completed its hearings.
- (3) No report has been brought out as yet as the Commission's activities have been complicated due to the fact that 23 hearings have been held. The Commission is in the process of preparing its report at present.
- (4) Falls away.
- (5) No.

**Unitary system of education: number of teachers**

\*7. Mr K PANDAY asked the Minister of National Education: ~~(S)~~ (S)

- (1) Whether there is a sufficient number of teachers in the Republic at present to meet the demands of a unitary system of education; if so, what are the relevant details; if not,
- (2) whether it is the intention to review the current policy of allowing teachers to retire early; if not, why not;
- (3) whether he will make a statement on the matter? D226E

**THE CHAIRMAN OF THE MINISTERS' COUNCIL (for the Minister of National Education):**

- (1) Yes. The estimated average pupil:CS educator ratios in the RSA (for all education departments combined) with regard to primary and secondary educa-

HOUSE OF DELEGATES

tion are at present 34:1 and 29:1, respectively. The former ratio compares well with the corresponding median value of 36:1 for 51 African countries as calculated on information recently published by UNESCO (S) (S)

The Government's standpoint, as explained in Chapter 24 of the ERS-report, is that the best ratios affordable over the long term are 35:1 and 32:1 for primary and secondary education, respectively. Using these ratios as the criterion it would seem that at present there are too many CS educators in service. ~~(S)~~

Only education departments with substantially more favourable pupil:CS educator ratios than the joint figures for the RSA have been forced since 1991 to retrench a limited number of CS educators in order to keep within their budgets. This was done only after all other possible savings were effected.

- (2) Lapses.
- (3) No.

**INTERPELLATION**

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

**Own Affairs:**

1. Mr M F CASSIM—Education and Culture. [Withdrawn.]

**QUESTIONS**

†Indicates translated version.

For oral reply:

**Own Affairs:**

\*1. Mr A RAJBANSI—Housing. [Withdrawn.]

Former director-general: relocation allowance

\*2. Mr A RAJBANSI asked the Minister of the Budget:

- (1) Whether a relocation allowance was paid

HOUSE OF DELEGATES

- (2) whether any steps were taken or are being taken to recover from the said official any part of the sum so paid to him; if not, why not; if so, (a) what steps and (b) why? D182E

**THE MINISTER OF THE BUDGET:**

- (1) No, not a relocation allowance. An advance payment was made to the former Director-General of the Administration: House of Delegates.
- (a) (i) To re-imburse for approved items of expenditure.
- (ii) The advance payment was

made by the Administration: House of Delegates.

- (b) (i) Dr B G Ranchod.
- (ii) R11 147,72.

- (2) Yes.
- (a) and (b) The former Director-General is in the process of compiling and completing the required documents to determine the actual cost in connection with his transfer.

Mr A RAJBANSI: Mr Chairman, arising out of the hon the Minister's reply, in the event of the former director-general's disputing any claims, will the hon the Minister of the Budget take legal action against him?

The MINISTER: Mr Chairman, the hon member for Arena Park may be in a position to advise me as to whether we can change the South African legal system in order to make that possible. It would be great fun if it were.

\*3. Mr K PANDAY—Education and Culture. [Question standing over.]

special provision of the Criminal Procedure Act, but also according to the inherent jurisdiction of the Supreme Court, approach a court or the State President for final reconsideration. That is the situation.

In answer to the question whether those people would then qualify for immediate execution, let me say that they would still, up to the last moment, be able to approach the State for a reprieve. Unless something extraordinary happened, they would be placed in a position in which they were at risk.

†ADV C H PIENAAR: Mr Chairman, further arising out of the hon the Minister's reply, I should like to know whether he, in preparing the reply to this question, made use of the expert advice of an hon member of his caucus who had already been found guilty of murder.

†THE MINISTER: Mr Chairman, I think the hon member for Heilbron will understand that I greatly appreciate his intervention. However, I do not think that very relevant to the matter, because we are talking about another legal system.

Mr D J DALLING: Mr Chairman, further arising from the hon the Minister's answer, and in the light of the fact that this Parliament will probably be phased out to become a new parliament in the next year, does he not think it is wrong, that it is incorrect, for the lives of these people, who have been on death row for some six or seven years, to hinge upon a decision of a political debate by a Parliament which is being phased out anyway?

The MINISTER: Mr Chairman, if I may suggest, I think that this debate is now almost pre-empting the debate to come. I suggest that the hon member save his arguments for that debate.

The CHAIRMAN OF THE HOUSE: Order! I regret that the maximum number of supplementary questions have now been put.

Mr P G SOAL: Yes, but the maximum number of answers have not been given.

The CHAIRMAN OF THE HOUSE: Order!

\*3. Mr A GERBER—Water Affairs.† [Question standing over.]  
HOUSE OF ASSEMBLY

will indeed be written off, subject to the writing-off powers which are delegated to the South African Police in accordance with Treasury Instructions. It must be emphasized that such writing-off is not carried out lightly.

(b) The request by the debtor, Miss J M Cherry, to have her legal costs of approximately R25 000 written off, was referred to the Treasury for consideration. Her request was not approved as a result of the fact that the Supreme Court had already found against her and had issued an order for costs, and the Treasury found no reason to deviate from the court's order for costs.

(2) No.

†Mr H J BESTER: Mr Chairman, arising out of the hon the Minister's reply, I want to say the issue here is that of persons who were charged in terms of emergency measures and relates to political prisoners. In view of the fact that we released political prisoners in South Africa, and a whole lot of others went out along with them under cover of this process, I want to know whether the hon the Minister does not want to apply that general principle to these specific cases as well, where the issue is precisely people who were charged with so-called political crimes?

†THE MINISTER: Mr Chairman, I am not insensitive about the matter, but I have a problem with practical implementation. What is the cut-off date? Does it also include people who have already paid their costs? Must those costs be paid back? There are a multitude of problems in trying to determine the cut-off date for such a situation. It is not as in the case of people who have been in prison for a while and who are released in terms of the test of whether they committed a political crime or not.

I therefore sympathize with what the hon member is asking me, but he will realize that I really have problems in trying to deal with the matter. Should we start at the Rivonia trial? Where must we begin? We have problems with what the hon member is suggesting.

†Mr H J BESTER: Mr Chairman, further arising out of the hon the Minister's reply, I want to say that we are about to discuss the Indemnity Act, Act 35 of 1990, in which a specific date is mentioned. I think it is October 1990. I do not want the hon the Minister to go back to Rivonia, as those people have died or been released long ago. Will the hon the Minister be prepared to consider writing off debts with this cut-off date in these 20 cases under discussion?

†THE MINISTER: Mr Chairman, the hon member is trying to lure me into a trap by referring to the Indemnity Act again. We determined a cut-off date that was not retrospective. We determined a cut-off date and people were released from that date. Therefore we cannot use it as an analogy. [Interjections.] We cannot just go back into history because then the hon member must deal with the problem of people who have already paid, and then the question arises, why only the 20? Why not the previous 40? I think that we must now start closing the book and take the matter further from the date on which the Act was repealed.

*Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.*

Records of CCB/M/other security services preserved

\*6. Mr R M BURROWS asked the Minister of National Education:

Whether his Department has taken any steps in terms of the Archives Act, 1962 (Act No 6 of 1962), to preserve the records of (a) the Civil Co-operation Bureau, (b) Military Intelligence and (c) other security services; if not, why not; if so, what steps? B765E

The MINISTER OF NATIONAL EDUCATION:

No special steps have been taken by my Department since this has not yet been required by law.

Documentation of the bodies mentioned in the question is of a sensitive nature in respect of which secrecy is required. Therefore such documents are not archives in the sense in which the word is defined in the Archives Act, 1962 (Act No 6 of 1962) and are consequently excluded from the provisions of the Act.

HOUSE OF ASSEMBLY

#### Education renewal strategy: documentation

\*4. Mr A GERBER asked the Minister of National Education:†

(1) Whether any philosophical points of departure are set out in the documentation on the education renewal strategy; if so,

(2) whether White teachers who are not prepared to subscribe to these points of departure will be allowed to retire from the service of the Department without losing any benefits; if not, why not; if so, what are the relevant details? B763E

†THE MINISTER OF NATIONAL EDUCATION:

(1) Yes.

(2) No. The early retirement of CS-educators is regulated by legislation which is administered by the various Ministers of Departments of education. Current legislation in this regard does not provide for early retirement on these grounds.

#### Civil actions by detainees/banned persons: costs

\*5. Mr H J BESTER asked the Minister of Law and Order:

(1) Whether, with reference to the outstanding amounts owing to the State as referred to in the reply to Question No 150 on 19 April 1993, he intends (a) writing off all the outstanding amounts, including those in respect of which civil proceedings have already been instituted or in respect of which the debtors are making regular payments, and (b) recommending to the Treasury accordingly; if not, why not; if so, what are the relevant details;

(2) whether he will make a statement on the matter? B764E

The MINISTER OF LAW AND ORDER:

(1) (a) If it appears from the final reports of the various Regional Commissioners that continued attempts to trace the debtors are unsuccessful and will only incur further unnecessary costs to the State, then the costs

# Moves to protect white schools against threats

Star 12/5/93  
256 50

CAPE TOWN — Department of Education and Culture management was moving to protect schools and pupils against the violence and threats to occupy them, National Education Minister Piet Marais said yesterday.

Introducing debate on the department's vote, he said the Government would not allow itself to be blackmailed. Education institutions had contingency security measures, which could be quickly implemented.

"The Government will not allow itself to be blackmailed although it has committed itself to meaningful negotiations. Rearranging and restructuring education is a professional and technical matter, and must not become politicised."

The initial restructuring work had already been done and the department was pre-



Marais . . . Government will not be blackmailed.

paring for a more equitable dispensation, but the high standards of education should not be allowed to drop.

The department had been forced to end the service of 5 047 educators, 219 administrative personnel and 1 286 general assistants. A total of 99 schools had been closed and 27 amalgamated, but this had not led to a drop in standards.

In a future dispensation, the

Government hoped to achieve an education system which was responsible and affordable and co-ordinated on a regional level.

Parents should be able to choose the management model of schools.

Of 1 954 schools under his department, only 107 were still under State control.

The 18 Model D schools with about 7 000 pupils had been welcomed, especially by black parents.

Since 1985, 90 new private schools had registered with the department, bringing the total to 282.

Marais said the department was not operating an elitist system. "The allocation to the department decreased from 39 percent of the total education budget in 1987/88 to 29 percent in 1992/93, while the comparable figures for black education increased from 37 to 49 percent." — Sapa.

# DP, CP criticise govt's 'failure'

CT 13/5/93  
Political Correspondent

THE Democratic Party and the Conservative Party yesterday slammed the government for its inept handling of the education crisis, particularly in the Western Cape.

Mr Jasper Walsh, Western Cape chairman of the DP and MP for Pinelands, said the government had "totally failed" to deal with the crisis and that mayhem and the destruction of property had become the order of the day.

"Most critically, thousands of school hours have been lost," he said.

Mr Walsh said teacher allocations on a racial basis were "madness" at a time when the national teacher shortage had to be addressed. "Surely R20 million to pay matric exam fees can be found," he said.

Mr Walsh also blamed the ANC for using the education crisis as a "political football".

The Conservative Party's education spokesman Mr Kobus Beyers said the government's "limp-wristed and spineless" action against "barbaric school violence" in the Western Cape was "petrol on the fire of these barbarians that are trying to plunge the country into anarchy".

Star 13/5 1983

# Urgent summit called over education crisis

50

By Phil Molefe  
Education Reporter

The National Education Co-ordinating Committee will convene an urgent national summit in Johannesburg this weekend to discuss the recent spiral of protests, which threatened to plunge black education into a serious crisis.

NECC spokesman Sihle Moon said yesterday the meeting would be attended by representatives of the ANC, NECC, the SA Democratic Teachers' Union (Sadtu), the SA Students' Congress (Sasco), the Congress of SA Students and parent-teacher associations from various communities.

Moon said the summit would assess and evaluate the crisis resulting from recent protest actions against matric examination fees and the



Lucas Mangope . . . vow to take tough steps.

Government's failure to establish a national education forum.

Sadtu general secretary Randall van den Heever said a nationwide teacher strike might be announced at the weekend.

The teachers' union has dismissed the Government's 5 percent sala-

ry increase.

Sadtu yesterday turned down a request by the DET for a meeting to discuss the impending teachers' strike.

DET spokesman Corrie Rademeyer said last night that Sadtu had said it could not meet the department because it had a "busy schedule".

● Sasco and the Union of Democratic University Staff Associations yesterday launched a "Hands off Unibo" campaign, which starts today.

President Lucas Mangope, who met the University of Bophuthatswana senate yesterday, said his government had a responsibility to solve the problems at Unibo.

● Students at Vista University's Soweto campus continued with their lecture boycott yesterday to demand the postponement of examinations because of disruptions after Chris Hani's murder.

# Reaping education whirlwind

Star 14/5/93



**A**S SOUTH Africa slides deeper into what could be its worst crisis in black education since 1976, the need for the establishment of a conflict resolution forum, involving all stakeholders, has become more urgent than ever.

The crisis, which is rapidly assuming catastrophic proportions, is manifested by the total collapse of the learning process in many parts of the country, a spiral of disruptive protest actions by both teachers and pupils, and the Government's inability — or lack of political will — to address burning issues in black education.

If 1953 — the year former prime minister Dr H F Verwoerd introduced Bantu Education — heralded disaster for black education, then 1993 has seen the chickens coming home to roost.

This year has been marked by widespread disruption of schooling as teachers and pupils increasingly resort to mass action and confrontational tactics to highlight their grievances.

Warning signals have been flashing all over South Africa that urgent steps must be taken, but these have been ignored and now the country is heading for disaster.

Almost 40 percent of learning time has already been lost this year through protests, boycotts, marches, sit-ins and the continued disruption of classes.

There is no end in sight as protests continue in their vicious spiral.

It all started in February when overcrowding in schools sparked pupil protests over the question of admission. At about the same time, teachers took to the streets to protest against the retrenchment of some of their colleagues.

Black schools ground to a halt for about two weeks in late February and early March as negotiations got under way between the authorities and the SA Democratic Teachers' Union (Sadtu) to have retrenched educators reinstated.

When the teachers finally returned to their classes, pupils embarked on a go-slow strike demanding the scrapping of examination fees.

This action was followed last month by a widespread disrupt-

There is every indication that the crisis in black education is nearing the apocalyptic level of 1976. Education Reporter PHIL MOLEFE analyses the situation.

tion of classes and last week's decision on a full-scale class boycott by pupils. The result has been a trail of violence and destruction.

And there is no end in sight to the turbulence in township schools. Pupils seem to derive pleasure in finding new issues to justify staying out of class.

The black community is reaping the whirlwind of hailing 10-year-olds as "young lions". The pupils of today are emboldened by their ability to impose their terms on education authorities, teachers and the community at large.

Once regarded as the foot soldiers of the liberation movement, the "young lions" have been allowed to claim too much power and it is high time parents and the community clip the youngsters' wings.

A clear and bold message has to be sent to the classroom that pupils are jeopardising their own future by not learning.

The new South Africa will demand educated and skilled people. It will not be feasible to import such manpower, both because of cost and because of the army of marginalised and unemployable youth.

It is crucial that respect be restored to the teaching profession. Teachers must be seen as commanders of education, but they, as much as the system, have failed their charges. Can there be anything more destructive to the learning process than educators who have deliberately chosen to ignore their responsibilities?

Whatever the reasons, teachers should not resort to the means used by other workers when trying to settle labour disputes.

A national teachers' strike over wages is looming after Sadtu dismissed the Government's 5 percent salary increase as too little, and demanded 30 percent.

But in the midst of this edu-

cation morass, the question has to be asked about the role of parents. Black education is highly politicised and, quite often, the voice of parents who sincerely want to make a contribution is drowned out by people who have a political agenda. This has resulted in many parents keeping away from school activities.

The Government, on the other hand, appears to be failing to address the crisis in black education.

While in this time of transition there are negotiating forums on housing, land and the economy, the Government appears to be unwilling to respond to calls for the establishment of a National Education Forum.

The authorities seem to have run out of ideas. Or do they simply lack the political will to break with past policies?

The absence of a legitimate crisis resolution mechanism to address short-term issues such as teachers' salaries, matric exam fees, the inadequate or non-supply of essential learning aids, and poor facilities is a major handicap to resolving the crisis.

Existing Government structures lack legitimacy and there is a growing demand for a fresh approach.

The Government's main opposition on education, the National Education Co-ordinating Committee (NECC), is calling for the establishment of an interim crisis committee, whose main brief would be to address the underlying problems immediately.

NECC secretary general James Maseko said: "Such a structure would be able to tell students and teachers that there is no need for a boycott or protest because your demands are being attended to."

The Government says *niks*, insisting that grievances should be submitted to local and regional committees because these bodies are "legitimate" in terms of the present legislation.

National Education Minister Piet Marais, who is co-ordinating the transition to a unified department, said last month that establishing a forum on education would be a time-consuming exercise, and he invited stakeholders to make their inputs in an advisory capacity. □

# Throwing down the gauntlet

■ Professionals challenged:

By Pearl Majola

PROFESSIONAL people in Soweto should take part in resolving the education crisis in the township.

This is one of the issues the *Sowetan*-Pick 'n Pay Parenting Workshop at the Ipelegeng Community Centre in White City Jabavu will address tomorrow.

"Our workshop will challenge professionals to become more involved in local education," says Soweto Parenting Committee chairman Mr Jacob Noe.

Speakers will include Mr Tamsanqa Kambule of Pace College and Mr Ismail Mkhabela of the Interface Community Development Organisation.

The workshop starts at 8am and admission is free. For further information please contact Ms Thabi Manthata at 880-9243.



# Throwing *Soweto* down the *14/5/93* gauntlet

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# NECC calls summit today

(50) AR/15/5/93

**PHIL MILLAN**  
Weekend Argus Correspondent

**JOHANNESBURG** — The National Education Crisis Committee (NECC) called for a major summit at Wits University today of all educational parties and leaders.

At least 30 student, teacher and parent bodies from all sides of the political spectrum are expected to attend the summit which will be addressed by ANC secretary-general Mr Cyril Ramaphosa.

NECC spokesman Mr Desmond Thompson said last night:

"We are looking for lasting solutions to the problems in education for the sake of a brighter future for all South Africans. This summit can play an important role in creating the necessary conditions for justice and stability in education."

Issues such as a national education and training negotiating forum, the unilateral restructuring in education and current flashpoints such as teacher salaries, examination fees, the retrenchment of teachers and the occupation of schools is expected to be discussed.

The good attendance figures at schools recorded on Monday and Tuesday had been all but reversed by yesterday with sit-ins, violence and class disruption reported from every corner of South Africa.

Paramount in the current crisis is the pupils' objection to paying the R48 fee required to sit matriculation exams. The issue, however, does not stand alone. A whole variety of problems simmering beneath the surface in universities, teacher training colleges and technikons as well have come to the boil all at once. The mood is militant and the situation extremely fluid.

But exactly what is this R48 that, in part, is holding the country's schooling to ransom?

The fee has always been part of the matriculation system. The levy, the DET says, defrays about half the almost R120 million direct costs incurred by the matriculation ex-

aminations countrywide every year.

The costs include markers' fees, invigilation fees, printing costs and the like.

Earlier this year the Department of Education and Training raised the fee from R72 to R86 but reduced it to its current R48 under pressure from student bodies. The DET estimates that the R48 now covers only 56 percent of marking fees for 13 scripts per pupil.

The students, however, see the cost as extraneous and as yet more government profiteering from a disfranchised and hungry populace.

For both sides, the issue transcends the mere cost of an exam fee. It raises the most central and fundamental question of how our future political economy will be structured.

Are we to live in a society in which citizens are taxed less but will pay more for services such as education and medical treatment, or in a political economy which taxes the rich more yet sets aside services such as education and medicine free of charge for those who cannot afford them?

For Cosas, waiving of the R48 exam fee represents a signpost to a society where free education becomes a constitutional right. For the government, the symbolic power of still getting pupils or their parents to pay for exam fees means it will still retain that much control over the payment-for-services economy it envisages.

In short, what socio-political model is South Africa going to follow?

Black education is already highly politicised and its mini-masters are straining at the leash, as in the Western Cape where the ANC's call has gone entirely unheeded.

Despite this, however, the proposed education forum, agreed on by both sides as the place to iron out inequalities and difficulties, is struggling to get on its feet.

... in which, 4070-08 writers, 3370 of countries governing

## Crisis in education explained in ANC ad

*6/10/93*  
KELVIN BROWN and MARCIA KLEIN (SO)

THE ANC yesterday launched a hard-hitting advertising campaign aimed at creating an understanding among middle- and upper-class people about the education crisis.

A full-page advertisement in the Sunday Times ran with the title "We could occupy white schools. Or we could occupy your mind for a minute or two".

It describes the education obstacles facing black children, saying that only R1 was spent on educating a white child, while 20c was allocated to a child at a DET school.

The teacher/children ratio was significantly higher in black schools, there was often no electricity and the level of training of teachers was low. "Is it any wonder that the level of anger has again reached a fever pitch?" The ANC said it was committed to 10 years of free compulsory education and the way forward lay in negotiations starting in a national education and training forum.

Julian Ovsowitz, head of AM-C ad agency, said by putting its message across the ANC hoped to engender a climate of understanding about the crisis in education. It was trying to convey it was committed to negotiations and the campaign was aimed at conveying facts overlooked by the media.

The campaign was the ANC's third aimed at local constituencies, the agency having also produced ads in response to the Budget and one for peace.

disguise their racism, Mandela said.

## Speculation on SADF, MK amalgamation is quashed

*6/10/93*  
BILLY PADDOCK

tween the SADF and others — not only the ANC," he said.

"It is only logical that changes in the SADF have to be made and all military and paramilitary capabilities should be consolidated as soon as possible ..."

It is understood that the bilateral meetings during the past two years have been discussing a new defence force and MK members' role. It is also understood that not all MK members can be incorporated, because of financial constraints.

The ANC is also still insisting on some form of joint control and it is understood that until all the security forces, including those of the TBVC and self-governing states are included, no move will be made on incorporating MK into the SADF.

The decisions or recommendations of the bilateral talks will also have to go to the multiparty negotiations forum to be discussed and agreed upon as part of a transitional executive council before a new force can become a reality.

THE ANC and the Defence Ministry yesterday moved to dampen speculation that 12 000 members of the ANC's armed wing Umkhonto we Sizwe would be incorporated into the SADF.

A Defence spokesman said that Sunday newspaper reports stating that incorporation, up to general level, could happen within weeks was "in essence a synopsis of ideas, possibilities and speculation which are circulating around the exploratory talks".

MK commander-in-chief Joe Modise — tipped by Rapport as an SADF general — said while much progress had been made in the bilateral talks with the SADF and the SAP, no finality had been reached.

The Ministry agreed that no finality had been reached. It said that when Defence Minister Kobie Coetsee referred to the incorporation of 12 000 MK members during a speech in the Free State, it would have been as a result of speculation that if there were to be a single joint force, this is what it could mean.

"It is known that exploratory talks over a future defence force is taking place be-

## Inkatha in new call for Goldstone probe

THOMAS MASHININI/CPA

6/10/93



More than 80 000 out 'indefinitely' from next Monday

Star 17/5/93

# Teachers' strike is on

By Phil Molefe  
Education Reporter

An indefinite national strike by more than 80 000 teachers from black, coloured and Indian schools will definitely go ahead from next Monday, the South African Democratic Teachers' Union (Sadtu) announced yesterday.

This action will coincide with plans by the Congress of South African Students to "deepen" the existing crisis in black schools through mass action to force the Government to address pupil and teacher demands.

Educationists have warned that the action would plunge schooling into a catastrophic situation. Sadtu national president Shepherd Madihlane said the country could be saved from "a disaster" only if the Government took urgent steps between now and May 24.

Sadtu's national executive committee endorsed the strike yesterday after more than 90 percent of the union's members had voted in favour of action. However, Education and Training Minister Sanyal de Beer warned that the strike would be illegal and that the department had an obligation to take steps to "prevent the fruitless expenditure of taxpayers' money".

"The decision by Sadtu will exacerbate the problems existing in black schools and I condemn it in the strongest possible terms," said De Beer. He said Sadtu and its predecessors had a record of destruction "unparalleled in the history of education in South Africa and, perhaps in the world".

At the National Education Crisis Summit held on Saturday, various organisations — including the main Government-recognised teachers' associations such as the National Professional Teachers' Organisation of South Africa (Naptosa) and the Teachers' Federal Council (TFC) — supported the teachers' demand for a living wage as well as the right to strike.

This position, although not necessarily implying that Naptosa and the TFC would call on its members to strike, is embodied in a resolution taken at the summit, held at Wits University.

The summit, organised by the National Education Coordinating Committee (NECC) and attended by 144 organisations including the ANC, Cosatu, student organisations as well as white education bodies, also resolved to support the demand for the scrapping of matric examination fees.

The summit also supported the campaign to occupy unused and under-utilised white institutions.

ANC secretary-general Cyril Ramaphosa made an impassioned plea at the summit, saying: "We simply cannot allow 1993 to become another wasted year educationally, another 1976."

The demands underpinning the planned strike are:

- An end to the unilateral restructuring of education.
- The reopening of negotiations on salary increases — the Government offered a 5 percent increase but Sadtu is demanding 30 percent.
- An end to the rationalisation and retrenchment of teachers.
- Collective bargaining rights for teachers, including the right to take strike action if necessary.
- The scrapping of matric examination fees.
- The right to organise and the recognition of Sadtu in KwaZulu, Ciskei and Bophuthatswana.

Meanwhile, ANC president Nelson Mandela yesterday told hundreds of people in Galeshewe, outside Kimberley, that he would soon meet President de Klerk to discuss the education crisis.

He urged teachers and pupils to go ahead with their action campaign in a disciplined fashion and said protesters should use the correct channels to air their grievances.

Minister to respond today as government 'considers complaints'

# FW in fresh bid to solve education crisis

50

AK 17/5/93

JOHN VILJOEN  
and JOHN YELD  
Staff Reporters

THE government was considering legitimate complaints about the education system and striving to improve it, President De Klerk said today.

National Education Minister Mr Piet Marais will respond to the education crisis and the looming teachers' strike today, while National Peace Committee chairman John Hall has pledged his support in defusing the situation.

Democratic Party education spokesman Roger Burrows said the government had an opportunity to ease the crisis in the seven days before the strike.

But President De Klerk today denied there was a crisis, saying if there was one developing it was being 'artificially engineered' by a small group.

ANC president Mr Nelson Mandela said he would discuss the situation in education, particularly the plight of teachers facing retrenchment, when he met President De Klerk soon.

Answering questions after a meeting with Sir Edmund Hillary at Thynhuys, Mr De Klerk said he was not considering a security crackdown on pupils. "But we must prevent anarchy. We must take steps to that a small core of people behind this don't disrupt education," he said.

Mr De Klerk said a meeting with Mr Mandela had been planned for some time before education problems developed and that education issues would be on the agenda.

The government was looking at "some of the more legitimate complaints" about the education system, he said.

"We are aiming to ensure that education improves for all South Africans and we need, inter alia, some rationalisation",

This had to be achieved without affecting standards, Mr De Klerk said.

The South African Democratic Teachers' Union (Sadtu) has announced its members will go on strike on May 24 unless the government agrees to its demands.

Among them are a 25 per cent pay rise — the government is firm on five per cent — and a halt to rationalisation of teachers' posts.

Mr Hall said today: "I am disappointed that opportunities for win-win solutions may have been missed through lack of communication, and the structures of the Peace Accord will continue to offer their facilities to try to overcome shortcomings and difficulties."

Mr Marais could decide to suspend matric exam fees today or advise the various departments to do so. "The fees issue could be got rid of quite quickly," Mr Burrows said. The door had been opened on the establishing of a National Education Forum.

# NEWS FEATURE *Hope is a train on track, harnessed with faith in the future*



Music teacher Kolwane Mantu teaches William Masuku (15) how to play the violin.

# Where there is life and hope

*Sowetan 17/5/93*

By Mathatha Tsedu

**T**HE PICTURES IN THE papers and on TV these days are of schoolchildren in the streets, waging war against the regime.

They are pictures of pupils on the warpath, destroying buses, vans, trucks, houses and shops. Also schools in which they are to learn.

For those concerned with education, the major question is: if and when the specific grievance of the moment is settled, will these pupils go back to school and learn?

### Reconcile attitudes

Will they be able to reconcile their attitudes with officialdom and school or are they so alienated that the destruction signals the parting of the ways?

If they reconcile later all may not be lost.

But if they do not, what then?

This is where the Independent Development Trust programme of EDUTRAIN comes in.

A project designed to give those pu-

## ■ SURVIVAL SKILLS *All is not lost for a generation of uneducated kids:*

pils who find themselves being lost forever, it is a hands-on programme in which young people are taught survival skills.

The project also brings together pupils from different cultural and racial backgrounds in the spirit of assimilation, called mixing the cultures for better understanding.

EDUTRAIN was launched in 1987 and its objective is to create an awareness of South Africa's resources, both human and material. It also aims to develop an appreciation of the need to conserve and harness these attributes in a spirit of co-operative effort.

The project involves a nine day live in educational experience, travelling through a large part of South Africa on a train especially modified and equipped to become a mobile learning centre.

This is no gravy train of corruption but an education centre on steel wheels,

which contains audio visual facilities, a computer centre, a specialised reference library, a discussion area and a dialogue centre.

### Diverse backgrounds

The train becomes a centre of learning that brings together the diverse backgrounds of pupils from Model C, a Soweto DET school and an exclusive Afrikaans school, who end up in a studio with journalist Denis Beckett to discuss their experiences.

From Tiisetsho of Soweto and its deprivations, Wiliam from the English medium school and its rich backgrounds, and Luiz, from the staunchly Afrikaans school, combine to show how perceptions crumble in the face of the reality of being together and getting to know each other better.

Today's programme on TSS's *People* at 9pm also takes a look at how a Soweto

man, Kolwane Mantu, carried his dream from Europe of getting together the first black orchestra in Soweto.

Mantu, founder and teacher of the African Youth Ensemble, has turned several youths from the Mbaqanga, pop, reggae and rap sounds to the strains of controlled orchestral instruments.

Despite the dust and filth that has come to characterise the township life, Mantu has produced a group of youths who have won the hearts of many local and international lovers of classical music.

Mantu, who spent six years studying music in Britain, received help from British sympathisers who had heard him on BBC, and from local people.

Today the AYE uses instruments donated by these people.

### Humble beginnings

And so, from humble beginnings Mantu has taken the youths who had no hope, to new heights, giving them inspiration and examples to look up to and thereby something to live for.

Together with the EDUTRAIN project, these two programmes will be

⌋ This is no gravy train of corruption but an education centre on steel wheels, which contains audio visual facilities, a computer centre, a reference library, a discussion area and a dialogue centre ⌋

aired tonight at 9 on TSS as part of the IDT effort to focus attention on alternative means of dealing with the crumbling education system around all of us.

● Do not miss the TSS's *People* programme at 9 for more on these.

# focus on schools

**S**OUTH Africa slides deeper into what could be its worst crisis in black education since 1976.

And the need for the establishment of a conflict resolution forum involving all stakeholders has become more urgent than ever before.

The crisis, which is rapidly assuming catastrophic proportions, is manifested by the total collapse of the learning process in many parts of the country, a spiral of disruptive protest actions by both teachers and pupils and the Government's inability, or lack of political will, to address burning issues in black education.

If 1953 — the year former Prime Minister Dr HF Verwoerd introduced Bantu Education — heralded disaster for black education, then 1993 has seen the chickens coming home to roost.

This year has been marked by widespread disruption of schooling as teachers and pupils increasingly resort to mass action and confrontational tactics to highlight their grievances.

Warning signals have been flashing all over that urgent steps must be taken but these have been ignored and now the country is headed for an education disaster.

Almost 40 percent of learning time has already been lost this year through protests, boycotts, marches, sit-ins and the continued disruption of classes.

There is no end in sight as protests continue in their vicious spiral.

It all started in February when overcrowding in schools sparked off pupil protests over the question of admission. At about the same time teachers took to the streets to protest against the retrenchment of their colleagues.

Black schools ground to a halt for about two weeks (in late February and early March) as negotiations got under way between the authorities and the South African Democratic Teachers Union to have retrenched educators reinstated.

When the teachers finally returned to their classes, pupils embarked on a go-slow strike demanding the scrapping of examination fees.

This action was followed in April by a widespread disruption of classes and last week's decision on a full-scale class boycott by pupils. The result has been a trail of violence and destruction.

And there is no end in sight to the turbulence in township schools. Pupils seem to derive pleasure from finding new issues to justify staying out of class.

It was textbooks yesterday, it's exam fees today and I can predict it will be something else tomorrow.

The black community is reaping the whirlwind of hailing 10-year-olds as "young lions". The pupils of today are emboldened by their ability to impose their terms on education au-

There is every indication that the crisis in black education is nearing the apocalyptic level of 1976. *Sawetun 17/5/93* Phil Molefe analyses the situation:



demanding 30 percent.

But in the midst of this education morass the question has to be asked about the parents' role.

Black education is highly politicised and, quite often, the voice of parents who sincerely want to make a contribution is drowned out by people who have a political agenda. This has resulted in many parents keeping away from school activities.

The Government, on the other hand, appears to be failing to address the crisis in black education.

While in this time of transition there are negotiating forums on housing, land and the economy, the Government appears to be unwilling to respond to calls for the establishment of a National Education Forum.

The authorities seem to have run out of ideas. Or do they simply lack the political will to break with past policies?

The absence of a legitimate crisis resolution mechanism to address short-term issues such as teachers' salaries, matric exam fees, the inadequate or non-supply of essential learning aids and poor facilities is a major handicap to resolving the crisis.

Existing Government structures lack legitimacy and there is a growing demand for a fresh approach.

The Government's main opposition on education, the National Education Co-ordinating Committee, is calling for the establishment of an interim crisis committee, whose main brief would be to immediately address the underlying problems.

NECC secretary general James Maseko said: "Such a structure would be able to tell students and teachers that there is no need for a boycott or protest because your demands are being attended to."

The Government says *niks*, insisting that grievances should be submitted to local and regional committees because these bodies are "legitimate" in terms of the present legislation.

National Education Minister Piet Marais, who is co-ordinating the transition to a unified department, said last month that establishing a forum on education would be a time-consuming exercise and invited stakeholders to make their inputs in an advisory capacity.

thorities, teachers and the community at large.

Once regarded as the foot-soldiers of the liberation movement, the "young lions" have been allowed to claim too much power and it is high time parents and the community decide to clip the youngsters' wings.

A clear and bold message has to be sent to the classroom that pupils are jeopardising their own future by not learning.

The new South Africa will demand educated and skilled people. It will not be feasible to import such manpower, both because of the cost and the army of marginalised and unemployable youth.

It is crucial that respect be restored to the teaching profession. Teachers must be seen as commanders of education but they, as much as the system, have failed their charges. Can there be anything more destructive to the learning process than educators who have deliberately chosen to ignore their responsibilities?

Whatever the reasons, teachers should not resort to the means used by other workers when trying to settle labour disputes.

A national teachers' strike over wages is looming after Sadtu dismissed the Government's five percent salary increase as too little and



## Education is <sup>Sawetani 17/5/93</sup> facing a crisis

WE are deeply distressed at the looming crisis in education which has come about as a result of the Government's rationalisation and retrenchment programme, due to be implemented on July 1.

Rationalisation and retrenchment are common practices in industry. Our concern with this particular issue is the manner in which it will be done and the magnitude of the possible consequence.

We are all aware of the importance of education. The proposed rationalisation will result in the lowering of educational standards because the pupil-teacher ratio will increase and schools will be restricted with regard to the curricula they will be able to offer.

We appeal to those in authority to hold urgent consultations with teachers, community leaders and parents to find ways and means of dealing with this crisis with the minimum disruption to the education process.

Most South Africans are traumatised by the violence and uncertainty about the future.

We urge the Government to deal with this problem with sensitivity and circumspection.

**BISHOP NJONGONKULU NDUNGANE**

Anglican Diocese of Kimberley and Kuruman



# Workers quit Gardens shop after sleep-in

Staff Reporter **ALCE 18/5/73**  
ABOUT 40 Shoprite/Checkers employees occupying the Shoprite store in Kloof Street, Gardens, in a sleep-in protest as part of a national strike left the premises early today.

Members of the South African Commercial Catering and Allied Workers' Union (Saccawu) have been on strike since Wednesday after the Shoprite/Checkers management withdrew a nine-year recognition agreement which regulated the relationship between management and the union.

The Saccawu-affiliated workers entered the shop at 5pm yesterday.

Branch manager Frank Fester left the shop at 9pm and ordered two security guards to stay at the shop until workers left.

Mr Fester refused to comment on the action or allow the Press inside the store.

Stores nationwide were occupied last night "to put pressure on management to reinstate its recognition agreement with Saccawu", said union spokesman Fazel Ernest.

Shoprite/Checkers management terminated the recognition agreement with Saccawu, claiming it was outdated.

The management's negotiations for a new recognition agreement failed when the union refused to accept equal negotiating status for a minority union based in Cape Town — the National Union of Distributive and Allied Workers.

Saccawu demanded the reinstatement of the previous agreement before the start of negotiations for a new recognition agreement.

"They are trying to break us," said Mr Ernest.

"They intimidate workers and their families by telling them people who strike will lose their jobs.

"But the workers are strong."

(b) This information is not yet available in the required format.

(2) (a)	(i)	(ii)	(iii)	(iv)	Total
Gazankulu	1 259	1 054	842	227	3 382
Kangwane	641	906	547	0	2 094
Kwandebele	287	322	603	0	1 212
Kwazulu	2 513	2 161	2 036	0	6 710
Lebowa	4 079	5 845	3 325	0	13 249
QwaQwa	846	642	426	0	1 914
Total	9 625	10 930	7 779	227	28 561

(b) This information is not yet available in the required format.

**Education budget: expenditure**

343. Mr R M BURROWS asked the Minister of Education and Training: (50) 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 1991-92 financial year or the latest specified 12-month period for which information is available? B779E

The MINISTER OF EDUCATION AND TRAINING:

(i) (aa)	R592 447,00	(b)	0,02%
(bb)	R1 743 657 912,00		49,62%
(cc)	R1 041 124 901,00		29,63%
(dd)	R364 317 253,00		10,36%
(ii) (aa)	R47 673,00		0,002%
(bb)	R295 759 541,00		8,42%
(cc)	R130 730 717,00		3,72%
(dd)	Nil		Nil
(iii) (aa)	R26 750,00		0,001%
(bb)	R135 888 021,00		3,87%
(cc)	R55 542 673,00		1,58%
(dd)	Nil		Nil

The information is for the 1991/92 financial year.

**Self-governing territories: family housing units**

347. Mr P G SOAL asked the Minister of National Housing:

(1) (a) How many family housing units were built in 1991 and 1992, respectively, in

HOUSE OF ASSEMBLY

**HOUSE OF REPRESENTATIVES**

**QUESTIONS**

† Indicates translated version.

For written reply:

General Affairs:

**Telkom employees: malpractices**

11. Mr L T LANDERS asked the Minister of Posts and Telecommunications:

(1) Whether, during the latest specified period of 12 months for which information is available, any employees of Telkom were found guilty of (a) using subscribers' telephone lines without the permission of the subscribers concerned or Telkom, (b) defrauding, and/or embezzling funds belonging to, Telkom and (c) soliciting bribes from the public; if so (i) how many in each case, (ii) how many were found guilty (aa) by a court of law and (bb) following an internal investigation and (iii) what steps have been taken against each employee so found guilty;

(2) whether any such employees have been dismissed from the service of Telkom; if not, why not; if so, (a) how many, and (b) when, in each case;

(3) whether any of the employees so dismissed have since been re-employed by Telkom; if not, why not; if so, (a) how many and (b) on what grounds;

(4) whether he will make a statement on the matter? C37E

**The MINISTER OF POSTS AND TELECOMMUNICATIONS:**

The Managing Director of Telkom SA Limited replied as follows to the hon member's question:

(1) (a) No

(4) No

(i) 0

(ii) (aa) 0

(bb) 0

(iii) None

(b) Yes

(i) 24

(ii) (aa) 2

(bb) 18

\* 4 resigned prior to the disciplinary hearing

(iii) 2 Serious written warnings

8 Final written warnings

2 Demoted in job title

6 Dismissed

\* 4 Resigned

1 Breach of contract

1 Died

(c) Yes

(i) 6

(ii) (aa) 0

(bb) 6

(iii) 6 Dismissed

(2) Yes

(a) 12

(b) 1992-03-16 (1 employee)

1992-06-15 (1 employee)

1992-07-20 (2 employees)

1992-07-30 (3 employees)

1992-09-30 (2 employees)

1992-11-16 (1 employee)

1992-12-31 (1 employee)

1993-01-25 (1 employee)

(3) Yes

(a) 1

(b) Due to extenuating circumstances in one instance the employee was re-employed in a lower job title.

Star 18/5/93

# Budget spells cuts in education — Minister

CAPE TOWN — Essential services would have to be scaled down or deferred because of the R250 million shortage in the 1993/94 budget for Education and Culture, the Minister, Pieter Saaiman, said yesterday.

Introducing debate on his department's vote, he said the salary packages would have to be reduced by R250 million to address shortages in areas such as administrative expenditure, equipment, land and buildings, and professional and special services.

This would have to be done to stay within the limits of the budget.

"Where the process of rationalisation is accepted as inevitable, and taking into consideration the advantages, it cannot be put off any longer."

Saaiman said he had approved the continued payment of travel allowances to teachers who were forced to make use of private transport between their homes and school because of a lack of public transport.

Saaiman said financial circumstances were making it more and more difficult to address the unacceptably low teacher-student ratio and the under-use of facilities. — Sapa.

# Govt's shock schools threat

CT 18/5/93

By ANTHONY JOHNSON

**EDUCATION plunged deeper into crisis last night after the government threatened to withhold funds to schools and to stop paying those teachers who deny education officials access to schools.**

House of Representative Education Minister Mr Pieter Saitman, introducing his department's vote in Parliament, said he questioned the motives of the SA Democratic Teachers' Union, and the Union of Teachers' Associations of SA, who aimed to "coerce parents" into supporting teachers.

"I wonder whether the time is not ripe to tell these forces that if they deny officials access to schools, that the department must withhold services to schools or stop the payment of salaries and stop orders of teachers involved."

The teachers were using school facilities to process pamphlets and to paint posters for demonstrations.

"If this loss in man hours and misuse of state facilities and stock were converted into cash terms, parents would be shocked."

His statement came as ANC Western Cape leader Dr Allan Boesak warned of the gravity of the crisis. Dr Boesak implored the government not to sacrifice the country's future for R48.

The National Peace Committee is to meet the Congress of South African Students and the National Education Co-ordinating Committee to discuss the NPC's future role in the education crisis.

NPC chairman Mr John Hall yesterday said the committee was not choosing sides, but wanted to promote communication between the parties to prevent violence.

He said "mass actions" a democratic right, but it becomes counter-pro-



**MEETING THE YOUTH** Members of the University of Stellenbosch's Student Representative Council met President F W de Klerk at Tullynhuys yesterday. He spoke to them on the mounting education crisis in the country.

Picture: ALAN TAYLOR

To page 5

9.5.0

# Illy damage

ABOUT 200 ANC Youth League members and supporters yesterday marched peacefully to the Woodstock police station to demand joint control of security forces and an independent inquiry into the death of uMkhonto weSizwe member Mr Kaya Simani.

Regional chairman Mr Mcebisi Skwatsha handed a memorandum to station commander Captain J Rossouw.

Mr. Chwatake said the ANC VI went

ham. A killer waits to be executed. With Jeffrey Fahey, Kate Reid and George Dzundza.

23.30: CNN

TSS

09.00: CTV

09.30: Kideo

13.30: People, Repeat.

14.00: Biasé, Repeat.

14.30: Teleschool



11.00: Mister Johnson. Film set West Africa with Pierce E Maynard Eziashi.

From page 1

## Schools

ductive when violence, for whatever reason, alienates the aims and objectives of the protesters" **CT 18/5/93**

He warned those with grievances concerning education "not to drive the people against whom you are protesting — in this case the Department of Education and Training — into a corner and close the door to negotiations".

President F W de Klerk said last night he hoped to meet ANC president Mr Nelson Mandela "as soon as possible" to discuss the education impasse which he said was in danger of degenerating into a crisis of "1976 proportions".

But, Mr De Klerk and government education ministers placed most of the blame for the deteriorating situation on "disruptive elements" bent on plunging the "the sensitive area of education into a political battlefield."

Minister of National Education Mr Piet Marais warned last night that "the government will not be blackmailed" by the latest wave of countrywide protest action, but urged those threatening to continue the disruption of education to negotiate instead.

Meanwhile, Mr Marais dismissed the teachers' demand for a 30% pay hike as "absurd under the present economic circumstances", adding that higher salaries would in all probability lead to further retrenchments.

Dr Boesak has called for an urgent meeting with Mr Marais between Wednesday and Friday in a bid to defuse the crisis. Teachers, labour unions, students and the clergy should also attend the meeting, he said.

# Student crisis 'explosive', '11th-hour ban'

18/5/93

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## On protest march

Staff Reporter

CONFONTATION on the streets of central Johannesburg between students and security forces loomed last night after a Congress of South African Students (Cosas) march was banned at the 11th hour.

As the city braced for the illegal march by "tens of thousands" of students, the crisis threatened to explode elsewhere in the country.

Johannesburg's Chief Magistrate Mr O A de Meyer banned the march because "the public peace would be seriously endangered".

But Cosas' southern Transvaal region said the march would proceed even if it was declared illegal. In the Western Cape an indefinite "chalkdown" by South African Democratic Teachers Union (Sadu) members began at all the Peninsula's five "Indian" schools.

In Cape Town sit-ins were staged at the Bophutswana and Ciskei embassies, and at the departments of Education and Culture (DEC) and Education and Training (DET). Protestors demanded free political activity in the homelands and addressed issues around the education crisis.

Venda schools were paralysed as teachers struck a week ahead of time. In Durban 2 500 protesting pupils brought the city centre to a standstill.

Racial tension simmered at Pretoria's Witwatersrand Technicon as the Conservative Party Youth Council (CPYC) protested the Technicon's decision to suspend classes. The CPYC blamed "vandalism, hate slogans and blatant provocation" by black students and sporadic clashes between white and black students on campus. Cosas spokesman Mr Vitalious Xaba

### Red crosses 'won't be targeted in townships'

ALL workers and vehicles from Groote Schuur Hospital would display the sign of the Red Cross when travelling in the Cape Peninsula's strife-torn townships, a statement from the Western Cape Regional Peace Committee said yesterday. At a meeting with hospital authorities and the peace committee earlier in the day, the Congress of South African Students (Cosas) said medical staff and their vehicles would not be targeted in township violence. — Staff Reporter, Sapa

said in Johannesburg that "tens of thousands" of pupils were expected to gather in the City Library gardens to protest against examination fees.

They are demanding the scrapping of a mandatory R48 examination fee — reduced from R72 on March 31 — and better educational facilities.

"It is our right to gather... it is freedom of assembly," said Mr Xaba. Cosas had urged pupils to be disciplined, he said, adding that "chaos" would not prevail "unless police interfere with our people".

Yesterday's chalkdown at Peninsula (Indian) House of Delegates schools began in solidarity with striking colleagues in Natal.

Affected schools were Rylands High, Rylands Primary, Bellmore Primary, Cravenby Primary and Pelican Park High.

● The Pan Africanist Students Organisation (Paso) yesterday urged pupils to resume effective learning and criticised "organisations which spend their time planning the disruption of schooling".

Paso's Mr George Mpya said in Johannesburg that pupils should go to school while boycotting examination fees, and should not confuse the fee boycott with "the anarchy taking place in the name of mass action at schools".



ON THE EDGE... ANC Western Cape regional chairman Dr Allan Boesak (left) and vice-chairman Mr Lerumo Kalako told a press briefing yesterday that the crisis in South African education was assuming critical proportions.

Picture: STEWART COLMAN

# Survival 'depends on clear vote result'

BUSINESS had to push for a "definite result" in the country's first democratic elections if it wanted to survive, a conference on voter education was told in Johannesburg yesterday.

Consultative Business Movement executive member Leon Cohen told the conference organised by the Continuing Education Programme that a clear cut result was needed to avoid polarisation, which would lead to violence and ultimately the collapse of the economy.

"The issue is not to influence people's vote, but to influence employees to exercise their vote," he said.

Engen human resources consultant Mel Palmer told the conference that

19/5/93

GAVIN DU'VENAGE

business had clear cut reasons for getting involved in the election process.

By encouraging employees to vote, a decisive victory for the winning party would head off the "Angola option", Palmer said.

Getting people to accept the result would also be difficult, but by promoting voter education, people would be encouraged to cast their ballots and accept the final decision.

With 20-million prospective voters, business would have to help with logistical arrangements, and give time

off to workers who were involved in education programmes, as well as marshaling at polls.

Employees represented an influential force in their communities, as they had jobs, skills and respect, he said.

Promoting voter education among workers would have positive effects in the larger community.

However it was important that business was not perceived as biased to any party.

The emphasis had to be on education, and not on politics, he said.

In this respect, the trade unions could play an important role in the education process.

Plan for national forum to defuse schools crisis

# Hint of education boost

Star 19/5/93

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By Phil Molefe, Helen Grange and Chris Whitfield

The Government is expected to announce the formation of a national education forum on Friday in a last-ditch effort to defuse the black education crisis before crippling mass protests start on Monday.

President de Klerk and ANC president Nelson Mandela are to meet in Cape Town this evening to discuss the crisis.

the Government indicated that black education would receive a "tremendous boost" this week. And sources in the National Peace Committee (NPC) — the organisation which has largely brokered the establishment of a national education forum — hinted that the Government would announce the launch of the forum on Friday.

**Government expected to announce the formation of a national education forum on Friday.**  
**President de Klerk and ANC president Nelson Mandela due to meet this evening to discuss crisis.**  
**Announcement on the contentious issue of matric examination fees expected this week.**  
**Cosas calls on pupils to march today, but ANC Youth League urges them to go back to school.**

The sources said the forum would involve all stakeholders in black education, including the Government, the Congress of SA Students, the National Education Co-ordinating Committee and other student and teacher bodies. Countrywide protests by teachers and students have

centred on the demand for such a forum to negotiate, among other issues, a restructured education system, matric exam fees and teachers' salaries.

In an exclusive interview with The Star in Cape Town yesterday, National Education Minister Piet Marais said Friday's important announcement, by addressing exam fees, would be intended to defuse anger and avert student mass action.

Marais, although refusing to say what decision on the exam fees issue, said: "My likely to be taken on the everything in my power to defuse the present explosive situation."

However, the principle of determining or scrapping exam fees would have to be referred to the envisaged forum. Marais said the Government could not unilaterally scrap the principle of exam fees. "While we are now moving towards establishing a forum, any possibility of scrapping exam fees should be referred to the forum involving all the role-players because I am presently being blamed for restructuring education unilaterally," Marais said.

He said the Government was determined to move ahead with plans to establish the representative forum "within weeks" to negotiate a new education system.

Marais's statement marks a significant shift from the position initially held by the Government that it would entertain inputs from various bodies only in an advisory capacity. The forum would work on the principle of consensus. "I will have to structure the forum in a way that would be acceptable to the Government."

"All people with a real interest in education will have to decide on the agenda and make inputs because we are going to try to operate in a democratic way," Marais said.

However, NPC sources indicated that an agreement had been negotiated in principle on the question of exam fees. They believe the Government may refer the matter to the forum as a trade-off against pupils and teachers suspending their mass action on Monday.

The first issue to be resolved will be whether the forum should act as an advisory body, as the Government has proposed, or as a policy-making body, as the other parties suggested. Commenting on this question, NPC chairman John Hall said: "Every advisory body, if it has enough weight, turns into a policy-making body."

According to the sources

had been negotiated in principle on the question of exam fees. They believe the Government may refer the matter to the forum as a trade-off against pupils and teachers suspending their mass action on Monday.

## Hint of major boost for education

Star 19/5/93

From Page 1

R130 million and this could prove even costlier if the increase had to involve other workers in the private sector.

The money will have to be found from somewhere, and this means something will have to be forfeited. The most likely source to finance teachers' salaries could mean further retrenchment, something the Government would like to avoid at this time."

South African Democratic Teachers' Union national president Shepherd Mdiadlane said the country could be saved from a huge teachers' strike — involving 80 000 teachers — only if the Government budgeted on the 5 percent salary increase.

The Government faces an embarrassing defeat in Parliament today over its handling of the crisis. The House of Dele-

gates — ruled by the National Party — votes on its education budget today after 16 opposition MPs yesterday staged a walkout against the Ministers' Council's "indifferent" handling of the crisis in Indian schools.

They will need only three more votes today to block the passing of the budget, which would amount to a vote of no confidence in the Ministers' Council.

On the subject of teachers' salaries, Marais said there was no extra money available. To implement a 1 percent increase would cost the Government

the Government

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the Government

To Page 3



92/11/10 Dr P J van der Merwe

Honorarium R150,00

92/11/26 Mr C Rushmere

Honorarium R 60,00

92/11/26 Prof F J Buys

Honorarium R 60,00

92/12/04 Dr P J van der Merwe

Honorarium R150,00

(b) (i) No direct payments as salaries were made to sports administrators by the Department of National Education.

(ii) The honoraria which were paid to the persons concerned have already been mentioned.

(c) The Directorate of Sport and Recreation Advancement of the Department of National Education made the payments.

Mr L FUCHS: Mr Chairman, arising out of the reply of the hon the Minister, can he tell us whether his Department or any other Government department has paid any amounts of money to a member of the judiciary who was also a sports Administrator in 1992?

†The MINISTER: Mr Chairman, my Department deals with many sport administrators. We do not pay salaries to any administrator directly in relation to sport. If the hon member has any further information available in this connection, I would on a subsequent occasion like to give the reply in writing.

Mr L FUCHS: Mr Chairman, further arising out of the reply of the hon the Minister, I would like to know whether he can tell us whether any other Government department has paid a member of the judiciary any amounts of money. [Interjections.]

The MINISTER: Mr Chairman, I am not the Minister of the Budget or the Minister of Finance or the Minister of State Expenditure, and therefore I am not responsible for any other departments' expenditure. [Interjections.]

Mr L FUCHS: Mr Chairman, not really arising out of any reply, may I ask the hon the Minister whether he actually knows what the score was in the game between the parliamentary rugby team and the Russian Republic side last night?

†The MINISTER: Yes, Mr Chairman. I am very pleased to be able to announce that the re-

sult of last night's match was 46 points in favour of the parliamentary team and nil for the European team. [Interjections.] I am very proud of our team. I think they fared very well. [Interjections.] They scored eight tries. There were no injuries and they are all back. [Interjections.] With the parliamentary example set by these hon members, I can say our sport is on the right path. [Interjections.]

†An HON MEMBER: Mr Chairman, further arising out of the hon the Minister's reply, may I ask whether the hon member who is asking him so many questions at least makes a worthy contribution to the game?

†The MINISTER: Mr Chairman, all the members of our team are worthy players. [Interjections.]

#### Pollsmoor Prison: extensions

\*4. Mr R R HULLEY asked the Minister of Correctional Services:

(1) Whether it is the intention to extend Pollsmoor Prison and/or its environs; if not, why not; if so, what is the (a) specific nature and (b) extent of the proposed extensions;

(2) whether the relevant local authorities have been involved in the process of approving plans within the framework of existing town planning provisions; if not, why not; if so, what are the relevant details? B804E

†The MINISTER OF CORRECTIONAL SERVICES:

(1) (a), (b) and (2) No decision has yet been taken regarding the extension of Pollsmoor Prison and/or its environs.

However, the Department of Correctional Services, in co-operation with the Department of Public Works, is investigating possible options to effectively and cost-efficiently address the considerable shortage of prison accommodation in the Western Cape.

In this regard one of the options being looked at is the possible utilization of all available State-owned land in the Western Cape. The utilization of a section of State-owned land at Westlake, adjacent to Pollsmoor, is also one of the options being looked at. In this regard liaison was established with, *inter alia*, the

local regional services council as well as the Regional Development Advisory Committee. However the investigation is still in its initial stage and it is therefore too early to indicate whether or not Pollsmoor and/or its environs will in fact be extended.

I would like to give the hon member the assurance that any future development in this area will be done with circumspection after consultation with all relevant authorities.

#### Meeting between NEC and State

\*5. Mr R M BURROWS asked the Minister of National Education:

(1) Whether he, any other Minister and/or any Departmental officials were involved in a meeting with representatives of the National Education Conference and the chairman of the National Peace Accord during the week of 3 to 7 May 1993; if so, (a) who was represented at, and (b) what was the outcome of, this meeting;

(2) whether he made any representations to the Cabinet pursuant to the outcome of this meeting; if not, why not; if so, what was the purport of these representations;

(3) whether he will make a statement on the matter? B806E

The MINISTER OF NATIONAL EDUCATION:

(1) No. There was no meeting with representatives of the National Education Conference (NEC). At the request of the Chairman of the National Peace Committee, a discussion was held with representatives of the Peace Committee and of various organisations on 4 May 1993.

(a) The Ministers and Heads of Departments of National Education and of Education and Training, the Chairman of the National Peace Committee, representatives of the African National Congress (ANC), the National Education Co-ordinating Committee (NECC) and the Congress of South African Students (Cosas).

(b) The meeting did not have a specific outcome. A report was made to the

Cabinet as a result of a discussion on matters relating to examination fees.

(2) Yes. A full report on the meeting was submitted to the Cabinet. It was decided that all parties concerned should be consulted concerning the payment of examination fees.

(3) No. A statement will be issued after this process of consultation has been completed.

#### Farm labourers' housing: subsidy scheme

\*6. Mr A S BEYERS asked the Minister of Agriculture:†

(1) Whether a subsidy scheme in respect of farm labourers' housing was discontinued at the end of 1992; if not, what is the position in this regard; if so, why;

(2) whether the Government has decided to reinstate this scheme; if not, why not; if so, when was the scheme reinstated or is it to be reinstated;

(3) whether he or his Department received any representations in this regard from organized agriculture; if so, what was the purport of these representations;

(4) whether he will make a statement on the matter? B808E

The DEPUTY MINISTER OF AGRICULTURE:

(1) Yes. Great interest in the scheme caused the allocated funds for 1992-93 to be completely committed by the end of November 1992 and no new applications could subsequently be considered. This commitment shall, however, be met in full during the current financial year.

(2) The Department of Agriculture was compelled to rearrange the priorities in respect of the assistance measures which must be accommodated during the 1993-94 financial year. Continuation of the scheme is being kept in abeyance pending a final decision on assistance measures at present under consideration. The Department of Local Government and National Housing has also been approached to provide funds from the National Housing Fund for this purpose.

# Largest education campaign looms

By Lorelle Bell

(50)

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UNLESS the government responds to the education crisis immediately, this weekend could mark the start of one of the largest national campaigns in education.

An education summit called by the National Education Co-ordinating Committee (NECC) this weekend will decide how far teachers and students will go to force education departments to accede to their demands.

Students are waiting for the go-ahead to embark on the occupation of white schools and teachers will hear the outcome of their national strike ballot.

The Western Cape, Eastern Cape, Northern Cape and Natal have recorded "yes" votes with large majorities.

On Friday the South African Democratic Teachers Union (Sadtu) national executive committee will meet to decide on the road teachers are to take.

Anticipating a strike decision, Sadtu general secretary, Mr Randall van den Heever, said the union's final decision will be made in collaboration with the NECC.

"All major political, student and education organisations will be at the summit," Van den Heever said.

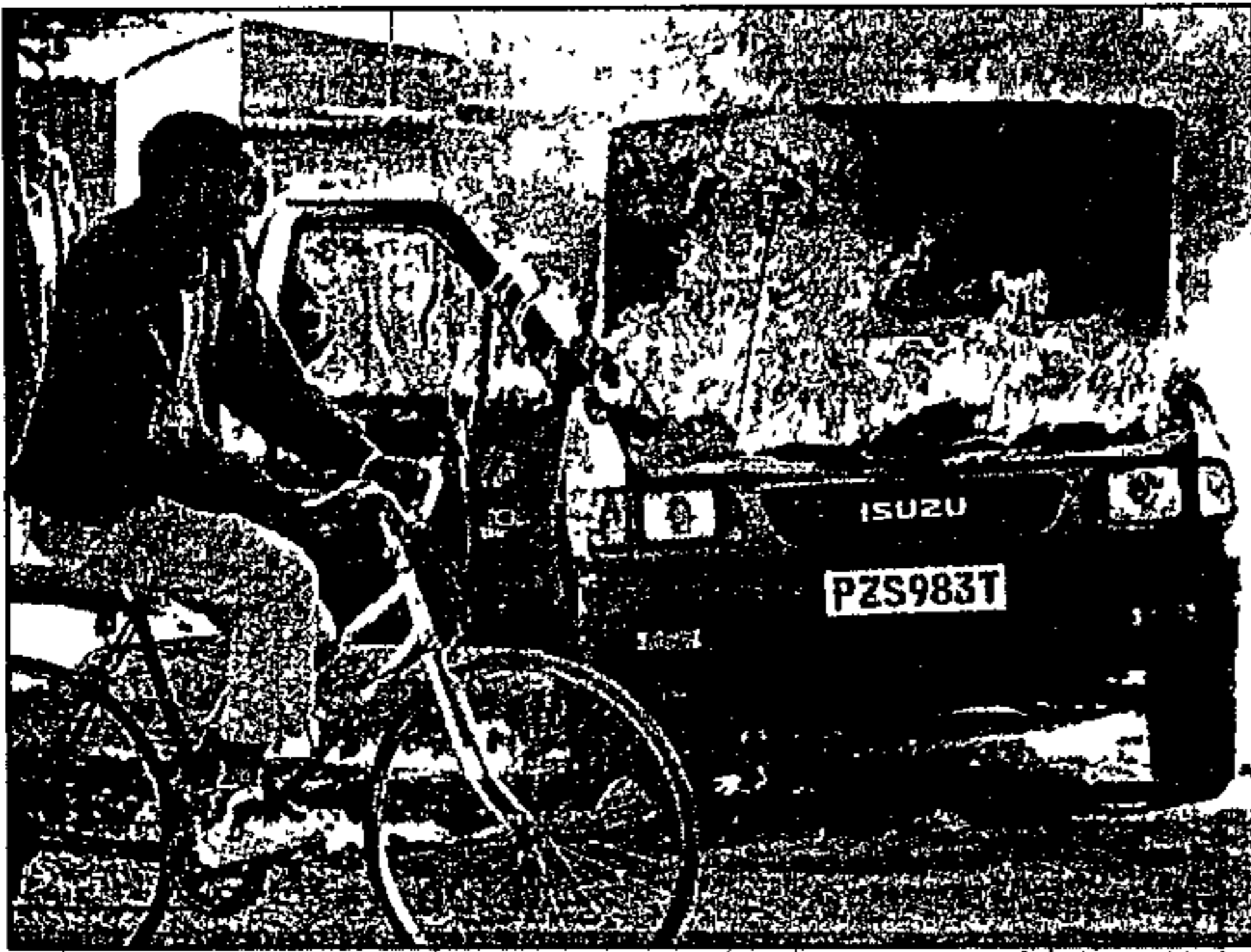
"If an initiative by a credible group emerges from the summit to try to mediate with the government to resolve the education crisis, Sadtu's NEC will consider the option.

"But if there is no indication of a speedy and firm resolution, Sadtu will call on teachers to strike."

Van den Heever was keen to point out that the union considered strike action a last resort.

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## Chariots of fire

A resident of Diepkloof, Soweto, cycles past a burning vehicle torched by pupils yesterday. The pupils were prevented from marching in Johannesburg. PIC AP

# Ring of steel blocks march

Soweto 19/5/77



By Ismail Lagardien, Siphon Mthembu and Sapa

**S**ECURITY FORCES THREW a ring of steel around Johannesburg yesterday to prevent a protest march on the offices of the Department of Education and Training by thousands of pupils.

Police blockaded all entrances to the city and all railway stations and bus and taxi routes had road-blocks where people suspected of being pupils were ordered out and sent back.

Frustrated pupils then went on the rampage in Soweto, burning and looting delivery vehicles in the townships. Incidents of stone-throwing at passing vehicles also took place in Diepkloof and Pinville.

In a major effort to defuse the festering crisis in black education, President FW de Klerk and ANC leader Mr Nelson Mandela meet in Cape Town today over the issue.

It is expected an announcement on the thorny issue of matric examination registration fees will be made before the two leaders meet.

The crisis in education has spread to the various education departments and has become particularly virulent in the "coloured" House of Representatives. The Minister in charge of education in the HoR, Mr Piet Saaiman, issued a veiled threat that he would consider freezing the salaries of protesting teachers.

Saaiman said during debate on Monday: "I

wonder whether the time is not ripe to tell these forces that if they deny officials access to schools, the department must withhold services to schools or stop the payment of stop-orders of the teachers involved."

Minister of National Education Mr Piet Marais and his colleagues from the other departments made statements that made it clear the Government was not prepared to deal with protest politics as it was "superfluous". He also said some of the realities in education were "inescapable".

The Congress of SA Trade Unions yesterday called for an urgent meeting between itself, the SA Democratic Teachers Union, De Klerk and education ministers.

Yesterday church leaders met Sadtu and the National Education Coordinating Committee and agreed to urgently request a meeting to try to resolve the crisis.

The Congress of SA Students, organisers of yesterday's failed march, have vowed not to apply for permission to stage mass protests and said they would replan their strategies.

In the Western Cape formal June examinations have been cancelled at all Department of Education and Training schools because of serious disruptions to the school calendar.

In another development, two Transvaal teachers' associations representing thousands of teachers in the province yesterday announced their opposition to the planned strike by Sadtu from next Monday.

# On the brix

More unions support teacher strike; summit continues

TOS WENTZEL and JOHN VILJOEN  
Staff Reporters

TALKS between President De Klerk and African National Congress president Mr Nelson Mandela continue in Pretoria today after a marathon 5½-hour session last night amid growing pressure for responses to the education crisis.

The talks at Westbrooke in Rondebosch, which are understood to have been solely about education, ended about 10.30pm with a statement that they would continue today.

A statement is to be made at the conclusion of today's discussions.

Meanwhile, four big public service unions have threatened to join teachers if they go ahead with their threat to strike from Monday unless the government moves significantly on key demands.

Both the government and ANC sides were tight-lipped today but the length of the talks was seen as a positive sign. The sides were said to be trying hard to come to some compromise.

President De Klerk was accompanied by Mr. Roelf Meyer, Minister of Constitutional Development, Mr Piet Marais, Minister of National Education, and Mr Sam de Beer, Minister of Education and Training.

Mr Mandela was joined by Mr Cyril Ramaphosa, secretary-general of the ANC, and Ms Cheryl Carolus, the ANC's education and welfare head.

Among the issues they grappled with were matric exam fees and an education forum proposed by the government.

Apart from the education crisis the parties have yet to deal with violence and the state of negotiations.

The South African Democratic Teachers' Union (Sadtu) has won strong support for its plan for an indefinite strike, with public sector unions threatening that the education crisis "could spread like wildfire" within days.

In other developments in the Western Cape yesterday, principals from 250 Western Cape and Boland schools called for the sacking of Mr Awie Muller, Chief Director of the Department of Education and Culture in the House of Representatives.

Parents, teachers and pupils marched in central Cape Town and the Department of Education and Training clarified the position on June exams.

Four big public sector unions yesterday pledged powerful backing for Sadtu, warning that unless the government moved significantly on key demands strike action was unavoidable.

The threat to join teachers in striking came from the National Education, Health and Allied Workers Union (Nehawu), the Post Office and Telecommunications Workers Association (Potwa), the SA Municipal Workers Union (Samwu) and the Union of Democratic Staff Associations (Udusa).

Key demands include the re-opening, in good faith, of wage negotiations, a living wage for public sector workers, an end to unilateral restructuring and rationalisation, a moratorium on retrenchments, and one Labour Relations Act for all workers, including educators.

Sadtu said earlier it had withdrawn from talks with the Departments of National Education and of Education and Training this week to focus on its strike plan.

● The Argus Correspondent in Durban reports that there was chaos in the city centre yesterday when thousands of students from five campuses around Durban blockaded the main streets.

There were several incidents of confrontation between students and angry white passers-by, but police, United Nations observers and representatives of other peace structures acted to prevent any violence.

Students from the University of Durban-Westville, University of Natal, M L Sultan Technikon, the Technikon Natal, Mangosuthu Technikon and other colleges of education arrived in the city after lunch.

The protest, organised by the South African Students Congress, resulted in widespread traffic chaos with city police having to divert all traffic away from West, Smith, Field and Pine streets.

An attempt by seven Sasco members to occupy the National Party offices was foiled.

Star 2015/93

# Education crisis 'deep-seated'

By Charmeela Bhagawat (50)

Student and teacher uprisings were not the cause of South Africa's education woes but merely the symptoms of a deep-seated crisis in the education sector, the Urban Foundation said yesterday.

At a Johannesburg press briefing to unveil a framework for a new education system, Urban Foundation education director Brian Whittaker stressed that the Edupol model was only a contribution to the debate on new education policies and structures.

Senior Edupol policy analyst Peter Buckland said the model was not the answer to the education crisis. "The answer must be negotiated, but good policy analysis is needed," he said.

Another senior Edupol policy analyst, Jane Hofmeyr, said the reasons for South Africa's education crisis had to be exa-

mined before formulating principles on which a new model could be based.

She said pupil and teacher unhappiness stemmed from a lack of legitimacy of education authorities, the lack of resources, poor administration and irrelevant curricula.

"From time to time the pot bubbles over and the problems surface. These are the flashpoints which change from time to time," she said.

Hofmeyr said the crisis had led to several principles, like "negotiation and unilateral decision-making, restructuring and mass action, free education and user charges", being contested between education authorities, pupils and teachers.

She said the problem was not the flashpoints, but the manner in which they were handled. "We have had a lot of unilateral decisions by the Government relating to examination fees,

teachers' salaries and rationalisation," she said.

The solution was to create an education forum including all stakeholders, address the crisis flashpoints and the rationalisation in education, and to have an integrated education budget, said Hofmeyr.

Buckland said their model was based on a set of values which called for a more "democratic, open, accountable, efficient, responsive and equitable system".

He said the model had to be dedicated to promoting the widest possible participation of all stakeholders; provide for the maximum level of accountability; maintain the coherence of a unitary national education system; ensure the right people were accountable for policy implementation; and differentiate between decision-making, consultation and access to information.

Star 20/5/93

# Light at end of tunnel

# tunnel

IN THE face of a deepening schools crisis, the Government this week agreed in behind-the-scenes talks to the establishment of a national education forum — one of the central issues demanded by disaffected black pupils and teachers.

The Government also indicated that black education would receive a "tremendous boost" by the end of the week.

News of a meeting in Cape Town between President F W de Klerk and ANC president Nelson Mandela also added to renewed optimism towards a resolution of the crisis.

And National Education Minister Piet Marais disclosed that the Government would make an important announcement on the issue of matric examination fees tomorrow.

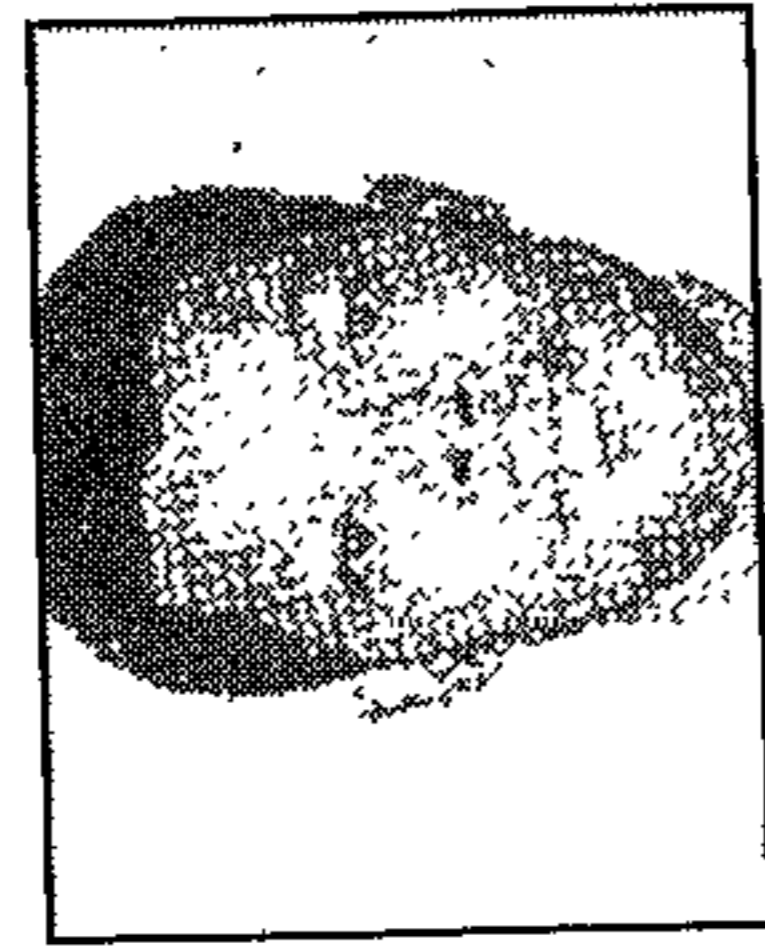
Black pupils have over the past few months embarked on disruptive actions, including class boycotts and public violence, to back a demand for the abolition of exam fees.

"My approach is to do everything in my power to defuse the present explosive situation," said Marais, in advance of mass action planned by teachers and pupils for Monday.

"I'm keeping the channels open and I believe negotiations have to be given a chance to avoid the situation exploding."

Observers believe the Government wants to see the exam fee issue settled and then refer other urgent matters to the envisaged national education forum as a trade-off against protest action by pupils and teachers.

Sources on the National Peace Committee, which has largely brokered the establishment of a national forum, hinted that the Government would



After months of turmoil in black schools, the Government may at last be prepared to negotiate a solution, writes Education Reporter PHIL MOLEFE, who interviewed National Education Minister Piet Marais this week.

announce the launch of the forum tomorrow.

This view was given credence by Marais's remarks that the fate of exam fees would be referred to the forum.

He said: "While we are now moving towards establishing a forum, any possibility of scrap-

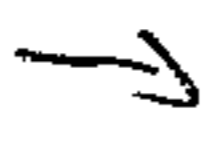
ped stakeholders, including the National Education Coordinating Committee (NECC), to "approach the Government and say what they want".

"I am prepared to listen to them because they are very important role-players and we can never move forward to a new system without their support." "But there are other important role-players, like the various teachers' associations and the education departments of self-governing territories, who I must also consult," he said.

"The forum must be representative and be an institution that is workable and acceptable to all the role-players."

His remarks are a significant shift from the position initially held by the Government that it

conclude



# Govt, ANC smooth over schools crisis

B/DAM 21/5/93

~~HAZ~~ ~~SO~~ ~~SE~~ ~~SA~~ ~~SA~~  
TIM-BOHLEN

CAPE TOWN — Nearly 10 hours of talks between delegations led by President F W de Klerk and ANC president Nelson Mandela have laid the foundations for a resolution to the education crisis.

Government and ANC delegations emerged last night with a "potential breakthrough" after their scheduled two-hour meeting on Wednesday stretched over two days in two cities — Cape Town and Pretoria.

Among the most significant agreements reached was a government undertaking that education departments could suspend the R48 matric examination fee while efforts to resolve the crisis continued.

Sapa reports the Department of Education and Training immediately announced the suspension of fees for the November matric exams. Candidates who had paid would be reimbursed as soon as possible.

Government also, for the first time, set a target date for the establishment of the education forum and said the plight of the poorest paid teachers would be addressed during this financial year.

No joint statement was issued after the meeting, with the ANC delegation rushing to Johannesburg to brief the SA Democratic Teachers' Union (Sadtu). But deputy government spokesman Richard Carter said: "The parties have drawn a lot closer on all three problem areas (the education forum, exam fees and teachers' salaries). They have agreed to work together."

A government statement after the meeting said: "The government is at present considering all the inputs of the role-players it has consulted during the past weeks. We welcome constructive proposals made

by the ANC in this regard." It welcomed the ANC commitment to promote the establishment of the education forum as quickly as possible, and expressed the hope that the discussions would remove the perception that government was not seriously committed to this goal.

It said that with the necessary co-operation of all role-players, such a forum could be established before the end of June. "We believe that a properly constituted education forum would be the appropriate mechanism to address the many complicated issues."

Government also backed down on its insistence that examination fees be paid, saying ANC proposals provided a good basis to resolve the problem without compromising the user charge principle. "Against this background, government has decided that any education department can suspend the payment of exam fees for 1993 pending negotiations."

Government acknowledged that the proposed 5% salary increase was inadequate and that there were special categories in the teaching profession and in the public service that merited sympathetic attention. While government remained firm that it could not move materially beyond budgeted amounts, it was prepared to take a fresh look at the plight of "certain limited categories". This would include teachers at the bottom end of the salary scale.

Given the successful continuation of overall cost-cutting plans and an improvement in the economy, government expected it would be possible to make funds

□ To Page 2

## Exam fees ~~(SO)~~ ~~SE~~ ~~SA~~ ~~SA~~ B/DAM 21/5/93 From Page 1

available later in the financial year. ANC spokesman Carl Niehaus described the meeting as "constructive", but added that it remained to be seen how far government was prepared to go in meeting the demands of pupils and teachers. The ANC and government had agreed that the forum should meet by the end of June and that further negotiations needed to be held to clear up remaining obstacles.

The final decision on the teachers' strike remained with Sadtu, he said. Sapa reports

that Sadtu welcomed government's decision "to open negotiations on the education crisis", saying the possibility existed that the strike could be called off. It would meet education authorities tomorrow.

21/5/93  
Also at the two-day talks were Education and Training Minister Sam de Beer, Education Co-ordination Minister Piet Marais, Finance Minister Derek Keys, ANC secretary-general Cyril Ramaphosa and ANC education head Cheryl Carolus.

# Focus on education

Sowetan 21/5/93

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This is one of the central demands by disaffected black pupils and teachers.

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"I'm keeping the channels open and I believe negotiations have to be given a chance to avoid the situation exploding."

Observers believe the Government wants to see the exam fee issue settled and then refer other urgent matters to the envisaged national education forum as a trade-off against protest action by pupils and teachers.

Sources on the National Peace Committee, which has largely brokered the establishment of a national forum, hinted that the Government would announce the launch of the forum tomorrow.

## Exam fees

This view was given credence by Marais's remarks that the fate of exam fees would be referred to the forum.

He said: "While we are now moving towards establishing a forum, any possibility of scrapping exam fees should be referred to the forum — involving all the role-players — because I am presently being blamed for restructuring education unilaterally."

He denied the Government had dragged its feet on the establishment of a forum and invited stakeholders, including the National Education Co-ordinating Committee, to "approach the Government and say what they want".

"I am prepared to listen to them because they are very important role-players and we can never move forward to a new system without their support."

But there are other important role-players, like the various teachers' associations and the education departments of self-governing territories, whom I must also consult," he said.

After turmoil in black schools, the Government may at last be prepared to negotiate a solution, writes Sowetan Education Correspondent **Phil Molefe**, who interviewed National Education Minister Piet Marais:



**NO SCHOOL AGAIN ...** Soldiers escort pupils in Kagiso to prevent an illegal march from taking place in the township.

"The forum must be representative and be an institution that is workable and acceptable to all the role-players."

His remarks are a significant shift from the position initially held by the Government that it would entertain input from various bodies only in an advisory capacity.

Marais said it was subject to discussion whether the forum would have decision-making powers but pointed out: "None of the other forums actually has a decision-making ability."

"We must try to devise ways to work according to the principle of consensus. I will have to structure the forum in a way that will be acceptable to the Government, use the present national economic forum as a model — and it must have the effect of influencing the shape and direction of the new system."

"All people with a real interest in education will have to decide on the agenda and make an input because we are going to try to operate in a democratic way," Marais said.

Replied NECC media officer Desmond Thompson: "At the end of the day, the forum must be a credible, legitimate and *bona fide*"

negotiations process. It's fine for them (Government) to take a certain position but the decision on the nature of the forum must be left to the forum."

While the Government appears to have made some progress on the exam fee issue and the establishment of the national education forum, little appears to have been achieved in the dispute over teachers' salaries.

Marais said there was no extra money available to accommodate the teachers' demands. Implementing a one percent increase would cost the Government R130 million and could prove even costlier if the rise was extended to other workers in the public sector.

According to the NECC, teachers in the lowest category take home barely R700 a month.

The South African Democratic Teachers Union has threatened to call on its members to strike on Monday if the Government refuses to increase its five percent salary increase offer.

Indications are that the teachers' action could spill over to the rest of the public sector, where employees are also unhappy about increase awards.



**EDUCATION** The mess in black education, through the eyes of the white director-general

# Louw defends his men

*Sowetan 21/5/93* (50)



Dr Bernard Louw

**MAYHEM** 'Malicious element' reigns right now:

in the tide of anger from black pupils. On Tuesday Mr Andrew Gerber said the CP would call And the white right has called for arms to prevent total on whites to use arms if necessary and "physical force" to integration of schools in the country. keep white schools white.

**By Ismail Lagardien**  
Political Correspondent

**B**LACK EDUCATION WAS in a mess which came at a "very bad time", according to Director-General of Education and Training Dr Bernard Louw.

"We are accused of providing inadequate education and demands are put to us, but the more these demands are put to us and the more education is disrupted the more inadequate education will become and the more services will become inadequate," he says.

"The normal needs like toilet paper, chalk and smaller things like video machines, television sets, overhead projectors, can't be delivered. We had to remove (other) things from schools because it was not safe to keep them there.

"A principal is the man to tell us what he hasn't got. Inspectors aren't allowed into schools; except for handing out cheques.

"There is no normal activity in black schools," Louw says.

But surely the students must have some kind of justification for their action?

"From the black perspective, it is this profound dislike for Bantu education," Louw says.

"But we've been leaning over backwards to dispel that feeling so we can prove we really care and mean business in providing education," he says.

While he accepts that Bantu education prescribed and administered by whites is a legitimate concern, Louw feels there is "a malicious element" to the violence in education.

Many of the demands made to the DET over the past four years — 92 by the end of last year — "were legitimate".

"And we have attended to them," Louw says.

"But still the unrest persists. We receive demands which say: 'We will destroy the system, make it ungovernable.'"

While Louw and his colleagues feel they have their hands full, the liberation movement, have been swept aside

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# Govt, ANC smooth over schools crisis

CAPE TOWN — Nearly 10 hours of talks between delegations led by President F W de Klerk and ANC president Nelson Mandela have laid the foundations for a resolution to the education crisis.

Government and ANC delegations emerged last night with a "potential breakthrough" after their scheduled two-hour meeting on Wednesday stretched over two days in two cities — Cape Town and Pretoria.

Among the most significant agreements reached was a government undertaking that education departments could suspend the R48 matric examination fee while efforts to resolve the crisis continued.

Sapa reports the Department of Education and Training immediately announced the suspension of fees for the November matric exams. Candidates who had paid would be reimbursed as soon as possible.

Government also, for the first time, set a target date for the establishment of the education forum and said the plight of the poorest paid teachers would be addressed during this financial year.

No joint statement was issued after the meeting, with the ANC delegation rushing to Johannesburg to brief the SA Democratic Teachers' Union (Sadtu). But deputy government spokesman Richard Carter said: "The parties have drawn a lot closer on all three problem areas (the education forum, exam fees and teachers' salaries). They have agreed to work together."

A government statement after the meeting said: "The government is at present considering all the inputs of the role-players it has consulted during the past weeks. We welcome constructive proposals made

by the ANC in this regard."

It welcomed the ANC commitment to promote the establishment of the education forum as quickly as possible, and expressed the hope that the discussions would remove the perception that government was not seriously committed to this goal.

It said that with the necessary co-operation of all role-players, such a forum could be established before the end of June. "We believe that a properly constituted education forum would be the appropriate mechanism to address the many complicated issues."

Government also backed down on its insistence that examination fees be paid, saying ANC proposals provided a good basis to resolve the problem without compromising the user charge principle. "Against this background, government has decided that any education department can suspend the payment of exam fees for 1993 pending negotiations."

Government acknowledged that the proposed 5% salary increase was inadequate and that there were special categories in the teaching profession and in the public service that merited sympathetic attention. While government remained firm that it could not move materially beyond budgeted amounts, it was prepared to take a fresh look at the plight of "certain limited categories". This would include teachers at the bottom end of the salary scale.

Given the successful continuation of overall cost-cutting plans and an improvement in the economy, government expected it would be possible to make funds

□ To Page 2

## Exam fees

available later in the financial year.

ANC spokesman Carl Niehaus described the meeting as "constructive", but added that it remained to be seen how far government was prepared to go in meeting the demands of pupils and teachers. The ANC and government had agreed that the forum should meet by the end of June and that further negotiations needed to be held to clear up remaining obstacles.

The final decision on the teachers' strike remained with Sadtu, he said. Sapa reports

that Sadtu welcomed government's decision "to open negotiations on the education crisis", saying the possibility existed that the strike could be called off. It would meet education authorities tomorrow.

Also at the two-day talks were Education and Training Minister Sam de Beer, Education Co-ordination Minister Piet Marais, Finance Minister Derek Keys, ANC secretary-general Cyril Ramaphosa and ANC education head Cheryl Carolus.

## Educating whites (50)

**What do** you call a student who passes exams without textbooks, trained teachers or schools? "How about a genius?" suggests a short but intensive ad campaign that broke in the weekend press. Produced by Applied Marketing & Communications for the ANC, the campaign is intended to create an understanding among whites of the black education crisis. FM 21/5/93

"We are trying to explain why black people are angry," says creative director Louis Gavin. "Too many whites have a perception that black children are lazy and unwilling to be educated. But if they realise the appalling conditions under which black schoolchildren operate, they might appreciate their objections to the system."

For example: there are 70 pupils for every teacher in black schools, only 18 for whites; 100 black PWV schools have no electricity; and several students have to share each textbook.

EDUCATION — 2

## Blackboard jungle

Assuming President F W de Klerk and ANC leader Nelson Mandela meet before the weekend — indications are they will — there remains a chance that the rapidly escalating education crisis can be defused. De Klerk said on Monday that government was looking for a convenient date to meet Mandela "before the education crisis developed." Their meeting, to focus on the negotiations process, is to address other issues as well.

The urgent need to do something about education unrest seemed dictated by the weekend decision of a vast number of organisations, including the ANC, to embark on mass action starting on May 24 if government does not "respond sufficiently" to their demands.

Among these is the demand by the SA Democratic Teachers' Union (Sadtu) for negotiations to be resumed on the issue of the 5% limit on teacher pay increases, announced recently by De Klerk as part of the ceiling placed on public sector remuneration. Sadtu says 90% of its balloted members support a strike.

Then there is the threat by the Southern Transvaal region of the National Education Co-ordinating Committee (NECC) and the Congress of SA Students to occupy white schools from May 26 in protest against government's perceived heel-dragging over the establishment of a national education forum, as well as the demand for exam fees to be scrapped (*Current Affairs* May 7).

While the national NECC and the ANC seemed a little embarrassed by this call, if not its general aim, they have been prepared to let it serve as a pressure tactic on government. Trouble is that if government calls the bluff of the pupils (and now their teachers), the losers will in the first instance be black children's education — which everyone knows is in a mess as a result of injustices — and the country as a whole, as violence, tension and instability rise and jeopardise the chances of a breakthrough in constitutional talks.

The ANC wanted urgency injected into the talks following the Hani assassination, and was able to steer and deflect mass anger into regionally determined protest action, which hasn't really taken off. Announcement of the agreement recently to set an election date by early June (to the visible relief of the ANC negotiators) seems in any case to have defused the need for rolling mass action on that score. With education on the boil, however, and the setting of an election date looking a bit more complicated, education could become the terrain of protest.

National Education Minister Piet Marais

Fm 21/5/93  
(50) ~~50~~  
says an announcement on the principle of levying exam fees could be made this week, following wide-ranging consultations.

The ANC leadership, including Mandela, is obviously uncomfortable at the prospect of further disruptions in education, but is clearly unable simply to decree that there will be no more protests.

As he did last month in Sebokeng, Mandela last weekend again urged the utmost restraint in schools protest and underlined the critical importance of education. At another public address, Mandela also condemned the burning recently of a high school in Kimberley, saying that whatever the reasons, "this is something which should never have happened."

He warned: "If you don't improve yourselves, better qualified people from neighbouring countries will come and fill your posts."

All this is clearly not enough. Yet, while tougher action is needed to put a stop to these protests, or threats thereof, the argument remains that until a legitimate (multiparty) authority is in place, there is little that can be done aside from protecting those who do want to continue with their schooling. Until then, the ANC is unlikely to risk alienating its supporters.

The exam fees issue is not a matter of policy, says DP spokesman Roger Burrows, and can easily be resolved by government allowing fees to be scrapped and building this relatively unimportant financial demand into its current Budget structure.

Burrows says De Klerk's intervention in setting a base for public servants' pay rises has created a very real problem. It is the manner of his intervention, rather than just the 5%, "which all educators are extremely worried about."

It is interesting to note that government has been involved for more than a year in negotiations with teacher bodies to create an educators' labour relations Bill, for a statutory forum for negotiating teachers' conditions of service. Among the agreed measures in the draft Bill would be the right of teachers to strike.

However, Sadtu's call for a 30% increase was as unacceptable as the manner of De Klerk's intervention, says Burrows. It was commonsense, he adds, that an equitable distribution of funds available through teachers' scales should be negotiated.

De Klerk said on Monday that government was looking at the possibility of removing some of the legitimate complaints about education — and was not considering a security crackdown on students.

"Rationalisation will continue, but we can talk about the *how*." He said ways had to be found to ensure that the "small core" behind the protests does not disrupt education. "There is no crisis in education, but if one is imminent, then it is being artificially caused by unruly elements."

Rationalisation, he added, was necessary to improve education for all South Africans.

# Back to school call by Cosas

Sowetan  
21/5/93

■ Pupils will get regular briefings from Monday:

By Sipho Mthembu and Sapa

PUPILS will be ordered back to school if the meeting between President FW de Klerk and ANC leader Mr Nelson Mandela — which was in progress until late yesterday — produces tangible results.

This assurance was given yesterday by Congress of South African Students president Mr Moses Maseko.

But the SA Democratic Teachers Union said it would not commit itself because the meeting between the two leaders would not reach finality. It would only lay the groundwork for a meeting between the union and the Department of National Education.

"They (the leaders) can agree on broad education issues such as the education and training forum but the salary issue is an employer-employee question," said Sadu general-secretary Mr Thulas Nxesi.

Cosas has called on all pupils to report to school on Monday so that they could get their regular briefing from their leaders.

The leader of the United Nations observer mission, Miss Angela King, had earlier called on pupils to use demonstrations sparingly and urged them to go back to school and register.

Responding to this, Maseko said they would call an urgent meeting with the observer mission to "clarify the issue". "I think they don't understand the underlying issues. Their call for pupils to register is cause for concern. It makes us question their neutrality," Maseko said.

**Exam fees** (50) ~~222~~ ~~223~~ B/DAM 21/5/93 From Page 1

available later in the financial year. ANC spokesman Carl Niehaus described the meeting as "constructive", but added that it remained to be seen how far government was prepared to go in meeting the demands of pupils and teachers. The ANC and government had agreed that the forum should meet by the end of June and that further negotiations needed to be held to clear up remaining obstacles.

The final decision on the teachers' strike remained with Sadtu, he said. Sapa reports

that Sadtu welcomed government's decision "to open negotiations on the education crisis", saying the possibility existed that the strike could be called off. It would meet education authorities tomorrow.

Also at the two-day talks were Education and Training Minister Sam de Beer, Education Co-ordination Minister Piet Marais, Finance Minister Derek Keys, ANC secretary-general Cyril Ramaphosa and ANC education head Cheryl Carolus.

Star 22/5/93

# Teachers' strike averted

THE threatened nation-wide teachers' strike that was to start on Monday has been suspended.

After long hours of discussion last night, an agreement averting the action was reached between the South African Democratic Teachers' Union (SADTU) and education authorities — the Department of National Education and the Department of Education and Training (DET).

Meanwhile, the Congress of South African Students (COSAS) has agreed that pupils will return to classes on Monday in view of the Government's suspension of the R48 matriculation examination fee.

50

JOE LOUW, PAUL BELL  
and CHRIS WHITFIELD

A statement signed by all parties at the teachers' talks at DET headquarters in Pretoria makes two important concessions to the teachers' union.

The Government has agreed to reopen negotiations on salaries, with particular focus on the salaries of lower categories of teachers. The second is to allow the issues of restructuring and retrenchments to be dealt with by the proposed National Educa-

● TO PAGE 2.

Star 22/5/93

## Teachers

● FROM PAGE 1:

tion Forum.

"As of today", the statement says, "no new rationalisation programmes, including re-trenchments, will be instituted by State departments pending these matters, including staff-student ratios and staff establishment) being dealt with in the envisaged National Education Forum or any other forum agreed upon by the parties."

Another stipulation in the agreement is that draft legislation containing collective bargaining rights for teachers should be tabled soon.

SADTU, for its part, agreed to suspend the strike indefinitely and would take the agreement to its members for ratification.

The parties agreed to meet again to finalise the agreement

no later than Wednesday.

● As regards the dropping of the exam fee, COSAS president Moses Maseko called the Government's decision a "tremendous" victory for pupils, and appealed to them to return to school to prepare for their final examinations.

In Cape Town, however, white public sector union representatives — who had also reached deadlock with the Government on the 5 percent wage limit imposed on the public sector — took a leaf out of COSAS's book by saying the concessions extracted had demonstrated that the only way to deal with the Government was through mass action.

In an earlier statement, COSAS declared June 16 a day of victory, and called on pupils and youths to celebrate by organising rallies and meetings. It reaffirmed that it would not again seek permission to hold rallies or protests.

CIPress 23/5/93

# Rowan Cronje vows to sue

By DESMOND BLOW

(50)

BOPHUTHATSWANA Minister of State Affairs Rowan Cronje has threatened to sue the Director of Bop's National Library Service, Andrew Khutsoane, for allegedly defaming him.

The grounds for the action were allegations made against Cronje by Khutsoane in a speech during a presentation of the World Book Encyclopedia to the National Library a fortnight ago.

A report in the *Mafikeng Mail* quotes

(100)

Cronje as saying he had instructed his lawyers to institute legal proceedings against Khutsoane.

But undaunted by what one lawyer decribed as his "blatant slander", Khutsoane issued a press statement this week saying he had noted Cronje's intention to sue him and intended to "contest this legal action vigorously." He said his friends and relatives had formed "The Andrew Khutsoane vs Rowan Cronje Defence Appeal Committee" which would raise funds to defend the action.



## 'Past sheds light on future'

**RESISTANCE AND TRANSFORMATION** by MICHAEL CROSS (SKOTAVILLE) R54.45 CIP No 23/5/93.

THE education crisis has definitely brought gloom to the lives of most black South Africans.

Pupils refusing to return to classrooms and chalk-downs by teachers have made it quite clear that SA's future will only be bright if we learn from the mistakes of the past.

**Delightful**

(50)

This is what Cross forces us to examine in this delightful and thought-provoking book.

Cross provides both an historical, philosophical and contemporary analysis of SA education.

He argues that in order to understand the reasons for our present black education crisis, we must look at the infrastructure of the education system.

The book traces the role that people have played in shaping and

developing the present education struggle for the transformation of education.

The book asserts that history should be central in any method of inquiry into political and educational thought in SA.

Cross also investigates the relations between African, coloured, Indian and white education.

The book is divided into three parts.

The first scrutinises the history of intellectual thinking that has informed educational and cultural studies in SA.

The second examines the position of oppressed people in education and the third is dedicated to the question of reconstruction.

Cross supports his arguments with several quotes from other publications and newspaper articles.

His special focus is a critique of the liberal interpretation of education within apartheid. — Fahmeed Cassim

# World Book wins top award

*C/Pren*  
LEADING educational publisher World Book International was presented with an international marketing award at a ceremony in the Cape Town Civic Centre this week.

The "Golden World Awards", conducted by the International Public Relations Association (IPRA), are held to give worldwide recognition to excellent public relations and marketing programmes.

The UK launch campaign for World Book's international edition encyclopaedia won the award in the category for marketing an established product.

State President FW de Klerk made

*23/5/93* *(50)*  
the presentation to World Book's South African managing director Clifford Jackson, who said: "We are delighted to receive such a prestigious award on behalf of our international network."

"The publication of the international edition encyclopaedia has been a major boost to our presence in South Africa."

The 22-volume World Book Encyclopaedia is the world's largest selling encyclopedia, outselling its closest rival by more than three times.

In SA, World Book has achieved sales of over 24 000 sets of books in 1992 and is now used in more than 80% of all schools.

Star 24/5/93

# 'No extra cost' to rehire

By Paul Bell  
and Phil Molefe

The rehiring this year of 1 014 of the 5 050 teachers retrenched from the "white" Department of Education and Culture (DEC) last year will not cost the taxpayer more money, according to the DEC's superintendent-general, Dr Henry Stone.

Stone was defending his department's decision to rehire about 20 percent of the sacked teachers.

Disclosures to this effect were made in Parliament last week after a question was put by the Democratic Party education spokesman, Roger Burrows (Pinetown).

"No extra money is being provided by the de-

partment and we are doing it only to prevent pupils from suffering," said Stone.

Retrenched teachers were being rehired on a temporary basis, for periods of anywhere between a week and a term, to fill in where other teachers were not available.

But Burrows accused the Government of "gross bad management" — principally for using 1990 and 1991 figures for the number of pupils in white schools.

Burrows said the Government should have known that, as a result of the opening of most schools under the Model C dispensation, there had been an influx of children into these schools

from other sectors of the formerly racially exclusive education system.

"They were cutting from a white budget that should have been bigger, not smaller; they needed more teachers, not fewer."

According to Stone, his department was some R600 million short in the previous financial year. This would have required a cut of 11 000 teachers, but for the introduction of Model C — which allowed parents to assume the responsibility for running costs at most schools.

This had reduced State spending and permitted a reduction in the number of permanent posts that had to be axed, to 5 000.

The SA Democratic Teachers' Union (Sadtu) yesterday slammed the rehiring of retrenched teachers as "despicable".

Sadtu secretary-general Randall van den Heever said it was indefensible to lay off teachers when their services were sorely needed in other areas.

Van den Heever said the revelation would undermine the Government's position in forthcoming negotiations on retrenchments.

Sadtu would not accept arguments on the necessity to proceed with lay-offs, particularly in the Indian and coloured education departments where a total of 8 200 teachers faced the axe, Van den Heever said.

## HOUSE OF DELEGATES

1993; if so, how many were discharged (a) as a result of (i) criminal and (ii) fraudulent activities and (b) for other specified reasons;

## QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

SAP: members discharged from service  
29. Mr N SINGH asked the Minister of Law and Order:

- (1) Whether any members of the South African Police Force were discharged from service for reasons other than normal retirement during the period 1 January 1992 up to and including 31 March

- (2) whether he will make a statement on the matter? D221E

The MINISTER OF LAW AND ORDER:

(1) Yes.

(a) (i) and (ii)

2 466

(b) Resignation—3 369

Medically Unfit—1 098

(2) No.

Note: A total figure is supplied as a differentiation cannot be made easily.

## HOUSE OF ASSEMBLY

Department	Per Capita State Expenditure (R)	
	Capital expenditure included	Capital expenditure excluded
Gazankulu	1 145	1 061
KaNgwane	937	817
KwaNdebele	1 229	1 051
KwaZulu	755	710
Lebowa	1 068	1 001
Qwa-Qwa	1 583	1 397
Rest of the Republic	2 395	2 297

\* Includes government schools, community schools, state-aided schools and state-aided farm schools.

## QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

## Per capita expenditure on pupils

305. Mr R M BURROWS asked the Minister of National Education:

What was his Department's per capita expenditure, (a) including and (b) excluding expenditure of a capital nature, in (i) each of the self-governing territories and (ii) the rest of the Republic on pupils at (aa) government schools, (bb) community schools, (cc) state-aided schools and (dd) state-aided farm schools during the 1991-92 financial year or the latest specified 12-month period for which information is available? B703E

## The MINISTER OF NATIONAL EDUCATION:

The Minister of National Education allocates, on an annual basis, a single amount to each education department for the provision of CS education (excluding private ordinary schools). Each education department divides its allocation between government schools, community schools, state-aided schools, state-aided farm schools as well as special schools, technical colleges and teacher training colleges. The per capita expenditure for 1991-92 (a) including and (b) excluding expenditure of a capital nature in (i) each of the self-governing territories and (ii) the rest of the Republic for all public ordinary schools was derived from information in respect of the expenditures of the respective departments as contained in the SANEP information system and is shown in the attached table.

Per capita state expenditure for public ordinary schools\* in the RSA for 1991-92

## Per capita expenditure on pupils/students

322. Mr R M BURROWS asked the Minister of National Education:

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 1991-92 and 1992-93 financial years, respectively, or the latest specified 12-month period for which information is available? B742E

## The MINISTER OF NATIONAL EDUCATION:

The per capita expenditure for 1991-92 for public ordinary schools, teacher training colleges, technical colleges, technikons and universities (a) including and (b) excluding expenditure of a capital nature, is shown in the attached table.

The Department of National Education (DNE) does not have information on the per capita expenditure with regard to pre-primary schools, primary schools and secondary schools.

Per capita state expenditure for education in the RSA according to education sector for 1991-92

The MINISTER OF EDUCATION AND TRAINING:

(1) (a) (i) (ii) (b) 3 March 1992.

Diamond Fields	4 055	1 477		(i)	(ii)
Highveld	7 223	3 734		6 031	2 979
Johannesburg	4 378	3 040		4 344	2 114
Cape	6 957	3 051		2 397	1 589
Northern Transvaal	5 015	2 584		23 768	10 859
Natal	5 621	2 132		15 701	10 403
Orange-Vaal	6 288	2 816		2 065	1 392
Orange Free State	4 913	2 050		54 306	29 336
Total	44 450	20 884			

(b) 3 March 1992.

and (c) what amounts were involved in each case;

(2) whether he will make a statement on the matter? B770E

The MINISTER OF LOCAL GOVERNMENT:

(1) No. *[Signature]*

The Director-General: Transvaal Provincial Administration has no knowledge of any payments, other than normal monthly allowances, made to councillors in Dobsonville.

(2) Falls away.

	Per capita State Expenditure (R)	
	Capital expenditure included	Capital expenditure excluded
*Public Schools	1 755	1 669
*Teacher Training Colleges	14 169	12 115
*Technical Colleges	5 287	4 825
*Technikons	5 559	4 540
*Universities	8 913	7 656

\* Based on information in respect of actual expenditures of education departments as submitted to the DNE within the SANEP information system.

**National Health and Population Development**  
top five post levels

346. Mr M J ELLIS asked the Minister for National Health and Welfare:

(a) How many persons from each race group occupy positions in the top five post levels of the Department of National Health and Population Development and (b) in respect of what date is this information furnished? B786E

The MINISTER FOR NATIONAL HEALTH AND WELFARE:

	White	Black	Indian	Coloured
Director-general	1	—	—	—
Deputy Director-General	2	—	—	—
Chief Director	11	—	—	—
Director	30	1	2	—
Deputy Director	86	1	2	—

(1) (a) How many teachers are employed at (i) primary and (ii) secondary schools under his control in each Departmental region and (b) in respect of what date is this information furnished;

(2) whether he will furnish the information requested in paragraph (1) in respect of each of the self-governing territories; if not, why not; if so, what are the corresponding particulars? B820E

**Dobsonville: payments to councillors**

330 Mr P G SOAL asked the Minister of Local Government:

(1) Whether an investigation has been undertaken by the Director-General: Transvaal Provincial Administration in respect of certain payments made to councillors in Dobsonville; if not, why not; if so, (a) what did these payments relate to, (b) to whom were they made

- (a) Director-general
- Deputy Director-General
- Chief Director
- Director
- Deputy Director

This information does not include posts and incumbents that have been transferred from the House of Representatives to the Department of National Health and Population Development as a result of rationalisation with effect from 1 April 1993.

(b) 1 April 1993.

**Schools in Departmental regions: number of teachers**

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

# Many teachers to press on with strike - union

Star 24/1/51/93

By Phil Molefe  
and Own Correspondent

Teachers in Soweto and at coloured and Indian schools in the western Cape will go ahead with a strike today, in spite of a national strike being called off on Friday after talks between the South African Democratic Teachers' Union (Sadtu) and National Education Minister Piet Marais.

Teachers at coloured and Indian schools in Natal and the Transvaal would also strike today, the union an-

nounced.

Sadtu Soweto branch chairman Matakanye Matakanye said yesterday after a weekend meeting that about 700 Soweto teachers would strike.

Sadtu secretary-general Randall van den Heever said teachers would go on strike today at Indian and coloured schools in Benoni, Laudium in Pretoria, Lenasia, Eldorado Park and Natal.

Van den Heever said the national position was that each Sadtu regional branch would meet today to discuss

the agreement between the national executive and the Government and formulate a position by tomorrow.

● Sapa reports that tertiary education institution students in Bophuthatswana would not write exams, the southern Transvaal region of the South African Students' Congress said yesterday.

Bophuthatswana students took this decision because of campus disruptions, police campus occupations, student detentions and the temporary closing of three colleges, Sasco said.

# Not just for bookish types

Jan 24/1993 (50)

**'UNCOOL' IMAGE** Libraries will never be "cool" for young adults to visit unless their present image is given a facelift. **PHANGISILE MTSHALI** reports.

IT'S a parent's, teacher's and librarian's dream to hear cheery teenage voices proclaim: "Let's go and hang out at the library."

But it's likely to remain just a dream unless the present image of libraries is overhauled, teenagers tell librarians in a current study into the reading habits of teenagers. The Johannesburg Public Library, which is puzzled by its failure to attract young readers, intends to act on the findings.

Teenagers do not shun libraries because they hate reading, says librarian's son Matthew Millward (15), of Johannesburg. Going to the library is just not "cool".

Most libraries are in dreary, boring buildings that do not tempt people to visit, he says. And the strict rules about silence are enough to have teenagers turning on their heels at high speed.

If the appearance and the "depressing atmosphere" of libraries is not enough to switch off fun-loving teens, many young adults say they cannot relate to librarians who do not smile and are generally straightfaced and intimidating.

Besides, teenage readers say, librarians remind them of their parents, always looking over their shoulders.

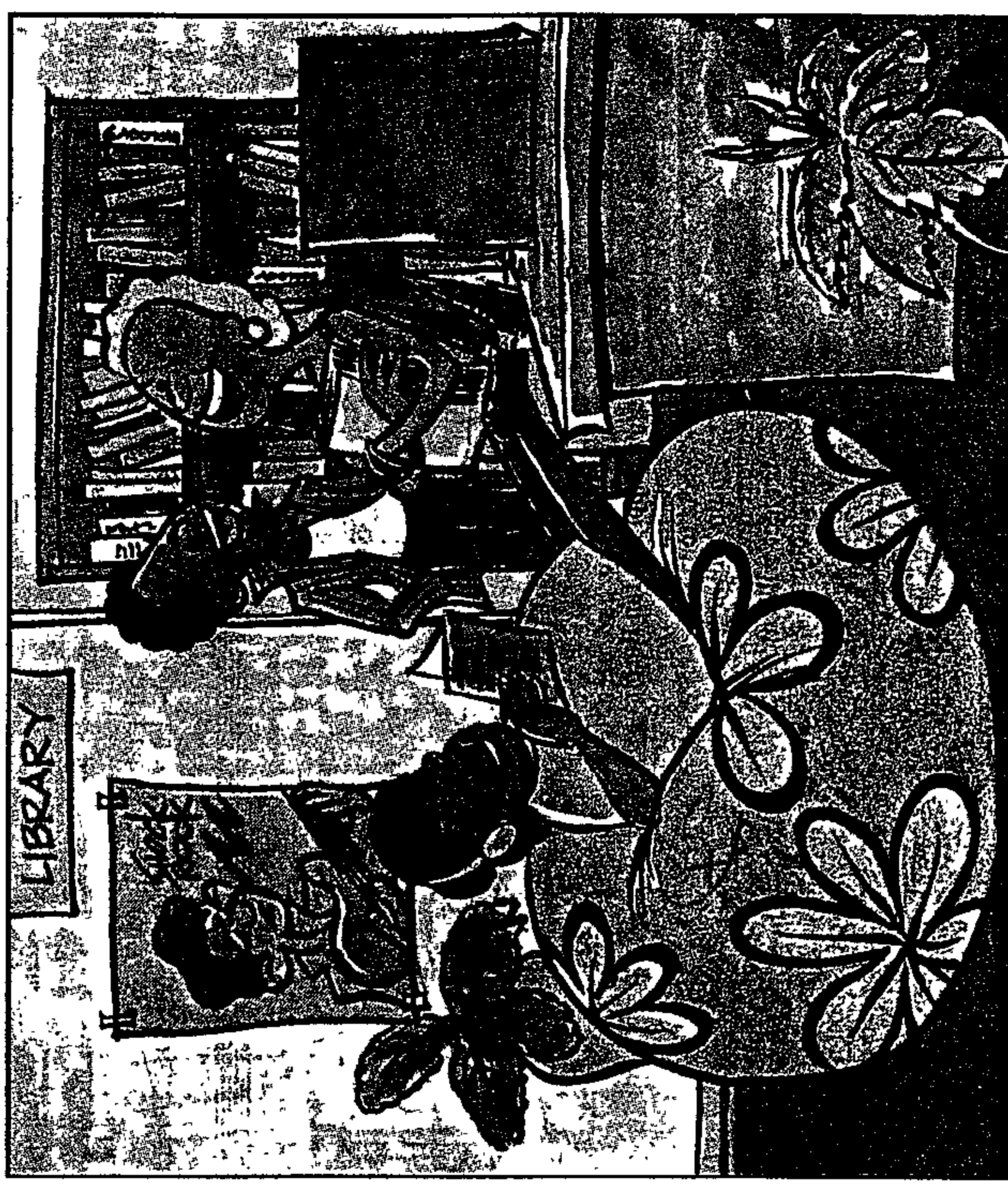
The age gap is also a problem. Few librarians are teenagers themselves and teenagers feel inhibited about talking to them about sex-related subjects. They would feel more comfortable discussing these matters with trained peers, they say.

However, not all young people are staying away from these wells of knowledge, as these views come from teenagers who are avid readers. Many young adults are still carrying on the reading tradition instilled in them when they were toddlers.

Jason Robinson (15), a Parktown Boys High pupil, says he has been a bookworm ever since he could read. Hard times entrenched his love of books. Reading became the major entertainment for him at the age of six, when his family could not afford a television set.

While other teenagers dream of having their own TV sets and telephone extensions in their rooms, Jason has already achieved his dream — his own library with about 150 books.

However, it is not Shakespeare or Thomas Hardy who attract these youngsters. Nor is it the works of respected scholars that appeal to them.



Graphic novels, which are cartoons for "more mature" readers who have graduated from Archie to Asterix, are in. So are classics that have been simplified and pepped-up.

Teenagers' reading habits and material are usually influenced by teachers and friends. Some teenagers say they find they no longer read as much as they used to when they were young children because their entertainment options have widened.

Even though some libraries have tried to put teen books in so-called teenage corners, those

corners are still not as exciting as shopping malls, video arcades and movies.

To liven up libraries, teenagers suggest more colour, "spark" and activities, and fewer rules. These changes will not instantly turn a library into "a place to be", they say, but at least the library will attract more young people.

However, libraries are not the only sources of books for teenage bookworms. They swap books among each other. They talk about the latest works of their favourite authors and they visit bookshops regularly.

Star 24/5/93

# Activists suspend move on white schools

50

By Charmeela Bhagawat

The occupation of white schools by black pupils — due to have started today — has been suspended, it was announced yesterday.

This followed last week's decision by the Department of Education and Training (DET) to suspend matric exam fees, the ANC, Congress of South African Students and the South African Students' Congress told a joint media conference in Johannesburg.

The organisations welcomed the Government's exam fee suspension — hailed as a "major victory for the education movement" — and the formation of the long-awaited National Negotiating Forum on Education and Training.

The forum is expected to be established within a month.

In a statement, the organisations said negotiations on teachers' salaries and retrenchments would resume today.

They said their demand for the proper use of unused and

underused white schools would be high on the agenda of the negotiating forum. They again called on pupils and teachers to return to school and "make up for lost time".

But the call seemed to have little impact on pupils and teachers in Mamelodi, Pretoria.

Schools remained empty for the second day this week as pupils rampaged through the township yesterday, looting shops and stalls and stoning vehicles. Police received unconfirmed reports that pupils had

kidnapped several white motorists. Teachers also failed to return to school.

The DET's suspension of black matric exam fees was followed by the suspension of white, Indian and coloured pupils' fees this week.

House of Delegates Education Minister Devagie Govender announced the suspension of Indian matric exam fees on Friday. On Monday and yesterday respectively, the suspension of matric fees for white and coloured pupils was announced.



■ **Funding the future:** HIGH COSTS of schooling can be met with insurance

The impending scrapping of the sixth schedule allows investors greater flexibility in structuring policies to fund education.

"THE ability of parents to provide their children with a good education is becoming very difficult from a financial point of view," says Liberty Life's legal and technical marketing expert, Helita Mankowitz.

Mankowitz says fees at some government schools have quadrupled over the past five years.

"The current cost of a three-year degree is R18 765. Assuming a 15 percent inflation rate, the same three-year degree will cost R152 700 in 15 years' time."

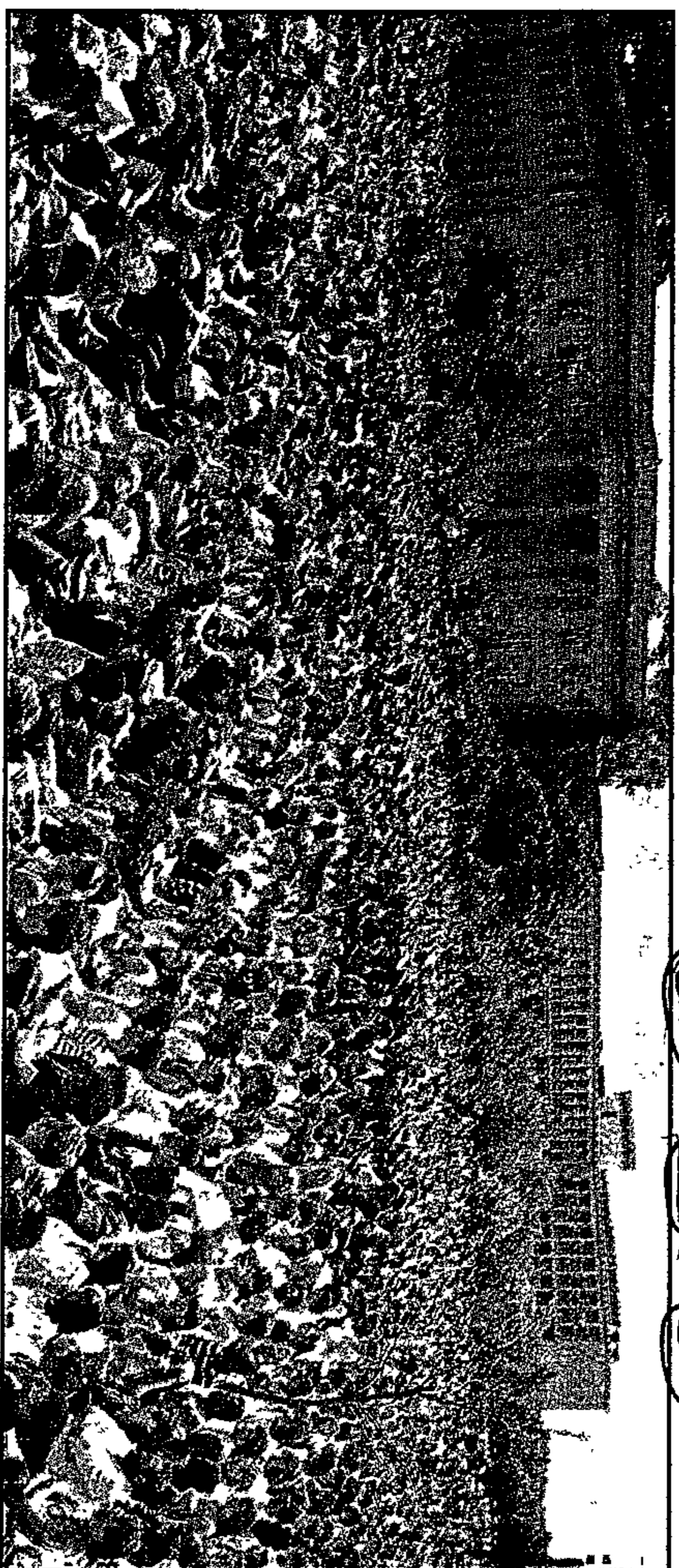
The impending scrapping of the sixth schedule allows investors greater flexibility.

The abolition of a minimum life cover requirement enables investors to maximise their investments. Previously policy holders were limited to a maximum annual premium of R1 500 or R125 a month in respect of pure investment policies.

That restriction has now been removed and policies may be taken out on the lives of parents or children for educational funding purposes.

# Scrapping of law will ease education fundings

Star 25/5/93



Affordable education . . . The current cost of a three-year degree is R18 765. Assuming a 15 percent inflation rate, the same three-year degree will cost R152 700 in 15 years' time.

poses. "The problem of exceeding the maximum amounts of cover, in respect of policies with large premiums, on children's lives under the age of 14 has been overcome as life cover is no longer required," says Mankowitz.

AN ideal opportunity exists for grandparents who wish to provide for their grandchildren's education. Donations of R20 000 a year can be made without paying donations tax. This amount can be invested in a policy on the grandchild's life with the grandchild as the owner of the policy.

The policy can be structured in various ways. An endowment with an annual premium of R20 000, a single premium policy of R20 000 or a series of single premium policies. The R20 000 can be divided equally

among grandchildren as the R20 000 is cumulative. The grandfather and grandmother can each donate R 20 000 a year because they are separate taxpayers. By excluding collation in their wills and by structuring the policies as set out above, the policies will be excluded from estate duty on the grandparents' deceased estate.

# Stop blacks at schools — CP

Sowetan 25/5/93

■ Conservatives want urgent meeting with Education Minister to scrap exam fees:

**By Ismail Lagardien**  
Political Correspondent

THE Conservative Party has called on white parents to "physically" prevent black children from entering white schools.

The CP yesterday also called for an urgent meeting with the Minister of National Education, Mr Piet Marais, to demand that the matric exam registration fee for white pupils be also scrapped.

Reacting to Marais' remark that the Government would consider suspending the fee for "poor whites", the CP's spokesman on education and culture, Mr Andrew Gerber, said this was indicative of the racism of the National Party "against whites".

Gerber said Marais was apparently not aware of the fact that there were many black people who could afford the exam fee.

"Whites are sick and tired of all the concessions the Government has made in education under pressure of communists and their allies.

"The suspension of exam fees for black pupils is a slap in the face of white parents who are struggling to make ends meet," Gerber said.

And in a separate statement, Gerber said the CP had been forced to react to the "brutality and explosiveness of the situation in the country" and especially in view of the proposal that black pupils occupy white school.

He said white parents who expected the Government to protect their schools from occupation by black pupils were deluded.

"The CP therefore calls on all parents to prepare themselves to physically defend any onslaught on their schools from May 26 onwards," Gerber said.

from time to time, and it has always been our policy to pay very serious attention to them. I shall do the same in this case.

*Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.*

**Archives: treatment of secret documents**

\*6. Mr R M BURROWS asked the Minister of National Education: (a) In terms of what statutory and/or other provisions are documents classified as secret treated differently by the archives from documents not so classified? (b) B840E

The MINISTER OF NATIONAL EDUCATION:

Documents of a sensitive nature which require secrecy are dealt with in terms of the provisions of the Protection of Information Act 1982 (Act No 84 of 1982); they are also not archives as contemplated in section 1 of the Archives Act, 1962 (Act No 6 of 1962).

**CCB/MI/other security services: destruction of documents**

\*7. Mr R M BURROWS asked the Minister of Defence:

(1) Whether any steps have been taken or are being contemplated to prevent documents relating to the Civil Co-operation Bureau, Military Intelligence and other security services from being destroyed; if not, why not; if so, what steps;

(2) whether any such documents have been or are to be destroyed; if not, why not; if so, (a) why and (b) in respect of what date is this information furnished? B841E

**The MINISTER OF DEFENCE:**

(1) and (2) Yes. As far as documents are concerned which were under the control of the Directorate of Covert Collection of the Military Intelligence Division, the Chief of the SA Defence Force issued an instruction after the appointment of Lt Gen Steyn that no documents and/or electronic data may be

destroyed without the prior permission of Lt Gen Steyn.

As far as the documents in the Civil Co-operation Bureau are concerned a previous Minister of Defence issued an instruction on 2 April 1992 that the documents which were available and under the control of the SA Defence Force at that stage may not be destroyed.

**Slagboom: accident involving school cadets**

\*8. Mr A E DE WET asked the Minister of Law and Order:

(1) Whether any sworn statements were taken in connection with an accident which occurred at Slagboom on or about 18 March 1993 and in which a number of pupils were killed and injured; if not, why not; if so, (a) from whom and (b) on what date;

(2) whether the police investigation into the accident has been completed; if so, when; if not, when is it expected to be completed;

(3) whether the South African Police have been furnished with all the South African Defence Force regulations pertaining to the use of Defence Force vehicles for the transportation of passengers; if not, why not;

(4) whether he will make a statement on the matter? B844E

**The MINISTER OF LAW AND ORDER:**

(1) Yes.

(a) D R Wait (b) 18 March 1993  
A B Kock 8 April 1993  
J K Lovemore 8 April 1993  
C W Bezuidenhout 8 April 1993  
G H Hansen 4 May 1993  
P H Summerton 4 May 1993  
W van Onselen 4 May 1993  
D Vermaak 4 May 1993  
A Aristotelous 4 May 1993  
D Waters 4 May 1993  
G Goosen 4 May 1993

J Storm  
L Steele  
T van der Merwe  
U Gerber  
J P Humke  
G P Francis  
B St Clair Warwick  
W P Miller  
D J Connely

paragraph 7 and Army Training Instruction 1/89, Chapter 7-A, paragraph 14.d.

(b) Apart from explosives which have to be conveyed separately, equipment, live ammunition and/or baggage may be conveyed together with passengers if training requirements necessitate this, but then a non-commissioned officer or a person of higher rank must travel on the same vehicle.

(2) No.

As soon as all the post mortem reports have been received.

(3) Yes.

(4) No.

\*9. Mr J H MOMBORG — Foreign Affairs.† [Question standing over.]

**Samil vehicles: transportation of passengers/equipment/ammunition**

\*10. Mr D H M GIBSON asked the Minister of Defence:

(1) Whether equipment, live ammunition and/or other baggage may be conveyed in the passenger compartments of Samil vehicles while such vehicles are carrying passengers; if so, (a) in terms of what regulations and (b) what type of equipment, ammunition and/or baggage may be so conveyed;

(2) whether any provision is made for such equipment, ammunition and/or other baggage to be stowed and secured so as to ensure the safety of passengers and the stability and safety of the vehicle concerned; if not, why not; if so, (a) what provision and (b) who is responsible for ensuring that the regulations and provisions in this regard are complied with;

(3) whether he will make a statement on the matter? B848E

**The MINISTER OF DEFENCE:**

(1) Yes.

(a) In terms of the Ammunition and Explosives Regulations (RSA) Volume 1, Pamphlet 13, Chapter 2,

(2) (a) Yes. All equipment has to be properly secured or stacked in containers.

(b) The driver and/or the non-commissioned officer who have been appointed to travel on the vehicle.

(3) No.

**Samil vehicles: accidents**

\*11. Lt-Gen R H D ROGERS asked the Minister of Defence:

(1) Whether during the latest specified five calendar years for which information is available any Samil vehicles were involved in accidents in which they overturned or rolled; if so, how many of these vehicles were found to have exceeded the recommended maximum speed for the specific road surface on which they were travelling at the time of the accident;

(2) whether any persons were killed or injured in these accidents; if so, how many? B852E

**The MINISTER OF DEFENCE:**

(1) Yes, during the past five years 77 Samil vehicles were involved in accidents in which they overturned or rolled. In 21 cases it was found that the recommended speed had been exceeded. Two accidents are still under investigation.

(2) Yes, died — 38, injured — 147.

\*12. Mr D S PIENAAR — Home Affairs.† [Question standing over.]

such as the possible introduction of a capital subsidy coupon for first-time home buyers in South Africa.

(2) No.

**Hindu Seva Samaj Temple: investigation**

\*6. Mr M RAJAB asked the Minister of Law and Order:

- (1) Whether any progress has been made in the investigation into the bombing of the Hindu Seva Samaj Temple in January 1993; if not, why not; if so, what are the relevant details;
- (2) whether he will make a statement on the matter? D276E

The MINISTER OF LAW AND ORDER:

(1) No.

A reward has been offered for any information leading to the arrest and conviction of the responsible person(s). No information has yet been received and the investigation is continuing.

(2) No.

**Death of person at Pollsmoor: action**

\*7. Mr M RAJAB asked the Minister of Correctional Services:

- (1) Whether, with reference to information furnished to the Minister's Department for the purpose of his reply, any action has been taken by his Department against two of its officers who were allegedly involved in the death of a person who died at Pollsmoor Prison on or about 29 June 1989; if not, why not; if so, what are the relevant details;
- (2) whether he will disclose the names of the persons involved; if not, why not; if so, what are their names? D277E

The MINISTER OF CORRECTIONAL SERVICES:

(1) No.

The matter was handed over to the SA

HOUSE OF DELEGATES

**Management committee: Police investigations**

\*9. Mr P PADAYACHEE asked the Minister of Law and Order:

- (1) Whether, with reference to certain information which has been furnished to the South African Police for the purpose of his reply, a member of Parliament has approached the Police in regard to police investigations into allegations relating to members of a certain management committee; if not, what is the position in this regard; if so, (a) what was the nature of the approach, (b) what is the name of this management committee and (c) to whom was the approach made;
- (2) whether he will disclose the name of the member of Parliament in question; if not, why not; if so, what is the name of this member;
- (3) whether he will make a statement on the matter? D270E

The MINISTER OF LAW AND ORDER:

Yes.

- (1) (a) To enquire about alleged charges brought against a businessman, who appeared in the Protea Court on 5 March 1993.

(b) Lenasia South East Management Committee.

(c) Warrant-Officer D P Garnett, South African Police Liaison officer to the office of the Commissioner of the South African Police in Cape Town.

(2) Yes. Mr D K Padiachey.

(3) No.

**Own Affairs:**

**Recommendations of Mall Committee**

\*1. Mr M F CASSIM asked the Minister of Education and Culture:

- (1) Whether any steps have been taken or are being contemplated to implement

the various recommendations of the Mall Committees; if not, why not; if so, (a) what steps and (b) which recommendations;

- (2) whether she will make a statement on the matter? D242E

Mr M F CASSIM: Mr Chairman, I am willing to have the two questions on the Question Paper in my name stand down if precedence can be given to the last notice of motion printed in my name on the Order Paper.

The CHAIRMAN OF THE HOUSE: Order! The hon member is willing to have these questions stand down provided that precedence is given to what?

Mr M F CASSIM: To the motion printed in my name on the Order Paper, Sir.

The CHAIRMAN OF THE HOUSE: Order! I am afraid that unless such arrangements are made with the Whips, I am in no position to assist the hon member.

Mr M F CASSIM: Can we arrange for a speakers' list, Mr Chairman?

The CHAIRMAN OF THE HOUSE: Order! Furthermore the hon member must understand that he cannot come here and set conditions. These arrangements ought to be made with the Whips.

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

- (a) Since the handing of the Report of the Committee of Enquiry into Education Matters on 29 October 1992, the Department is implementing the recommendations.
- (b) Since the time allocated for this oral reply is very limited, I shall refer to a few of the recommendations to substantiate that the Report is being used by the Department.

- (i) "It is recommended that the Department investigate and

HOUSE OF DELEGATES

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obtain statistics to enable them to plan for the provision of teachers for the forthcoming year timeously and more accurately." (Page 9)

The recommendation was implemented during 1992. Statistical data was obtained prior to the commencement of the 1993 academic year in order to timeously arrange for:

- needs of schools in terms of subjects;
- surpluses;
- retirements;
- transfer applications and filling of resultant vacancies;
- promotions to a school;
- promotions out of a school;
  - normal attrition; and
  - the appointment of newly qualified teachers.

(ii) "It is recommended that, as financial cutbacks will be required in the foreseeable future, a master plan be developed to cope with the situation." (Page 13)

"The Committee recommends that a master plan and strategy to effect the agreed reduction in expenditure be developed as a matter of urgency." (Page 26)

The Department plans to implement a new financial management system with effect from the 1993/94 financial year. The plan basically provides for the allocation of funds to each school in a region. The principal of a school will be charged with the responsibility to manage his budget effectively and efficiently.

(iii) "It is recommended that a uniform approach be adopted and that all successful applicants for

transfer/secondment from a promotion post who have not served the required minimum period of two years in that post be required to revert to their original post level." (Page 29)

This recommendation has now been established as departmental policy and has been implemented with effect from the 1993 academic year.

(iv) "It is recommended that a staffing section, responsible for CS Educators, be established within the Department of Education and Culture which would require that some officials at the Department of Budgetary and Auxiliary Services be transferred to the Department of Education and Culture to man such a section." (Page 48)

This recommendation has been implemented with effect from 1 January 1993.

(v) *Recommendation (Appointments in the Culture Promotion Division)*

"The Committee recommends that:

Those appointments in the Culture promotion section that have already been made should be reviewed as a matter of urgency in the light of the Department's financial position and that all further appointments be halted and only be considered when finances permit;

A thorough researched study be made of the need of further appointments subject to the availability of finance and, if necessary, to develop criteria and a mechanism for selection.

of the most suitable persons, their job descriptions and post structures." (Page 38)

In accepting this recommendation, the Department has arranged for a detailed work study investigation in this matter. The relevant investigation has been finalised and the report is under consideration at present.

(vi) *Recommendation: Lowering of age restriction in the admission of pupils:*

(a) "The Committee therefore recommends that this matter be thoroughly researched and that educationally accountable criteria be set to ensure that the early enrolment of a particular child is in that child's best interest." (Page 42)

(b) "It is further recommended that all policy decisions on professional matters should only be made after research information is available and thoroughly studied and considered." (Page 42)

These recommendations are being considered with a view to implementation in 1995.

(2) No.

Mr M F CASSIM: Mr Chairman, arising out of the Minister's reply, is there no room for consultation with parent bodies or the recognised teacher bodies?

Mr MINISTER: Mr Chairman, that is under consideration. We have an agreement with Sadu and with certain parent bodies at the moment.

Mr A RAJBANSI: Mr Chairman, the hon the Minister referred to departmental policy and consultation with parent bodies and Sadu. Further arising out of her reply, firstly, is it correct that the Mall Committee investigated a complaint about the Department's being undermined when there were dealings with parent bodies or teacher bodies? Secondly, as a subsequent action in order to remedy the situation, could the hon the Minister confirm whether the Department was ignored, snubbed or bypassed when there was a meeting with parent bodies on Friday and with teacher bodies on Monday?

The MINISTER: Mr Chairman, that supplementary question does fall within the ambit of the original question.

Mr P NAIDOO: Mr Chairman, further arising out of the hon the Minister's reply, I should like to know from her which recommendations of the Mall Committee the Department does not intend to implement.

The MINISTER: Mr Chairman, there are a few which have not been applied, but I cannot classify them at the moment.

Mr P NAIDOO: Specify them!

The MINISTER: Mr Chairman, I cannot do that now, but I shall be glad to do so if the hon member puts it in writing.

Mr M RAJAB: Mr Chairman, further arising out of the hon the Minister's comment that time constraints prevented her from listing all the recommendations of the Mall Committee, would she be prepared to table the entire list of recommendations in Parliament?

The MINISTER: Yes, Mr Chairman, I shall be able to do that.

**Educators absent from duty: salaries paid**

\*2. Mr M F CASSIM asked the Minister of Education and Culture:

- (1) Whether any educators in her Department who were absent from duty on more days than the maximum number of days allowed per annum were

HOUSE OF DELEGATES

# Strike will go on, VOW Star 26/5/93 teachers

Schooling came to a standstill in Soweto yesterday as teachers voted for continued strike action to push for higher salaries and better working conditions.

The teachers, all members of the SA Democratic Teachers' Union (Sadtu), are demanding a 30 percent salary increase and that the DET do away with its rationalisation programme, reinstating teachers retrenched under the scheme.

The DET reported that no schooling took place in Soweto schools yesterday while school attendance ranged from "poor" to "reasonable" in other parts of the country as the teachers' strike entered its second day.

Many schools in the Cape Peninsula and Boland were deserted, and classes in the Free State were disrupted as teachers embarked on their week-long strike.

In Natal, schools falling under the House of Delegates and House of Representatives were affected by teacher and pupil protest actions.

Sadtu's Soweto branch spokesman Solly Mautjana denied yesterday that teachers were split over the strike. "We support the strike," he said.

Sadtu national general secretary Randall van den Heever said the national body accepted that some regions, including Ennerdale, Eldorado Park, Bor-

der and the western Cape, were continuing with the strike.

"The Soweto branch is dissatisfied with our position and is demanding that the DET should give an indication of how much it proposes to give the teachers in terms of salary increases," he said. The DET is meeting Sadtu today to discuss the teachers' demands.

Education and Culture Minister Sam de Beer said yesterday the Government had decided to open the official channels for salary negotiations, but it had not retracted its position on a 5 percent general increase for civil servants and educators.

● A two-week stayaway by Venda teachers was suspended yesterday after the homeland agreed to pay equal salaries to male and female teachers holding equivalent positions.

● University of SA (Unisa) students and SA Students Congress (Sasco) members resolved to demonstrate today against the university's "failure to adapt to democratic changes".

The students also condemned the university's "lack of sensitivity" towards the troubled University of Bophuthatswana and other education colleges in the homeland, many of which have closed after pupil boycotts.

The pupils and Sasco called for the dissolution of the university senate and council. —

— Staff Reporter, Sapa.

# Moves <sup>50</sup> today on ARG 26/5/93 schools turmoil

Education Reporter  
and The Argus Correspondent

KEY meetings are to be held today on the continuing turmoil in education.

The South African Democratic Teachers' Union will meet education authorities in Pretoria to discuss and ratify agreements reached last week which staved off a national teachers' strike.

The outcome of the meeting is likely to influence the attitude of Sadtu members in the Western Cape, who have been on strike for two days.

The Cape Professional Teachers' Association will meet Education and Culture Minister Pieter Saaiman in Cape Town today to clarify the department's stand on plans to cut 3 200 posts.

The CTPA suspended a three-day strike this week but has warned it will take action if not satisfied with government moves to end rationalisation.

High school Student representative councils meet in Guguletu today to decide on the future of their campaigns — "Operation Barcelona" and "Operation Bujuba".

Black pupils have suspended plans to occupy white schools from today. This was announced yesterday by the PWV regions of the African National Congress, the Congress of South African Students, the National Education Co-ordinating Committee and the South African Students' Congress.

The organisations said pupils should return to school and make up lost time.

No plans have been announced for the occupation of white schools in the Western Cape.

The Department of Education and Training reported that black school attendance around the country yesterday varied from "poor to reasonable". Many schools in the Peninsula and the Boland were deserted.

A group of teachers from Graaff-Reinet protested outside the offices of the Department of Education and Culture in Roeland Street, Cape Town.

The teachers marched along the N1 freeway demanding a halt to rationalisation by the House of Representatives.

Classes were disrupted in the Free State, where Sadtu members have begun a week-long strike. In Natal, schools under the House of Delegates and the House of Representatives were affected by teacher and pupil protests.

# Student teachers most subsidised

By BARRY STREEK  
Political Staff



STUDENT teachers are the most heavily subsidised of all students in South Africa, the Minister of National Education, Mr Piet Marais, disclosed yesterday.

The per capita expenditure for teaching training colleges,

including capital expenditure, was R14 169 during the 1991/2 financial year, he said in reply to a question tabled in Parliament by Mr Roger Burrows (DP, Pinetown).

The per capita sum at universities was R8 913, R5 559 at technikons, R5 287 at technical colleges and R1 755 at ordi-

nary schools.

Mr Marais revealed in reply to another question by Mr Burrows, that per capita expenditure on black education in the six non-independent homelands was considerably lower than the per capita expenditure in black schools in the rest of South Africa.

50 CT 26/5/93

The information reflects substantial inequality between black schools inside the homelands and those outside the homelands, and also reflects the even greater inequality in terms of white schools under the control of the House of Assembly Administration.



# Blacks must 'rescue their education' <sup>(50)</sup>

ARC 26/5/93

**MICHAEL MORRIS**  
Political Correspondent

GOVERNMENT has issued a blunt warning to the black community — step in and help restore order in your schools or face unending chaos and feeble results.

This warning came yesterday from the minister in charge of black education, Mr Sam de Beer, who sketched a grim picture in parliament of schools fraught with fear, frequently disrupted by protests and rife with ill-discipline and intimidation.

Introducing debate on the education and training budget, he said it would be fruitless spending any more money on black education unless order could be restored.

Education could not be conducted without it.

"The shoe is on the other

foot. If the black community does not now begin to stand firm and help to recreate order in schools, black education will not be normalised, the results at the end of this year will be no better, and greater chaos in education will necessarily follow.

"A rescue mission must be mounted. That rescue mission can only come from the black community.

"The State will be there to do its share, but its efforts can only be of value if the community will allow education to continue."

Mr De Beer also defended last week's deal to scrap matric exam fees, saying it was a victory for negotiation.

"If we did not find a solution, there would not have been any further education in many schools this year."

# Schools deserted as teachers stay away

MANY township schools across the country remained deserted yesterday as teachers ignored the call by the SA Democratic Teachers' Union (Sadtu) national executive to suspend their strike, following government's agreement to reopen salary talks.

The Department of Education and Training confirmed there was "very little effective schooling" across the country yesterday.

National Education Co-ordinating Committee (NECC) spokesman Desmond Thompson said the organisation was trying at a regional level to encourage teachers to heed the national executive's call to return to school. The NECC had not been able to ascertain the reasoning behind the continuing stayaway.

Meanwhile, talks between Sadtu

(50) (SA) (100) (100)  
**KATHRYN STRACHAN**

and education authorities in Pretoria were adjourned last night and were scheduled to continue today. The talks are intended to finalise agreements made between the two parties last week.

And in a bid to defuse the crisis, ANC president Nelson Mandela is to visit four PWV schools this morning.

The PAC said yesterday it had suspended its participation in the national education forum. PAC education secretary Mogale Mphahlele told a Johannesburg news conference the decision, taken in protest against Tuesday's arrests of 73 of the organisation's officials and members, would be reviewed at its next national executive council meeting.

Sapa reports from Durban that KwaZulu's Education and Culture Minister Lionel Mtshali said his department would not recognise Sadtu, nor would it accept agreements reached between the SA government and the ANC.

In KwaZulu-administered schools, thousands of teachers and pupils are protesting about several grievances, foremost among them the department's nonrecognition of Sadtu.

Mtshali said he was not prepared to negotiate Sadtu's recognition as a KwaZulu Education Act stipulated that his department could not recognise trade unions. His department recognised only the Inkatha-aligned Natal African Teachers' Union, which he maintained was not a union but a professional body of teachers.



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**FINANCIAL RESULTS**

# FW on muddle over exam fees

Star 2/15/93

CAPE TOWN — President de Klerk yesterday acknowledged that he shared the blame for confusion over how the scrapped matriculation exam fees would be financed.

Replying in Parliament to a question from Baldeo Dookie (Ind, Red Hill), he said the shortfall resulting from the scrapping of the fees would have to be made up by savings in individual departments — a process requiring “sacrifices”.

He also denied that the Government had given in to irresponsible claims by teachers and pupils after his crisis talks last week with ANC president Nelson Mandela.

The Government had not given in on the issue of salaries, or on rationalisation that was already under way.

It had taken a reasonable view on exam fees, saying they

could be suspended by departments pending negotiations.

There had been confusion over the issue when one Minister said the resulting shortfall would be funded from outside sources while others had said the lost revenue would be made up from departmental savings.

This was a result of insufficient communication, for which he also took blame.

It had been decided that the shortfall would in fact be funded from departmental savings, a principle which applied to all education departments.

If funds did come from outside the departments they would be used to alleviate the sacrifices which would now have to be made.

De Klerk said it was not true that the Government negotiated only with Mandela on education. The Ministers of Education and senior officials had nego-

tiated with various organisations over a fairly long period.

The troublemakers, the people causing the crisis, lived in the shadow of the ANC. Mandela, who had asked to see him, had certainly been in a good position to assist in solving the crisis.

“When I talk to Mr Mandela I talk to a leader who has influence on the very organisations which are at the root of the problem,” he said.

De Klerk said it was not possible to simply establish one department of education now, rather than in April next year, because the integration of education had to be done in an orderly way and through negotiation.

“You can’t turn a big ship around in a few seconds,” he said. “Therefore we need not be pushed. We will be working as hard as we can.” — Sapa

● “We will go it alone” — Page 5

# Hopes on schools crisis dashed

at 27/5/93

(50)

By RAMOTENA MABOTE

HOPES to resolve the education crisis took a plunge in the Western Cape yesterday when the regional branch of the United Teachers' Association of SA (Utasa) decided to begin an indefinite strike and the regional branch of the Congress of SA Students (Cosas) decided to continue their mass action.

More than 20 000 coloured teachers in the Western Cape are expected to strike today after a meeting between Utasa and the Minister of Education and Culture in the House of Representatives, Mr Piet Saaiman, reached deadlock yesterday.

Addressing a press conference after the meeting with Mr Saaiman, Utasa president Mr Archie Vergotine said teachers had asked the minister to refer the matter of rationalisation to a national education forum. "Our hopes were dashed by the insistence of Mr Saaiman and his directorate to continue with rationalisation."

In response, Mr Saaiman said that he was prepared to refer any future issues to the National Education Forum, but the present programme of rationalisation had already started and could not be stopped.

● No work for school-leavers — Page 6

# Education body 'in place before end of June'

(50)

ARC 27/85/93

□ Forum group leader set to beat deadline

**JOHN VILJOEN**  
Education Reporter

A NATIONAL education forum is a matter of urgency and will be in place well before the end of next month, says Dr André Dippenaar, head of the group setting it up.

After talks last week with the African National Congress on the education crisis, the government agreed to the urgent formation of a forum by the end of June.

A facilitating group is laying the groundwork and Dr Dippenaar, chairman of the Private Sector Education Council, has been elected to lead it.

Dr Dippenaar, 38, a doctor of Business Administration, is head of education services at the Chamber of Mines.

To him, merely meeting the government's deadline for the forum would be too late.

"I believe there is too much urgency to let things go on that long. We'll be ready well before that," he said.

The group was finalising details, he said.

The facilitating group consisted at present of the government, the National Education Conference, the business sector, the organised teach-

ing profession, tertiary institutions and the training sector.

This representation would double when the forum came into operation and one of the facilitating group's tasks was to identify the other parties, Dr Dippenaar said.

The facilitating group consisted of divergent organisations which did not always agree with one another. But one thing they had in common was a sense of urgency, he said.

He was confident the group would succeed because parties were putting their "petty differences" behind them in an effort to set up the forum as speedily as possible.

One of the group's major tasks was to draw up a founding agreement for the forum. The electrification, economic and housing forums had similar agreements, he said.

The document was more than just a constitution. It was a code of conduct and determined the spirit in which the negotiations would take place.

Importantly, it would also describe the forum's powers.

This should be completed by June 5, "and then, if the parties agree, we will be ready to proceed with the forum," Dr Dippenaar said.

C

# We will go it alone, warn *Star 21/5/93* white teachers

By Brendan Templeton

Dissatisfied white teachers yesterday threatened to mobilise if necessary to express their opposition to the Government's handling of the education crisis.

Sapa reports that (Afrikaans) Transvaalse Onderwysersvereniging (TOV) chairman Professor Hennie Maree said his organisation had decided to cut its ties with education-controlling bodies.

"New strategies are apparently necessary," he said.

## Not consulted

And the National Professional Teachers' Organisation of South Africa (Naptosa) announced yesterday that it would next week also reconsider its ties with State structures.

Maree blamed the Government's "poor and unilateral" handling of the education crisis for the TOV's decision.

Both organisations were unhappy that they had not been consulted when the Government reached agreement with the South African Democratic Teachers' Union last week.

Maree warned in a statement that those responsible for the crisis were steering towards confrontation by "serving a political agenda" through polarisation and radicalisation.

Dissatisfaction was mounting among teachers, parents and pupils because "minority groups" were allowed to bring education to the brink of chaos through blatant manipulation, he said.

The TOV had committed itself to co-operate to create a just dispensation in education, but "to expect of the TOV that it should serve obediently within the system and abide by the rules of higher authority while other groupings are crowned with success after mass action, strikes and all kinds of threats is to sanction anarchy and lawlessness", he said.

Naptosa president Leepile Taunyane said in a statement that his organisation would request a meeting with President de Klerk following a meeting yesterday with National Education Minister Piet Marais.

"It is tragic that the State has allowed education to be used as a political pawn without any attempt to consult with other stakeholders in education."

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# Publishing plans 'stir up hornets'

CT 15/93  
Own Correspondent

JOHANNESBURG. — ANC president Mr Nelson Mandela has intervened in a huge row in the publishing industry and between the ANC and an ANC-linked investment company over the R500-million annual educational publishing sector.

The row was sparked by a proposed joint venture between Macmillan Boleswa — the Swazi-based subsidiary of Macmillan Publishers — and Thebe Investment Corporation, an ANC-initiated company promoting black empowerment.

ANC education department deputy head Mrs Lindelwe Mabandla said the row had stirred a "hornet's nest", prompting Mr Mandela to order a full inquiry. He and other publishers felt the proposed deal was a secretive attempt to corner the market through a special relationship — via Thebe — with the ANC.

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**'Big role' for  
publishing**

MARIANNE MERTEN

ANC education department head John Samuel said yesterday SA's publishing industry could be an important factor in a future educational policy if it was willing to organise itself to play a "broader, more developmental role".

He told delegates at a conference hosted by the Sached Trust and the National Education Coordinating Committee (NECC) in Johannesburg that government intervention would depend on the extent to which publishers committed themselves to developing a local industry which fostered "indigenous thought, democracy and educational development".

The long-term development of a local reading culture would require core educational texts, reference material and fiction to be published in all SA languages, he said.

The industry should also become more representative of local society by increasing ownership of publishing houses among blacks and training black authors, editors and production staff. Samuel also proposed a national book development council.





**D**ISCLOSURES that Thebe Investment Corporation and Macmillan Boleswa are planning to form a partnership for the supply of education textbooks to the South African market has focused attention on the African National Congress' shadowy investment company which promises privileged access to a future government.

In terms of the deal between Thebe and Macmillan, Thebe promises to provide "a regular line of communication with the relevant government structures in the new South Africa" in return for a gift of 20 percent of the shareholding in the new joint publishing venture.

Established last year and claiming to be "a catalyst to correct the economic imbalances that exist in South African society through its function as a sound business entity", Thebe boasts a broad portfolio of interests. Its tourism subsidiary, Oriole Travel, lists trade delegations, diplomatic missions and the corporate sector among its clients.

Thebe's marketing division, Movement Marketing Enterprises (MME) which markets memorabilia, literature and music and runs a national hawkers scheme, acting as wholesaler, and a craft centre has recently seen a management shakeout with Thebe taking over day-to-day control. Nearly 80 percent of previous staff are believed to have been removed, although a controversial consultant remains with the company.

Thebe also owns a trading division, and has recently acquired a controlling interest in a catering venture, a car hire business and a property company. Thebe's other interests include telecommunications, manufacturing, computer marketing, financial services, mining and fishing.

False Bay fishing communities in the Cape were recently up in arms when a new company, believed to be Thebe, attempted to muscle in on the award of fishing contracts.

"Thebe is investigating takeovers, mergers, equity in existing companies and creating new companies," according to the publicity release. "The African dream of economic empowerment is today becoming a reality and the newly-formed Thebe Investment Corporation (Pty) Ltd will help drive this process."

Exactly who will be empowered is not yet clear. The executive includes former kaNgwane chief minister Enos Mabuza as chairman, former ANC treasurer officer Vusi Khanyile as MD, and a catholic mix of directors from retired corporate boss Stanley Goldstein to ANC Johannesburg regional chairman Tokyo Sexwale.

Thebe claims to have its roots in the community-based Batho Batho Trust which includes Nelson Mandela and Walter Sisulu among its trustees. But a trace at the Registrar of Companies reveals that Thebe was registered in the name of a single shareholder, Maureen Steele, an employee of auditors

# The ANC's backing the book business

*A publishing deal with Macmillan has turned the spotlight on the African National Congress' investment company, Thebe. IDEN WETHERELL reports*

WVW:cid 28151-3115193

(S6)



Coopers Theron Du Toit Inc who manage the company's books. Steele said Thebe was an ANC company. She said she had only been a nominee when the company was formed and the shareholding had in October last year transferred to Vusi Khanyile.

Kanyile confirmed that he was now the nominee shareholder but said that the substantive shareholding was vested in the Batho Batho board of trustees. He declined to provide further details.

Local publishers have expressed alarm about the Macmillan-Thebe deal because it could prejudice their prospects by giving Macmillan a dominant share of the lucrative textbooks market.

Macmillan is a powerful multinational publishing empire with wide experience of marketing and distribution in anglophone Africa, concluding

bilateral agreements with newly independent states to supply their textbook requirements.

Macmillan's regional arm, Macmillan Boleswa, has its headquarters in Swaziland and claims to have disinvested from South Africa in the late 1970s although it maintained an office in Bramfontein. The deal with Thebe would enable Macmillan to re-establish itself in Johannesburg at the centre of the South African publishing industry.

The very detailed and sophisticated proposal, in the possession of *The Weekly Mail*, includes business plans, a publishing programme for 1994-6, staff complement levels, the allocation of vehicles and cash flow projections.

Thebe's offer to "provide a regular line of communication with the relevant government struc-

tures in the new South Africa" and "facilitate close working relations with the ANC's mass media trust" is thought to characterise its approach to eager corporate investors.

"Any attempt to constitute a privileged relationship between any publishing house and the state or future state would be exceptionally prejudicial, if not fatal to the interests of vibrant, independent and indigenous publishing in South Africa, both in the educational and general fields," said Glenn Moss, MD of Ravan Press.

ANC health and education director Cheryl Carolus said that although she had received a copy of the proposal from Moletsi Mbeki, Thebe was "an independent organisation". However, she said, as a matter of general principle the ANC was opposed to the way in which the National Party had tied up educational publishing deals.

Macmillan regional MD Luchi Balarin said Macmillan Boleswa was keen to return to South Africa and was looking at publishing investment options. However, *The Weekly Mail* understands that headhunters hired by Macmillan are recruiting senior-level staff for the new company.

A motion at the current Sached/NECC conference on "Publishing for Democratic Education" in the new South Africa requires that "relationships, structures and procedures between the education ministry and education publishers should be guided by the principles of transparency and fairness".

# New government 'must address school neglect'

SO CT 28/5/93

□ ANC wants 10 years' free, compulsory education

**JOHN VILJOEN**  
Education Reporter

THE African National Congress will seek to make up for past neglect and deprivation in schooling, says the movement's education department head Mr John Samuel.

In the keynote address at a Sached Trust-National Education Co-ordinating Committee conference "Publishing for Democratic Education" in Johannesburg yesterday, he said the ANC favoured 10 years' free and compulsory education.

He added that the ANC was in favour of a diverse, independent publishing industry.

But a new government would also be responsible for ensuring that the inequities of the past were eradicated and adequate provision was made for new learning resources.

On reshaping educational publishing, he said the industry needed to train black authors, editors and production and managerial staff to ensure that it became representative of the population

as a whole.

Unlike many other African countries, South Africa had a strong locally owned publishing sector.

But much of this had developed as a consequence of the privileged relationship which some of these publishers enjoyed with the National Party government in its efforts to entrench apartheid education.

A new government would need to make sure efforts were made to foster the opportunity for increased ownership among black South Africans.

In the interests of fostering local endeavour it might also be necessary to give local publishers a chance to publish educational material before foreign books were imported.

The availability and quality of books were powerful factors in regenerating learning. The ANC was committed to achieving a situation in which each child had access to at least one book for each subject.

The National Education Forum would deal first with the issues

which had disrupted schooling for most of this year.

Disputes arose from division and discrimination, "grotesquely misjudged" attempts at piecemeal rationalisation and unwise interference from on high in the collective bargaining process.

The forum was the designated body for resolving these disputes.

It would also negotiate the process of unification from the "fractured, humiliating and wasteful set-up" to a single, national and non-racial system.

This would amount to a profound reversal of more than a century of race-based education.

"No single act should give us more hope that a new day is dawning."

The ANC's mission was to ensure an education system which offered inquiry instead of didacticism. It would embrace the rich diversity of South Africa's national cultures and languages.

The ANC's vision also included making up for past neglect and deprivation.

# NECC, Cosas shelve plan to occupy white schools <sup>(50)</sup>

w/ mail 28/5 - 3/6/93.

By PHILIPPA GARSON  
WHITE parents and pupils were not the only ones to heave a collective sigh of relief at the decision taken by education organisations this week to abandon the campaign to occupy white schools.

Both the African National Congress and the national offices of those bodies calling for the campaign stopped far short of throwing their weight behind the plan since it was announced last month.

Since the campaign — spearheaded by the southern Transvaal branches of the Congress of South African Students (Cosas) and the National Education Co-ordinating Committee (NECC) — to highlight the discrepancies between black and white education and press the government to accede to the setting up of an education forum was announced last month, the ANC expressed disapproval. Cosas and the NECC also failed to adopt the campaign as a national strategy.

The intent to occupy white schools was “threatening” and not the most constructive way of highlighting the need for black pupils to have access to under-utilised and empty white schools,

said ANC education desk deputy head Lindelwe Mabandla. However, he denied that the ANC had prescribed another, less combative course of action. “We are not in a position to use prescriptive terms.

“We hold discussions in a democratic way.”

While the NECC head office did not adopt the campaign, it nevertheless viewed it as a legitimate programme to be embarked on as a last resort, said NECC national information officer Desmond Thompson.

“The reason behind using such a strategy was that the government seemed unconcerned by the crisis in black education.”

In the absence of the soon-to-be established education forum “it may have been necessary to affect that section of education — white education — which the government had traditionally served best”.

At the education summit last weekend it had already been decided that the emphasis would shift to under-utilised or closed schools and not white schools per se.

Thompson denied that intimidatory statements by the rightwing or pressure from the ANC had anything to do with the

decision to abandon the plan.

According to Amon Msane, general secretary of the NECC’s southern Transvaal region, the concessions made by the government after the Mandela-De Klerk summit last week — the undertaking to set up an education negotiating forum by the end of June, the suspension of exam fees and opening of negotiations on the question of teacher salaries — rendered the campaign unnecessary. However, if the government reneged on its undertakings the plan might well be revived.

Meanwhile, all parties seem to see the proposed education forum as a more suitable place to air grievances and thrash out short-term solutions to the mountain of critical problems facing black education.

When the campaign was announced last month, education bodies involved were flooded with calls from white parent and teacher bodies, who then held a series of meetings with the concerned parties and “in a small way started to support our campaign”, said Msane.

Many schools have shown a willingness to help alleviate the dire shortage of facilities for black pupils.

## Unita captures town, 30 killed

LUANDA. — Unita forces have taken the town of Ebo in Angola's Kwanza-Sul province, killing 30 government troops, the rebel radio station reported yesterday.

Most of the province has been in government hands since the army recaptured Quibala and Waku-Kungo from Unita in March.

Radio Vorgan said Unita was laying down an artillery barrage against Dondo, 170km from the capital, with the aim of winning control there as soon as possible.

Unita soldiers killed a Portuguese national they said was hired by the government as a mercenary in the northeastern mining province of Lunda-Norte, the radio station said yesterday. — Sapa-AFP

# Veterans of 80s school struggles count the costs

50 ARC 29/5/93

## DENNIS CRUYWAGEN

Political Staff

IF slogans were pop tunes then the infamous chant of *Liberation Before Education* would certainly have been a chart-topper in 1985.

Used by student leaders, high school pupils and some political leaders with devastating effect, the slogan turned coloured education into a nightmare.

As many classrooms stood empty, their youthful occupants were turning streets into battlefields across the Cape Flats.

Their weapons were stones, tyres and petrol, subsequently immortalised in the poem *Guava Juice* by "struggle" poet Sandile Dikeni.

Many were shot, sjambokked or detained during the protests.

Some died in incidents like the infamous Trojan Horse event which claimed the lives of three scholars in Thornton Road, Athlone, on October 15.

Hundreds of matrics boycotted their final exams, refusing to write under police protection or saying they were ill-prepared, while others, who sat for their exams, were branded as traitors and sell-outs.

Former student leader Mr Mervyn Hendricks, a key figure at the time, recalled in an interview this week that the risks were high.

He belongs to a category still paying a heavy price for involvement in student politics.

Qualified as a teacher, he has applied for 71 teaching posts since he graduated from Bellville Teachers' Training College in 1992.

■ 1985 was the year of the State of Emergency, the time of the Total Onslaught and the year in which coloured pupils paralysed Cape Flats high schools with a protracted class boycott. Eight years later, some of them are still counting the costs.

Every application has been unsuccessful.

"I feel I have been blacklisted by the House of Representatives. I can't prove it, but I know Mr Mervyn John Hendricks will never get a teaching post. Why else would all my applications have been unsuccessful?"

Mitchell's Plain resident Mr Hendricks enrolled at Hewat Teachers' Training College in 1985.

His involvement in high school politics — he was chairman of the Students Representative Council (SRC) at Westridge High School — made him an almost natural choice for Hewat's SRC.

"We did not have a normal year. At the end of the year, a group of us decided not to write."

He was back at Hewat in 1986 to repeat his first year, armed with a letter in which the college authorities warned him about his involvement in student politics.

He passed his first year at his second attempt.

The next year plunged him deeper into student politics. He became chairman of the Western Province Tertiary Students Representative Council (WPTSRC), an organisation representing all coloured education colleges in the Western Cape.

Because of a head injury in a rugby match, he did not complete his exams at the end of 1987.

That was the beginning of his nightmare.

College authorities refused to re-admit him as a student in 1988 because of his poor academic performance the previous year.

"Others who fared much worse were allowed to return. I wrote a letter protesting. I even said I would not become involved in student politics again. But, the rector would not have me back."

He asked for a transfer to another college.

"I got it. But a poor recommendation from Hewat counted against me."

He finally made it back to college in 1991 — Bellville Teachers' Training College.

"A Mr Klein at the House of Representatives told me I should consider myself lucky because the Department of Education and Culture had decided to give me another chance. He said they wanted me to qualify as a teacher and not to be active in student politics. I agreed."

But, last year "students asked me to make myself available for the SRC".

He did and was elected chairman.

Unemployed and doing community work, Mr Hendricks said he had no regrets.

"We did what we thought was right at the time. Today, we are picking some of the fruits of our struggles. At least, we know that our struggles have not been in vain."

Like Mr Mervyn Hendricks, Mr Gary Smith also has no regrets about 1985, his matric year at school, even though he still has to gain his matric certificate.

"I have mixed feelings about 1985. I regret that I never wrote my final exams, but I must be honest and say I wasn't properly prepared for them."

He added "without the contributions we made, we wouldn't have got anywhere. In our small way we helped progress along".

But, he is adamant that education comes before liberation.

"Without education you are nothing."

Almost a decade after he left school, he's still battling to pass matric.

"I have passed three subjects and plan to sit for exams at the end of this year. But, it's hard going to night school because one is often very tired at the end of the day."

Today, he works as a labourer at an army base.

"It's ironic because I was against the army at the time."

But, when it came to deciding about a job it was a case of beggars not being choosers.

"I was unemployed for the whole of 1986. Money's hard to come by and you have to take what you get."

## Schools 'anarchy' halt urged

PRETORIA. <sup>CT 29/5/93</sup> Non-government organisations should urgently institute programmes to change the culture of anarchy prevalent in education, says the Department of Education and Training.

The DET suggested to the Goldstone Commission here yesterday that foreign agencies supply the know-how and funding for such programmes. (50)

The commission held a preliminary inquiry into violence against and intimidation of teachers and will examine possible steps to prevent this.

The DET's legal representative, Mr Leon Bekker, said mechanisms should be set up to settle disputes at national, regional and local levels.

Most South Africans did not approve of the current state of education, and the names of those instigating violence should be published, he said. — Sapa

# Die TAAAL is hie om

**HEITA daar!** Say this and you're definitely assured a place around the table with *die manne, die ouens*; the kind that rule the townships.

"Heita!" is a popular greeting used by the *Ma-pantsula, die clevvers*, who make up the young generation of township blacks. Sometimes *tsotsis*, they are usually elaborately and expensively dressed.

*Heita daar!* means "Hello, there", with *daar* pronounced in a soft, short outburst, coming out as *Da!*

This is not 'n *moegoe* (sucker) *se taal*. It is "*die fly-taal*" of the townships; the *tsotsi-taal* which has become the lingua-franca of urban SA.

*Tsotsi-taal* is also a language that had its genesis during the urbanisation of blacks at the turn of the century, with some dialects (here and there) stolen from most ethnic groupings, but mostly Afrikaans to engineer its uniqueness. Those who got to master the *tsotsi-taal* saw themselves as speaking with the voices of the land. A *lekker taal, hierdie tsotsi-taal*.

It is the jargon of the townships, colourful vocabulary born out of the joys and pains of Kofifi (Sophiatown) and similar squalid black settlements of the time around the Reef. The language of District Six and the Malay Camps; the language of the township underworld. You're perceived as a downright *moegoe* if your tongue is lacking in the masterly use of the *tsotsi-taal*.

Those who do not master it are referred to as "*kalkoene*", another Afrikaans word stolen for exclusive use in *tsotsi-taal*, but used in a derogatory way. It means "sucker" or "turkey" in more explicit terms. A turkey is a simple bum, the one not "with-it" in the township lingo. Often the bums are also referred to as *skapies* (from the Afrikaans *skaap*.)

There is a lot of savvy in these *tsotsi-taal* communicators and it is not uncommon to overhear a conversation around a township shebeen table going like: "*Hoe'zet* (How's it going?) *my broer?*"

The reply: "*Lewe is swaar my broer, maar wat kan 'n man se? Niks! Ons sukkel almal.*"

Or something along these lines: "*Het jy gehoor? Die moegoe is klaar sat* (meaning dead).

Then the surprised response: "*Moenie praat ... wanneer het hy gehemel? Dis slegte nuus, gooi my nog 'n dop* (brandy)."

Well, if this is not more of Afrikaans than *tsotsi-taal* itself, then surely the Afrikaans language needs to be redeveloped. And if *tsotsi-taal* is so much part of Afri-

**"Afrikaans is overwhelmingly the child of the Netherlands, and in another sense it is also overwhelmingly the child of South Africa. It is idiomatically rich and a great deal of this richness is indigenous." (Alan Paton - Towards the Mountain). Was Afrikaans then really the underlining gripe behind the students' rebellion of June 16 1976? If so, then how come *Tsotsi-taal*, Afrikaans' step-language, is so well accepted in the townships? Features Editor LEN KALANE looks at the striking similarities between the two languages, both so very South African, and concludes that they are here to stay.**



**ALL TYPES ... Sophiatown veteran Peggy "Bel-Air" Senne.**



**OURS TOO ... ANC leader Terror Lekota said blacks had a claim.**

kaans, then why the fuss, if any, in the township about Afrikaans?

You'll remember that the whole country got swallowed up in flames - all because of Afrikaans.

The Class of '76 wouldn't have a thing to do with it. For the uninitiated, we're talking June 16 1976, when the country went up in smoke as the result of the great student rebellion - largely in protest against Afrikaans being made the compulsory medium of instruction.

It caught everybody by surprise. Everybody, including *die ou toppie van die toeka dae van Kofifi* who couldn't help but exclaim: "*Wat gaan aan met die kinders ... wat probeer hulle?*"

To him, it didn't make sense. The kids of '76 couldn't just vent their anger like this all because of Afrikaans! Indeed, the Afrikaans language has been so very much part of our culture, the township folk culture ...

Caught equally by surprise, *nogal*, was the late Dr Andries Treurnicht, the then Deputy Minister of Bantu Administration and Development and Bantu Education, the man who had ignited it all. If anything, the term "Dr No" was a direct result of the '76 tragedy.

He had said: "I am not aware of any real problem."

Three weeks after Treurnicht's statement we had June 16.

But why the sudden rebellion? Maybe the answer lies

in Patrick "Terror" Lekota's address last week, when the ANC official gave a talk at a DET symposium on the future of Afrikaans.

He said: "It was not the fault of ... Afrikaans (that it) became the language of the oppressor, but the fault of the people who spoke the language."

Just maybe, maybe there-in lies the rot!

The students of '76 are thought to have been fighting against *kragdadigheid* more than the Afrikaans language issue.

When the country went up in flames, ostensibly over the Afrikaans issue, Treurnicht was again heard saying: "In the white areas of South Africa where the government erects the buildings, grants the subsidies and pays the teachers, it is our right to decide on language policy. The same applies to schools in areas where there is no compulsory education. Why are pupils sent to school if (our) language policy does not suit them?"

According to the *Reader's Digest Illustrated History of South Africa*, that same day in parliament, Justice Minister Jimmy Kruger accused the University Christian Movement of having "initiated a polarisation between black and white and the development of black power consciousness".

"The other question one has to ask oneself," Kruger continued, "is why the young people walked with their fists in the air? Why do they walk with upraised fists? Surely this is the sign

of the Communist Party?"

On June 18, the same year, Prime Minister John Vorster broke his silence with a typically tough speech: "The government will not be intimidated," he told parliament. "Orders have been given to maintain order at all costs."

These "orders" were banning orders, closure of schools, calling in police reinforcements and placing the army on alert. Hundreds of people were killed, many injured and buildings were destroyed. Feelings were running high.

Could Afrikaans have been the sole spark of this kind of anarchy? Afrikaans, our language, part of our own *tsotsi-taal*, so South African? Later developments suggested otherwise! Lekota adds: "Afrikaans can be sure of its future in South Africa because the language grew out of this country and is part of it."

He also told the DET's surprised audience: "Afrikaans is here to stay. The language is also that of our ancestors' who were slaves in the Cape. Afrikaans is more from South Africa than English. Its idiom is more from Africa than English. It developed here. It learned from the mountains, the people, the animals, the birds and the climate of the country."

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"However, the future of the language is secure. In 1955 at Klipspruit the ANC accepted that when the day

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Training philosophy in the transitional period  
Trainers as internal consultants in organisations  
Multi-skilling - an answer to unemployment  
The effect of political changes and the role of trainers in shaping the New South Africa  
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# Die TAAAL is nie

**HEITA daar!** Say this and you're definitely assured a place around the table with *die manne, die ouens*, the kind that rule the townships.

"Heita!" is a popular greeting used by the *Ma-pantsula, die clevers*, who make up the young generation of township blacks. Sometimes *tsotsis*, they are usually elaborately and expensively dressed.

*Heita daar!* means "Hello, there", with *daar* pronounced in a soft, short outburst, coming out as *Da!*

This is not 'n *moegoe* (sucker) *se taal*. It is "*die fly-taal*" of the townships; the *tsotsi-taal* which has become the lingua-franca of urban SA.

*Tsotsi-taal* is also a language that had its genesis during the urbanisation of blacks at the turn of the century, with some dialects (here and there) stolen from most ethnic groupings, but mostly Afrikaans to engineer its uniqueness. Those who got to master the *tsotsi-taal* saw themselves as speaking with the voices of the land. *A lekker taal, hierdie tsotsi-taal.*

It is the jargon of the townships, colourful vocabulary born out of the joys and pains of Kofifi (Sophiatown) and similar squalid black settlements of the time around the Reef. The language of District Six and the Malay Camps; the language of the township underworld. You're perceived as a downright *moegoe* if your tongue is lacking in the masterly use of the *tsotsi-taal*.

Those who do not master it are referred to as "*kal-koene*", another Afrikaans word stolen for exclusive use in *tsotsi-taal*, but used in a derogatory way. It means "sucker" or "turkey" in more explicit terms. A turkey is a simple bum, the one not "with-it" in the township lingo. Often the bums are also referred to as *skapies* (from the Afrikaans *skaap*.)

There is a lot of savvy in these *tsotsi-taal* communicators and it is not uncommon to overhear a conversation around a township shebeen table going like: "*Hoe'zet (How's it going?) my broer?*"

The reply: "*Lewe is swaar my broer, maar wat kan 'n man se? Niks! Ons sukkel almal.*"

Or something along these lines: "*Het jy gehoor? Die moegoe is klaar sat* (meaning dead).

Then the surprised response: "*Moenie praat ... wanneer het hy gehemel? Dis slegte nuus, gooi my nog 'n dop* (brandy)."

Well, if this is not more of Afrikaans than *tsotsi-taal* itself, then surely the Afrikaans language needs to be redeveloped. And if *tsotsi-taal* is so much part of Afri-

**"Afrikaans is overwhelmingly the child of the Netherlands, and in another sense it is also overwhelmingly the child of South Africa. It is idiomatically rich and a great deal of this richness is indigenous." (Alan Paton - Towards the Mountain). Was Afrikaans then really the underlining gripe behind the students' rebellion of June 16 1976? If so, then how come Tsotsi-taal, Afrikaans' step-language, is so well accepted in the townships? Features Editor LEN KALANE looks at the striking similarities between the two languages, both so very South African, and concludes that they are here to stay.** (50)



**ALL TYPES ... Sophiatown veteran Peggy "Bel-Air" Senne.**



**OURS TOO ... ANC leader Terror Lekota said blacks had a claim.**

kaans, then why the fuss, if any, in the township about Afrikaans?

You'll remember that the whole country got swallowed up in flames - all because of Afrikaans.

The Class of '76 wouldn't have a thing to do with it. For the uninitiated, we're talking June 16 1976, when the country went up in smoke as the result of the great student rebellion - largely in protest against Afrikaans being made the compulsory medium of instruction.

It caught everybody by surprise. Everybody, including *die ou toppie van die toeka dae van Kofifi* who couldn't help but exclaim: "*Wat gaan aan met die kinders ... wat probeer hulle?*"

To him, it didn't make sense. The kids of '76 couldn't just vent their anger like this all because of Afrikaans! Indeed, the Afrikaans language has been so very much part of our culture, the township folk culture ...

Caught equally by surprise, *nogal*, was the late Dr Andries Treurnicht, the then Deputy Minister of Bantu Administration and Development and Bantu Education, the man who had ignited it all. If anything, the term "Dr No" was a direct result of the '76 tragedy.

He had said: "I am not aware of any real problem."

Three weeks after Treurnicht's statement we had June 16.

But why the sudden rebellion? Maybe the answer lies

in Patrick "Terror" Lekota's address last week, when the ANC official gave a talk at a DET symposium on the future of Afrikaans.

He said: "It was not the fault of ... Afrikaans (that it) became the language of the oppressor, but the fault of the people who spoke the language."

Just maybe, maybe there-in lies the rot!

The students of '76 are thought to have been fighting against *kragdadigheid* more than the Afrikaans language issue.

When the country went up in flames, ostensibly over the Afrikaans issue, Treurnicht was again heard saying: "In the white areas of South Africa where the government erects the buildings, grants the subsidies and pays the teachers, it is our right to decide on language policy. The same applies to schools in areas where there is no compulsory education. Why are pupils sent to school if (our) language policy does not suit them?"

According to the *Reader's Digest Illustrated History of South Africa*, that same day in parliament, Justice Minister Jimmy Kruger accused the University Christian Movement of having "initiated a polarisation between black and white and the development of black power consciousness".

"The other question one has to ask oneself," Kruger continued, "is why the young people walked with their fists in the air? Why do they walk with upraised fists? Surely this is the sign

of the Communist Party?"

On June 18, the same year, Prime Minister John Vorster broke his silence with a typically tough speech: "The government will not be intimidated," he told parliament. "Orders have been given to maintain order at all costs."

These "orders" were banning orders, closure of schools, calling in police reinforcements and placing the army on alert. Hundreds of people were killed, many injured and buildings were destroyed. Feelings were running high.

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# East Rand death toll reaches 70

LLOYD CUTTS 116193

THE killing of nine people in Kattlung and Thokoza at the weekend pushed the death toll in these townships since May 22 up to 70.

However, police spokesman Maj Ida van Zweek said yesterday violence was abating on the East Rand, and that the situation in the townships was "practically back to normal".

One of the latest killings appeared to have been a "muti murder", she said.

Last week the ANC admitted to the Goldstone commission that its criticism of police conduct during a march, which sparked the spate of violence, had been based on incorrect information.

Thirteen people were killed and 63 injured when ANC demonstrators clashed with hostel residents during an ANC march in Thokoza on May 22. The Thokoza Hostel Dwellers' Association has since promised to ensure that hostel residents do not possess illegal firearms.

Judge Richard Goldstone criticised the march, saying no action was taken on key recommendations that could have averted the clash.

Meanwhile, the SA Council of Churches said it was convinced of the need for joint control of the security forces and the establishment of a non-partisan, armed peace force under the control of an independent international command.

# Flitestar grounds flights to Bahrain

BLD 116193

FLITESTAR had cancelled its only international service, a weekly flight to Bahrain, MD Jan Blake said yesterday.

The carrier had instead entered into an interim agreement with Gulf Air whereby a block of seats would be made available to Flitestar customers on every Gulf Air flight between Johannesburg and Bahrain, Blake said in a statement.

This arrangement was intended to become a more formal one, he said. The move had been dictated by low passenger loads and the fact that the available aircraft was not suitable for the route, a Flitestar spokesman said.

The Airbus A320 used by Flitestar on the route — although an excellent short- and medium-distance aircraft — was not suited for the long-distance haul between SA and Bahrain, he said.

Blake said that for Flitestar customers the move meant the advantage of greater flexibility in departure times and the comfort and convenience of the wide-bodied aircraft used by Gulf Air.

Gulf Air operated Boeing 767s from Johannesburg via Abu Dhabi to Bahrain and flew twice weekly.

For Flitestar, the arrangement would release an A320 for weekend

STEPHANIE BOTHA

use on the popular Johannesburg-Durban route, giving the airline more time to make its medium- to long-haul aircraft purchase decisions, Blake said.

"The deal results in a win-win situation for all parties. Gulf Air maximises its passenger loads, Flitestar passengers gain the advantage of more frequent flights and convenient linkage to other Gulf destinations, while Flitestar retains the option of reinstating its own service when passenger loadings will support this move," Blake said.

On the domestic front, Flitestar had just completed the reconfiguration of four A320s — increasing economy class seats to 114 from 96 and decreasing business class seats to 20 from 35.

The present state of the economy revealed a growing demand for economy class seats, Blake said.

However, he said, the airline had also noted that with the high standard of its value-added services in economy class — such as more leg room, wider seats and a free bar service — travellers who normally flew business class on other carriers were happy to settle for economy class on Flitestar.

# Teachers ready to return to school

Business Day Reporter

TEACHERS in Soweto, Johannesburg, Natal and the western Cape were set to return to school today after a decision by the SA Democratic Teachers' Union (Sadtu) NEC at the weekend to suspend its national strike. **BUSINESS DAY**

Sadtu decided to suspend the action until July when it would be reviewed at the union's national congress, spokesman Randall van den Heever said.

The striking teachers, who went ahead with their labour action on a regional basis after a national strike was called off recently, were demanding a 25% increase in wages and an end to rationalisation, retrenchments and the unilateral restructuring of education. **116193**

A national strike was averted after discussions between ANC president Nelson Mandela and President F W de Klerk recently. Sadtu said it would refer its demands concerning rationalisation and retrenchments to the education forum.

# No room for 'privilege' in publishing

MARIANNE MERTEN

training forum.

Although the forum's main task would be to formulate a national education policy, practical input was also necessary.

Conference delegates also resolved to establish a national book development council to "represent the interests of learners, educators, material developers, publishers and distributors". **(58)**

Sapa reports that ANC education head John Samuels said the ANC favoured a wide-ranging publishing industry independent of government.

Freedom from government intervention would depend largely on "the extent to which publishers commit themselves visibly to the development of a local publishing industry". Published material should assist in a short-term transition and also lay the foundations for longer-term educational changes, Samuels said.

HOUSE OF ASSEMBLY

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QUESTIONS  
†Indicates translated version.

For written reply:

Own Affairs:

Per capita expenditure on students/pupils

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

What was the per capita expenditure, (a) including and (b) excluding expenditure of a capital nature, on pupils or students at State (i) (aa) pre-primary, (bb) primary and (cc) secondary schools, (ii) colleges of education, (iii) technical colleges, (iv) technicons and (v) universities during the 1991-92 and 1992-93 financial years, respectively, or the latest specified 12-month period for which information is available, in (aa) the Republic, (bb) the Cape Province, (cc) the Orange Free State, (dd) Natal and (ee) the Transvaal?  
B780E

The MINISTER OF EDUCATION AND CULTURE:

	1991/92	1992/93	(aa)
(a) * (i) (aa), (bb) and (cc) .....	R4 448	R4 753	
(ii) .....	R19 009	R16 425 per FTE	
(iii) .....	R5 571	R5 150 per FTE	
(iv) .....	R4 898	R5 379 per FTE	
(v) .....	R8 272	R8 839 per FTE	
	1991/92	1992/93	
(b) * (i) (aa), (bb) and (cc) .....	R4 332	R4 665	(bb) #
(ii) .....	R18 019	R15 815 per FTE	
(iii) .....	R5 277	R4 895 per FTE	
(iv) .....	R4 689	R5 227 per FTE	
(v) .....	R8 121	R8 720 per FTE	
	1991/92	1992/93	
(a) * (i) (aa), (bb) and (cc) .....	R4 398	R4 699	
(ii) .....	R6 292	R5 423	
(b) * (i) (aa), (bb) and (cc) .....	R4 360	R4 646	
(iii) .....	R6 159	R5 292	
	1991/92	1992/93	
(a) * (i) (aa), (bb) and (cc) .....	R5 081	R5 069	(cc) #
(ii) .....	R4 831	R4 868	
(b) * (i) (aa), (bb) and (cc) .....	R4 636	R4 731	
(iii) .....	R4 670	R4 868	
	1991/92	1992/93	
(a) * (i) (aa), (bb) and (cc) .....	R4 253	R4 141	(dd) #
(ii) .....	R4 518	R5 105	
(b) * (i) (aa), (bb) and (cc) .....	R4 180	R4 141	
(iii) .....	R4 518	R5 105	

(a) \* (i) (aa), (bb) and (cc) ..... 1991/92 (ce) # 1992/93  
 (ii) ..... R4 417 R4 860  
 (iii) ..... R5 510 R5 050  
 (b) \* (i) (aa), (bb) and (cc) ..... R4 305 R4 774  
 (ii) ..... R5 060 R4 651

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FTE = Full-time equivalent student

\* The SANEP information system provides these data in respect of pre-primary, primary and secondary schools jointly.

# It would not be meaningful to provide the information of tertiary institutions per province, since the appropriation of funds takes place per institution and not per province.

How many students (a) enrolled at teacher-training colleges under the control of his Department in each province in 1992 for the (i) first, (ii) second, (iii) third and (iv) fourth year of their studies and (b) (i) entered for, (ii) passed and (iii) failed their examinations at the end of their (aa) first, (bb) second, (cc) third and (dd) fourth year at each of these colleges in that year? B819E

Teachers' colleges: enrolment/examinations  
 76. Mr R M BURROWS asked the Minister of Education and Culture:

The MINISTER OF EDUCATION AND CULTURE:

	Cape Town			Boland			Port Elizabeth		
	(i)	(ii)	(iii)	(i)	(ii)	(iii)	(i)	(ii)	(iii)
(a)	130	72	62	119	91	85	—	—	—
(i)	130	72	62	119	91	85	—	—	—
(ii)	72	62	84	91	85	70	—	—	—
(iii)	62	84	—	85	70	—	—	—	—
(iv)	84	—	—	70	—	—	41	—	—

	Cape Town			Boland			Port Elizabeth		
	(i)	(ii)	(iii)	(i)	(ii)	(iii)	(i)	(ii)	(iii)
(aa)	124	104	20	118	109	9	—	—	—
(bb)	68	66	2	90	88	2	48	48	0
(cc)	62	58	4	85	83	2	51	51	0
(dd)	84	84	0	69	69	0	41	41	0

HOUSE OF ASSEMBLY

	Edgewood			Durban		
	(i)	(ii)	(iii)	(i)	(ii)	(iii)
(a)	231	208	23	59	58	1
(i)	231	208	23	59	58	1
(ii)	126	108	18	48	46	2
(iii)	135	127	8	42	40	2
(iv)	107	95	12	52	52	0

	Edgewood			Durban		
	(i)	(ii)	(iii)	(i)	(ii)	(iii)
(aa)	231	208	23	59	58	1
(bb)	126	108	18	48	46	2
(cc)	135	127	8	42	40	2
(dd)	107	95	12	52	52	0

Orange Free State

	Bloemfontein		
	(i)	(ii)	(iii)
(a)	49	57	70
(i)	49	57	70
(ii)	57	70	—
(iii)	70	—	—
(iv)	56	—	—

	Bloemfontein		
	(i)	(ii)	(iii)
(aa)	49	49	0
(bb)	55	55	0
(cc)	68	68	0
(dd)	56	56	0

HOUSE OF ASSEMBLY

# Pupils' hopes pinned on teachers' return

Sowetan 11/6/93

## ■ STRIKE OVER All

factions strike a deal

on education forum:

By Sipho Mthembu

**T**HOUSANDS of teachers are expected back at school countrywide today after the South African Democratic Teachers Union suspended their strike over the weekend.

In Soweto, the local branch of Sadtu will hold a mass meeting at Vista University today to discuss the latest developments.

The strike was suspended with immediate effect after Sadtu and the Government agreed to form a national education forum to negotiate a new education system.

The Department of National Education also agreed to reopen salary negotiations. The teachers are demanding a 25 percent across-the-board salary increment, while the Government offered five percent for openers. (50) (354)

The education crisis in Venda deepened yesterday when pupils' organisations said they were going ahead with class boycotts today, accusing the local Sadtu branch of "double standards".

A joint statement by the Pan Africanist Student Organisation, Azanian Students Movement and the Congress of South African Students yesterday claimed local teachers only suspended their stayaway last Tuesday because the homeland government threatened to withhold May salaries.

Class boycotts would continue until a date for a meeting between Sadtu and pupils was set. A meeting between the two parties was cancelled yesterday. "We are well aware of their (teachers) tactics. They resort to a monthly two-week chalk-down only after they receive their salaries, and the worst is that when in classrooms the children are burdened with more work," the three organisations said. A spokesman for the Venda education department would not comment. Meanwhile Sadtu said yesterday that the strike which affected most black schools would be stopped and only reviewed at the union's annual congress in July.

Matric examinations will take place as scheduled despite disruptions according to the Department of Education and Training spokesman Mr Corrie Rademeyer.

"As far as the department is concerned the exams will go on as problems have now been resolved," said Rademeyer.

The chairman of the Soweto branch of Sadtu Mr Matakanye Matakanye said teachers would put in more effort to ensure that pupils were ready by examination time.



# focus on education

It pains me when I see schoolchildren going back home just after morning devotion.

It again pains me to see them loitering aimlessly in the townships during the day.

It is even worse when I think of young Matthews, a 12-year-boy who is in my Standard 6 class.

He has a burning ambition to become a TV news reader when he grows up.

He comes to school early every day and never misses a class.

The only time he missed a class was when his grandmother passed away and he was asked by his mother to request a day off from school.

His mother wanted Matthews to attend to the usual chores a young boy of his age does when there is a death in the family, such as being sent to spread the news to relatives living around the township.

What made me realise how much Matthews values his studies was when he came to me with a padlock key.

I had just finished teaching them English and was about to punish the girls who failed to sweep the class the previous day.

"Sir, we have a problem in this class. They steal our desks when we have gone to the science class, so I thought this padlock could help us," said Matthews as he gave me the key for safe-keeping.

The reason why he did so was that pupils from other classes steal the desks whenever the class is empty.

This cripples the class terribly for they have to stand throughout the lessons.

I reluctantly took the key and assured the class that they had to give me the key every day after school.

But this exercise did not go far, for classes kept on being disturbed. This time not by "desk thieves" but by teachers' strikes and boycotts.

The teachers have been in and out of class countless times this year.

They are again out of the class this time as they are demanding an increase in the peanuts they get from their master, the Department of Education and Training.

Nobody doubts that the planners of all this (the DET) surely rejoice when things are in disarray in our education system.

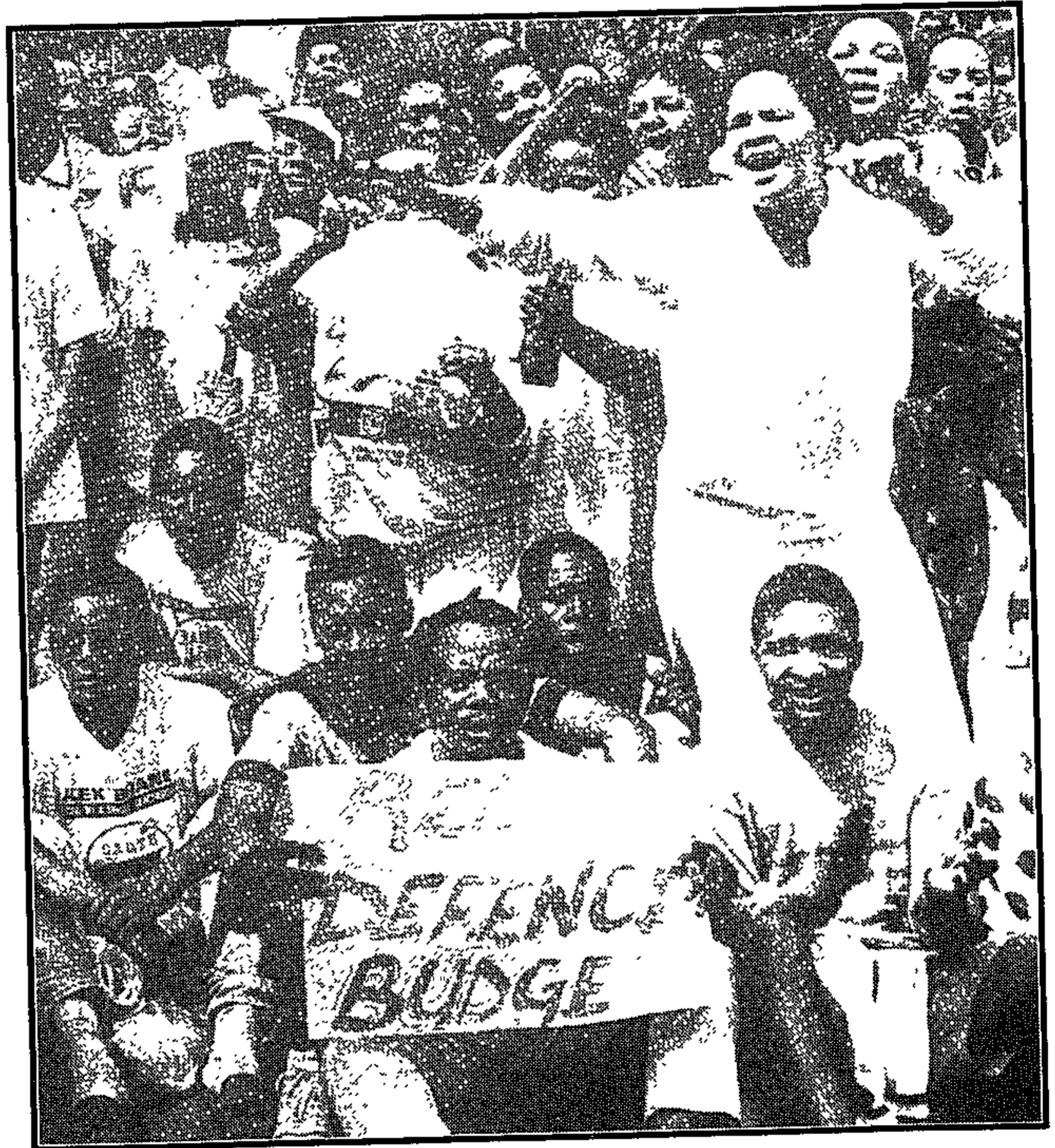
It is, after all, what Dr Verwoerd preached in the '60s, a few years before that foreigner, Dimitri Tsafendas, sucked life out of him in a historic assassination in 1966.

As a teacher I am looking at the children, supposedly our future leaders, not receiving any tuition.

Are we teachers not letting the children into the pit of doom?

The white children are receiving tuition at their schools.

The failure to give our children an adequate education and a stake in the future will lead to foreigners controlling the country and all the institutions we fought for, argues a schoolteacher: Sowetan 11/6/93



Now the education of the children is being further hampered by strikes and boycotts.

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The other day I was on a short study leave.

I decided to drive to a white school in Sandton to collect study materials from a colleague who teaches there.

I struggled to get out of the dusty townships because of the barricades put along the roads by schoolchildren.

As I entered the school yard, I said to myself: "Oh my God, the situation is the same here, they have gone home too."

I was still rejoicing in my heart when I heard

someone calling me and my enjoyment turned into sadness...

The teachers were teaching and everything was in order.

Maybe we will learn a lesson the day the present schoolchildren leave school without an education and a James Mirara from Ghana is holding a high position in the government.

We will have only ourselves to blame for having denied that child a key to the future — education.

if there are applications which could ultimately alter the language character of a school, the parent body can decide to refuse certain admissions.

If a particular religious view threatens to alter the ethos of a school, the governing body has the power to take steps accordingly. [Time expired.]

\*Mr J M BEYERS: Mr Chairman, it was said in this House earlier this afternoon that the hon members of the NP were living in a fool's paradise. I want to repeat that. Specifically in respect of the educational sphere, that party is living in a fool's paradise. Their policy of free association and, as the hon the Deputy Minister has once again repeated here this afternoon, their refusal to recognise the principle of dislocation as well, is proof of the fact those hon members are faced with a catastrophic reality.

That reality is quite simply that the chaotic culture of Black education is going to be unleashed on White education. That is what is going to happen. Those hon members are living in a dream-world in which White education will simply continue as we know it at present. We simply have to democratise everything and open it up to everyone, but what is going to happen? The culture of Black education is going to be summarily transferred to White education. What does that culture look like? It is the culture of political agitation, of intolerance, of intimidation, of recognition without merit in terms of which qualifications must simply be attained without working hard for them. It is the culture of boundless irresponsibility.

All of those poor elements which are manifesting themselves in Black education at the moment are going to be summarily transferred directly to White education as a result of this Government's actions in respect of education.

We want to tell the Government today that if they do not grant us the right to disassociate, we will disassociate in our own right. This people will not allow its schools to be summarily opened to anyone in order to come and apply the chaos of Black education there as well.

\*Mr A GERBER: Mr Chairman, I am now going to ask the hon the Deputy Minister two direct questions to which I expect two direct answers. Will the Government intervene if a Model A or C school refuses admission to a child who can speak Afrikaans and says that he

HOUSE OF ASSEMBLY

belongs to a Christian church, but comes from a different cultural background to the Afrikaner? Will the Government intervene in such a case?

My second question is as follows. Is the Government going to take away the subsidies of those Model A and C schools which refuse children admission on the basis of either language or culture or religious differences? I should like a direct answer to this.

\*The DEPUTY MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I have already answered these questions. In terms of the present educational legislation a school cannot refuse children admission on cultural and religious grounds, and this will be continued. The status quo will be maintained in respect of these two aspects. The hon member has never objected to the present educational dispensation. [Interjections.]

\*Mr J H HOON: Boy, you are silly!

\*The DEPUTY MINISTER: Hon members in the CP have never objected to the educational dispensation as they know it. Surely the Education Affairs Act existed long before the CP came into being.

The hon member for Virginia spoke here about Black pupils and a Black educational model which would descend upon White schools and cause chaos. However, the Group Areas Act was abolished a long time ago and surely this has not led to a dramatic disruption of existing patterns. [Interjections.]

The fact of the matter is that education also has a mission to prepare children for a future South Africa in which apartheid will no longer apply. This preparation cannot take place by locking children up in a narrow, ethnic ivory tower. I am not for one moment saying that one should abandon one's ethos. Of course this will become more important in a future South Africa, but it is also important to make contact from within that ethos with children from other cultural, language, religious and racial groups. It is not constitutions that will ultimately save us. It is attitudes, understanding and mutual relations between people. [Time expired.]

Debate concluded.

#### QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Cape Education Department: posts of Director

\*1. Mr A GERBER asked the Minister of Education and Culture:†

(1) Whether, with reference to the reply to Question No 64 on 10 May 1993, the Cape Education Department created additional posts of Director at its head office during the period 1 January 1991 up to and including 31 December 1992; if so, (a) how many and (b) what arguments were advanced in justification of the creation of these posts;

(2) whether these posts were advertised; if not, why not; if so, what requirements were set in respect of appointments to these posts;

(3) whether any teaching posts in the Cape Education Department were abolished in 1992; if so, how many? B879E

†The DEPUTY MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) 10 (2 from 1 April 1991 and 8 from 1 July 1991),

(b) in order to do justice to actual management functions within education administration, auxiliary services and colleges of education, the General Education Policy as contained in the Service Dispensation Structure for Educators has been amended by the Department of National Education to make provisions for management posts (post level 8) on the grading of Director. The post level ratio norm for the creation of posts on post level 7 has, however, been reduced to make provision for the creation of post level 8 posts;

(2) no, as all the posts on post level 7 were filled, the incumbents of posts on post level 7 were considered for promotion to post level 8. The persons who had the

required management skills and complied with the demands of the newly created posts were promoted. This was a one-off process to prevent senior personnel (post level 7) from being retrenched;

(3) yes, 1 280, which includes 159 posts which were vacated after the contracts of temporary staff were not renewed.

†Mr A GERBER: Mr Chairman, arising out of the hon the Deputy Minister's reply, he said, if I heard correctly, 18 new posts of Director have been created at head office, but 1 280 teachers in the classroom situation have been retrenched. How does his Department justify this state of affairs?

†The DEPUTY MINISTER: Mr Chairman, it was in accordance with the general education policy which applies right throughout the country, and the Cape merely put it into practice. There was a need for promotions to the level of director. I met the members of the top structure of the education department and I think the influence extends right down to the lowest levels. I have no problem with that.

†Mr A GERBER: Mr Chairman, further arising out of the hon the Deputy Minister's reply, I want to ask him whether he considers it to be in the best interests of education that teachers are removed from the classroom while more administrative posts are created at head office.

†The DEPUTY MINISTER: Mr Chairman, the education department still strives to maintain a healthy teacher-pupil ration and the cut-back in staff has not necessarily affected that ratio in such a manner that education is being negatively influenced, and for that reason I agree with it.

†Mr A GERBER: Mr Chairman, further arising out of the hon the Deputy Minister's reply, is he aware of the fact that the Education Renewal Strategy recommends that the teacher-pupil ratio be dropped from the present 1 : 19 to 1 : 35 in junior schools and from 1 : 14,3 to 1 : 32 in high schools? Is the hon the Deputy Minister aware of that?

†The DEPUTY MINISTER: Mr Chairman, yes, I am aware of that. I have no objection to a class in which there are 33 children and one teacher. I have been in such classes my whole life.

HOUSE OF ASSEMBLY

†Mr J H HOON: Mr Chairman, further arising out of the hon the Deputy Minister's reply that there was a need for the appointment of directors, I would like to ask him whether there was not a greater need for more teachers at the schools.

†The DEPUTY MINISTER: Mr Chairman, the fact remains that, if one takes the total number, there is also an over-supply of teachers in certain categories. I would just like to state once more that the reduction of teachers really did not adversely affect efficacy at the classroom level. It was not affected and therefore I am satisfied with this adjustment. I would just like to repeat that what the Cape is doing now is in any case being done in all three of the other provinces.

†Mr J H HOON: Mr Chairman, further arising out of the hon the Deputy Minister's reply concerning efficacy, I would like to ask whether efficacy in the corps of officials on the level of director was not up to standard, seeing that he has now had to appoint more of them.

†The DEPUTY MINISTER: Mr Chairman, was that not the fifth question? [Interjections.]

†The CHAIRMAN OF THE HOUSE: Order! It was. The hon the Deputy Minister may proceed.

†The DEPUTY MINISTER: Mr Chairman, no. This in fact relates to the reply I gave right at the outset. There was a real need for such posts in the education category. Just as the appointment of directors does not adversely affect other departments, so it does not adversely affect pupils in the education department. [Interjections.]

For written reply:  
General Affairs:

National Peace Accord: expenditure  
193. Mr W U NEL asked the Minister of Home Affairs:

Whether he will furnish information on all moneys spent by his Department up to 31 December 1992 in respect of (a) the implementation of the structures envisaged under Chapter 7 of the National Peace Accord and (b) operational costs of such structures at national, regional and local levels with regard to (i) infrastructure, (ii) secretariat and (bb) contract personnel and (iii) any other specified items; if not, why not; if so, what are the relevant particulars?

The MINISTER OF HOME AFFAIRS:

(a) The latest available expenditure figure for the 1992-93 financial year from 1 April 1992 up to 31 March 1993, as calculated on 24 April 1993, is R5 156 817,00. During the 1991-92 financial year a total amount of R866 538,00 was spent for the period 1 November 1991 up to 31 March 1992.

(b) Particulars regarding the operational costs for the period 1 April 1992 up to 31 March 1993 that were available on 24 April 1993 are as follows:

Level	Infrastructure	Staff Remuneration	Other# Expenditure
National	331 797,00	1 018 948,00	1 544 488,00
Regional	387 860,00	687 791,00	969 397,00
Local	6 886,00	100 041,00	109 609,00
Total	726 543,00	1 806 780,00	2 623 494,00

\* (aa) Remuneration: Directorate: International Peace Institutions: (Including salaries, pension, housing subsidies and medical aid contributions).  
R768 423,00

(bb) Sessional allowances and transport and subsistence expenses: national Peace Secretariat:  
R250 525,00

\*\* (aa) Remuneration: Administrative personnel:  
R416 744,00  
(bb) Remuneration: Personnel appointed in terms of section 9 (2) of the International Peace Institutions Act, 1992.  
R271 047,00

\*\*\* (aa) Remuneration: Personnel appointed in terms of section 9 (2) of the International Peace Institutions Act, 1992. (Including personnel at local committees and operational centres.)  
R100 041,00

# Other expenditure includes:

- (i) Administrative services such as transport, telephone services, etc.;
- (ii) Stock such as stationery, etc.; and
- (iii) Professional services such as facilitation fees, to the amount of R349 120,95 and training to the amount of R96 452,45.

Industrial Development Corporation: purchase of business concern  
309. Mr R V CARLISLE asked the Minister of Trade and Industry:

(1) Whether a certain business concern, the name of which has been furnished to the Minister's Department for the purpose of his reply, was purchased from the Industrial Development Corporation; if so, (a) on what date, (b) what is the name of this business concern, (c) what was the (i) net asset value and (ii) realizable value of this concern at the date of purchase and (d) (i) what purchase price and other considerations were paid in total to the Corporation by the shareholders of this concern and (ii) how many shares in it were (aa) issued and (bb) taken up;

(2) whether any (a) corporate and/or (b) individual shareholders purchased more than 40 000 shares; if so, (i) which shareholders and (ii) how many were purchased in each case?  
B705E

The MINISTER OF TRADE AND INDUSTRY:

(1) Prior to July 1990 the assets and liabilities of the National Sorghum Beer Breweries were kept in trust and were managed by the Industrial Development Corporation of South Africa Limited (IDC) on behalf of the State. With effect from 1 July 1990 the assets and liabilities of the industry were transferred to National Sorghum Breweries Limited. The IDC therefore did not sell the assets and liabilities.

The net asset value on that date amounted to R130 515 000 and the purchasing price of the interest, based on earnings, brought in R44 million for the State. This amount was not determined by the IDC, but by the Privatisation Unit, based on the advice of the relevant acceptance banks.

The shares were sold in accordance with a prospectus, which closed on 19 June 1991. Since that date the State received R44 million from the sale of its shareholding in National Sorghum Breweries Limited. No other considerations were paid by the new shareholders to the State. A total amount of 44 million shares were issued on 1 July 1991.

(2) The composition of the shares issued is as follows:

— Distributors	5,5%
— Consumers	20,6%
— General public	34,6%
— Employees' Share Trust	30,1%
— Underwriter: Industrial Development Corporation of South Africa Ltd	9,2%

The Employees' Share Trust was financed by means of a loan from the State. This loan has been paid back to the State since 1 July 1991 and the shares which were taken up by the IDC in terms of the underwriting agreement, were sold off to members of the public at the purchase price.

On 1 July 1991 more than 40 000 shares were obtained by 42 shareholders. Because National Sorghum Breweries Limited is a public company, its shares are traded regularly and the composition of its shareholders is therefore—



Adv C H PIENNAAR: Mr Chairman, could I ask the virgin hon Minister, arising out of his reply, whether the Government intends taking control of housing or whether it merely intends to co-ordinate it? Could he tell us what the Government's intentions are at this stage?

The MINISTER: Mr Chairman, the intention is to achieve co-ordination, but this has to be done in the light of changing circumstances. It is not a question of taking control at all, however. There must be a large amount of autonomy in various areas.

Adv C H PIENNAAR: Mr Chairman, further arising out of the hon the Minister's reply, is he saying, in other words, that despite the fact that the bulk of the funds would be emanating from the taxpayers, there will not be any control over the way in which those funds are spent?

The MINISTER: Mr Chairman, I think, in terms of the reply that I gave initially, that such a detailed request should be tabled so that I can reply adequately in due course. [Interjections.]

**SADF vehicles: transportation of passengers**

\*3. Mr D H M GIBSON asked the Minister of Defence:

Whether any South African Defence Force regulations and/or other provisions provide for safety checks to be carried out on military vehicles used for the transportation of persons on public roads; if not, why not; if so, (a) which regulations and/or provisions and (b) (i) when, (ii) by whom and (iii) according to what procedures are such safety checks carried out? B847E

**†The DEPUTY MINISTER OF DEFENCE:**

Yes.

(a) SADF Logistics Policy and Procedures 14, Pamphlet 1, part 3: SADF Policy and Procedures for the Planning and Execution of Logistics read in conjunction with the Military Disciplinary Code, Section 19, "Disobeying Lawful Commands or Orders".

- (b) (i) Before each trip.
(ii) The driver.
(iii) The prescribed procedures for First Parade, which comprises a complete

check of the vehicle using a prescribed checklist.

**Sanil vehicles transporting school cadets**

\*4. Mr A J LEON asked the Minister of Defence:

(1) Whether it is common practice to use Sanil military vehicles for the transportation of school cadets; if so,

(2) whether these vehicles comply with the relevant safety and other requirements for the transportation of passengers on public roads; if not, why not; if so, what is the maximum speed at which passengers may be transported on such roads;

(3) whether any specific regulations and/or rules are applicable in respect of the use of Sanil vehicles; if so, what regulations and/or rules;

(4) whether such regulations and/or rules differ from those applicable to other vehicles; if so, what are the relevant details? B849E

**†The DEPUTY MINISTER OF DEFENCE:**

- (1) Yes.
(2) Yes. 80 km per hour.
(3) No.
(4) Falls away.

**Transportation of school cadets**

\*5. Mr E K MOORCROFT asked the Minister of Defence:

Whether any specific regulations and/or rules apply to the (a) transportation of school cadets and (b) loading of equipment in military vehicles; if not, why not; if so, (i) what regulations and/or rules in each case, (ii) under whose command do such vehicles fall when transporting school cadets and (iii) who is responsible for ensuring that such regulations and/or rules are complied with? B849E

**†The DEPUTY MINISTER OF DEFENCE:**

- (a) and (b) All SA Defence Force vehicles are subject to the same regulations and provisions.
(i) SADF Logistics Policy and Procedures 14,

Pamphlet 1, Part 3, Chapter 5 (Road Transport in the SADF) and Army Training Instruction 2/91 with regard to the loading of equipment and the Loading Tables in respect of personnel read in conjunction with the Military Disciplinary Code, Section 19, "Disobeying Lawful Commands or Orders".

**Black Education: capital programme**

\*6. Mr R M BURROWS asked the Minister of Education and Training:

(1) Whether, with reference to certain information furnished to the Minister's Department for the purpose of his reply, the major capital programme in respect of Black education recently announced by him applies only to areas falling under his Department; if so, why; if not,

(2) whether any funds allocated in terms of the said programme will be spent in the self-governing territories; if not, why not; if so, (a) in which territories, (b) what total amount will be so spent and (c) in respect of what date is this information furnished? B880E

**The MINISTER OF EDUCATION AND TRAINING:**

(1) Yes. The Department of Education and Training has no jurisdiction over the provision of education in a self-governing territory. Therefore the budget voted for the Department of Education and Training may only be spent in the Republic of South Africa, including the self-governing territories.

(2) Falls away.

\*7. Mr J CHOLÉ asked the Minister of Justice:

(1) Whether, with specific reference to information on minor heirs who have come of age in the mean time, the full particulars regarding the amounts of

R100 or more that were claimable in the books of the Guardian's Fund: Transvaal Provincial Division as at 31 August 1992, were published by Notice S54 in the Gazette, No 14329, on 9 October 1992, in accordance with the provisions of section 91 of the Administration of Estates Act, 1965 (Act No 66 of 1965); if not, (a) why not and (b) when will the full information in this regard be published in the Gazette;

(2) whether he or his Department intends taking steps in this regard; if not, why not; if so, (a) what steps and (b) against whom? B593E

**†The MINISTER OF CORRECTIONAL SERVICES (for the Minister of Justice):**

(1) No. The Master, Pretoria, reports to me that three names were omitted from the published list for 31 August 1992. I have asked the Master to ensure that there are no other omissions and to report to me on measures taken to avoid a recurrence of such omissions and oversights. I thank the hon member for bringing the matter to my attention.

(2) Steps are being taken to notify the persons concerned. The information will be published in the Gazette on Friday 4 June 1993.

**INTERPELLATION**

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

**Own Affairs:**

Master A and C schools: admissions

\* Mr A CHOLÉ asked the Minister of Education and Training:

(1) Whether provisions of the Act and Regulations have the right to grant admission to persons in such schools on the grounds of language, cultural and/or religious considerations; if not, why not; if so, why;

(2) whether he will make a statement on the matter? B895E.INT

who were engaged primarily in producing that publication which served as the mouthpiece of the Administration and which tried to communicate to the public at large what the Administration and specifically the various departments in the Administration were doing . . .

[Interjections.]

Mr P NAIDOO: You are wrong! It served as a photo-album for those members of the Ministers' Council as . . . [Interjections.]

The MINISTER: I chose my words carefully. I said it intended to communicate. I did not say that it succeeded. [Interjections.]

Quite a number of the staff members involved in the production of that publication have left the service of the Administration. In spite of own affairs administrations being phased out, it was felt that there was a need for State departments to maintain communication services with the outside world.

We know that own affairs will be scrapped by 31 March. [Interjections.]

Mr A RAJBANSI: On 19 September.

The MINISTER: Perhaps that hon member knows better than I do and is more clued up on what is happening. Be that as it may, the point is that there is a current need for our Administration to communicate more effectively with the society out there.

If none of these applications meets the criteria, no appointments will be made. However, there is an established need for us to have a good public relations service, because we are a Government department and will continue to be a new constitution is adopted. I think even then our Department of Education and Culture, which is the largest of our departments, will continue to be a significant player in the province of Natal. The Department does not have the staff at present to do the kind of communication work that is necessary.

The DEPUTY CHAIRMAN OF COMMITTEES: Order! I shall allow one supplementary question with regard to this reply.

Mr A RAJBANSI: Mr Chairman, further arising out of the hon the Minister's reply, in the light of the Cabinet's stubborn refusal to

HOUSE OF DELEGATES

appoint a permanent director-general, because own affairs is on its way out . . .

An HON MEMBER: How do you know it is a stubborn refusal?

Mr A RAJBANSI: The Hon the Minister of the Budget indicated that it was. In the light of this, how could the Ministers' Council justify the appointment of so many communications officers when they cannot justify filling the permanent post of the accounting officer of the Administration, who is most important to our Administration? This state of affairs is shocking. It stinks to high heaven.

The MINISTER: Mr Chairman, if I may respond to that, I have informed the House that I made very strong representations to the Commission for Administration . . .

Mr A RAJBANSI: No, no, no. You did not!

The MINISTER: I am talking. [Interjections.] Let me talk. [Interjections.] The good Lord blessed the hon member for Arena Park with two ears and one mouth, and occasionally he must listen. [Interjections.] He must listen, unless he has two mouths and one ear. [Interjections.]

Publication: printing/publishing/distribution

\* 5. Mr M RAJAB asked the Minister of the Budget:

Whether his Department has taken a decision to terminate the printing, publishing and distribution of a certain publication, the name of which has been furnished to the Minister's Department for the purpose of his reply; if not, what is the position in this regard; if so, what are the relevant details? D294E

The DEPUTY CHAIRMAN OF COMMITTEES: Order! We now come to Question 5. The hon the Minister of the Budget will reply, after which I shall allow only one supplementary question.

The MINISTER OF THE BUDGET:

Yes. Pursuant to a decision of the Ministers' Council in February 1991, the printing and publication of the journal known as *Fiat Lux* was discontinued after the last publication in December 1991.

Explanatory Notes:

*Fiat Lux* was published for 26 years and for-

warded to about 20 thousand subscribers in South Africa and abroad. The cost involved in printing and publishing in the 1990-1991 financial year was R112 392 for the six issues during that period. The publication appeared once in two months. The printing and distribution of *Fiat Lux* was done in accordance with tender contract SDK-23.

The purpose of the journal was to provide and disseminate information that will promote the best interest of the Administration; House of Delegates and the services it has to offer and to help promote a positive image of the Administration. The journal was also used to keep readers informed on policy decisions that affect their lives and also for general interest articles. A survey undertaken in respect of *Fiat Lux* in 1986 showed that the 10 percent response indicated that the objectives had been achieved.

Mr P NAIDOO: Mr Chairman, on a point of order: When the Chairman of the House presides hon members are allowed more than one supplementary question. Why is it that this afternoon the Chair has ruled that hon members will be allowed only one supplementary question when it comes to questions on own affairs? I should like to know whether there has been a change to the rules.

The DEPUTY CHAIRMAN OF COMMITTEES: Order! The answer to that is quite simple. There have been no changes to the rules. It is merely that the time allowed for questions on own affairs had expired.

For written reply

General Affairs:

Various education departments: teacher/pupil ratio

34. Mr M RAJAB asked the Minister of National Education:

(a) What is the teacher/pupil ratio for (i) primary and (ii) secondary schools in the vari-

ous education departments in the Republic and (b) in respect of what date is this information furnished? D259E

The MINISTER OF NATIONAL EDUCATION:

(a) The Department of National Education does not have directly at its disposal the information to furnish the pupil: CS educator ratios separately for primary and secondary public ordinary schools for the various education departments in the RSA, but only jointly as in the following table:

Education department	Pupil: CS-Educator Ratio*
All Education Departments . . . . .	31,9
Education and Culture (House of Assembly) . . . . .	18,2
Education and Culture (House of Delegates) . . . . .	21,8
Education and Culture (House of Representatives) . . . . .	22,2
Education and Training . . . . .	38,3
Self-Governing Territories:	
Gazankulu . . . . .	41,6
KaNgwane . . . . .	35,7
KwaZulu . . . . .	36,7
KwaNdebele . . . . .	50,0
Owaqwa . . . . .	38,1
Lebowa . . . . .	30,7
	36,9

\* CS educators within the education control and auxiliary services programme (head office) are included.

(b) The information is with respect to 1991.

HOUSE OF DELEGATES

# Tutu education fund helps 350

Star 2/6/93

CAPE TOWN — A scholarship fund for South African refugees started by Archbishop Desmond Tutu has helped to educate more than 350 students at American universities.

"The fund was started for the 'forgotten children' who fled South Africa into exile in the 1970s and 1980s, and ended up in refugee camps in Africa," Archbishop Tutu said in a statement.

"In many cases, the parents of these children did not know whether they were still alive. But supporters of the fund helped the children get to the United States and to realise their full potential at American universities.

"We are deeply grateful for all those in Africa and the US who assisted our children."

The fund — known as the Archbishop Desmond Tutu Southern African Scholarship Fund — has been directed for the past few years by Mpho Tutu, the archbishop's youngest daughter.

It was launched with a donation from his Nobel Peace Prize and he continued to carry out fundraising activities during trips to the United States. Cor-

porations, charitable foundations and educational institutions made substantial donations.

"Our mission has now been accomplished," Archbishop Tutu said.

"Refugees have come home and it is cheaper to educate them in South Africa than in the US. There is also more competition for fewer funds there."

## 50 Take over

Administrative responsibility for the fund has been moved from yesterday from the Phelps Stokes Foundation in New York to the Institute for International Education, also based in the United States. The US Agency for International Development will take over financial responsibility for the remaining students.

The fund provided full scholarships — including tuition fees and living and travel expenses — to more than 50 students for graduate and post-graduate study. It also helped more than 300 other students with full tuition fees, emergency grants and loans and book allowances. — Sapa.



Eskom chairman John Maree at a meeting of the utility's stakeholders in Johannesburg yesterday. Maree said Eskom had detected early signs of a possible economic upswing.

Picture: ROBERT BOTHA

## Electricity demand 'indicates upswing'

ELECTRICITY demand had grown 4% in the first five months of the year in an early indication of an economic upswing, Eskom CE-designate Allen Morgan said last night.

He said Eskom had projected an increased demand for the year of 2,7% and that power demand generally outpaced economic growth by about 2%.

Morgan was speaking at a meeting of Eskom stakeholders including customers, suppliers, bankers and lenders at which the new

**PETER DELMAR**

Electricity Council, which includes township and black consumer representatives, was introduced.

Eskom chairman John Maree said early indications of a pickup in economic activity experienced by the utility had been borne out by discussions he had had with Transnet chairman Anton Moolman.

Introducing Morgan publicly for the first time, Maree said the CE-designate's background in customer services and sales

presented a fresh alternative to the engineering backgrounds of the previous two incumbents.

Morgan was a surprise choice to succeed CE Ian McRae, who was to retire in April next year.

The new Electricity Council, Maree said, was more in harmony with the changing situation in SA.

It was likely that a future government would "revisit the makeup of Eskom" and possibly make further changes to the council.

It was likely that there

would be even greater pressure to speed up Eskom's household electrification drive, he said.

Morgan also said the number of customers in arrears had climbed to more than 500 000.

The worst was in Katsieng, with 67 000 households in arrears, followed by Tembisa with 58 000.

Buss. day 316193

# Go back to classrooms — Mandela

(50) CP3/6/93

By RAMOTENA MABOTE

ANC president Mr Nelson Mandela yesterday called on all pupils to go back to their classrooms and learn.

Speaking at Garlandale High School in Athlone, Mr Mandela said the ANC had opposed and would continue to oppose the slogan "liberation before education".

The meeting was organised by the SA Democratic Teachers' Union (Sadtu) and was joined by the Union of Teachers' Associations of SA (Utasa), both of whom have recently called off their strike actions.

Mr Mandela said he acknowledged, however, that there would never be normal education until there was a political settlement.

He said pupils' top priority was their education. "If they do not regard it as a priority they will fall behind their white counterparts, who have better conditions and privileges."

On the question of education being discussed at the negotiating table, Mr Mandela said the ANC was calling for the convening of a National Education and Training Forum (NETF), which would look at all education issues.

The NETF should not be an advisory body but should have powers to take decisions which the government of the day would have to make law.

Mr Mandela said the ANC in general and he in particular would only play a mediatory role in education, but all other issues would have to be discussed by teachers and the government as employee and employer.

He said he still supported the right of teachers and pupils to strike and engage in mass action whenever they were not happy and their grievances were not addressed.

"If and when the ANC comes to power and does not address your grievances, you must fight that government," Mr Mandela said.

Print Key Output

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CATALOGUE MAINTENANCE

6/08/93

8:50:04

Cat. Ref No..... 278404

SUBJECT..... Comparative government

CLASS NUMBER..... 351.003/13

AUTHOR - ALTERNATE.. Suleiman, Ezra N., 1941-

AUTHOR - ALTERNATE.. Rose, Richard, 1933-

SHelf NUMBER..... 350.00313 PRES {278404} 82/8739

# Soweto classes remain empty

By Bongani Mavuso

**S**CHOOLING ground to a halt at most Soweto schools yesterday as teachers attended meetings called by the South African Democratic Teachers Union at different venues.

A spokesman for the Department of Education and Training said it was aware of the situation.

Most of the lower, higher primary and secondary schools were deserted.

Pupils roamed the streets while others loitered outside the schoolyards.

They told *Sowetan* the teachers had told them to go home as they were going to attend meetings.

*Sowetan* 3/6/93  
■ **GO HOME** Most schools deserted as teachers attend meetings:

It is believed the Congress of South African Students had planned to meet Sadtu to suggest that teachers return to class.

At a teachers' meeting at the Jabulani Training Centre yesterday, Sadtu's Zoja branch said its members would go to school today "but no teaching would take place. The teachers said they would meet at the centre on Friday after "consultations with other branches".

Meanwhile, Sadtu said in a statement yesterday it had suspended its

national strike and had conveyed this decision to all its regions.

"Most Sadtu regions have agreed to the position of the suspension of the strike and there has been a return to normality at schools in most parts of the country.

"However, in the Southern Cape and in parts of Durban and Johannesburg anger is still simmering over the issues of salaries and rationalisation.

"This has led to some problems with regard to the complete normalisation of schooling in these areas," it said.

**DEPARTMENT OF NATIONAL  
EDUCATION**

No. 941

50

4 June 1993

NATIONAL POLICY FOR GENERAL  
EDUCATION AFFAIRS ACT, 1984

**NOTICE OF DETERMINATION OF POLICY**

I, Pieter Gabriel Marais, Minister of National Education, hereby give notice in terms of section 2 (2A) of the National Policy for General Education Affairs Act, 1984 (No. 76 of 1984), that I have determined general policy in terms of section 2 (1) (d) of the said Act to be applied in respect of norms and standards for syllabuses and examination, and for the certification of qualifications as far as this relates to the matters referred to in the Schedule hereto.

The documents setting out such policy are obtainable upon written request from the Director-General, Department of National Education, Private Bag X122, Pretoria, 0001.

**P. G. MARAIS,**

Minister of National Education.

**SCHEDULE**

Addendum to the report: **A résumé of instructional programmes in public ordinary schools, NATED 02-550 (89/03):**

The addition of Ndebele First Language Higher Grade to general policy.

No. 945

4 June 1993

NATIONAL MONUMENTS ACT,  
No. 28 OF 1969

**ENTRIES IN THE REGISTER OF IMMOVABLE  
CONSERVATION-WORTHY PROPERTY**

In terms of section 5 (1) (cC) of the National Monuments Act, 1969 (Act No. 28 of 1969), the National Monuments Council hereby enters several items in the official register of immovable property as fully described in the Schedule hereto and which the Council regards as worthy of conservation on account of its historical, cultural or aesthetic interest.

**SCHEDULE**

1. The Dutch Reformed Church building, situated on Erf 849, Swart Street, Ottosdal.
2. The house known as Casa Bedo, situated on Portion 2 of Erf 37, at 8 Scott Street, Waverley, Johannesburg.
3. The house known as The Hamlet, situated on the Remainder of Erf 177, Ridgeway, Johannesburg.
4. The house, situated on Erven 974 and 975, St Patrick's Road, Houghton Estate, Johannesburg.
5. The building known as the Chinese United Club Mansions, situated on Erven 185 and 186, at 6 Commissioner Street, Johannesburg.
6. The Patidar Mansions, situated on Erven 328 and 329, at 40 President Street, Johannesburg.

**DEPARTEMENT VAN NASIONALE  
OPVOEDING**

No. 941

4 Junie 1993

WET OP DIE NASIONALE BELEID VIR  
ALGEMENE ONDERWYSSAKE, 1984

**KENNISGEWING VAN BELEIDSBEPALING**

Ek, Pieter Gabriel Marais, Minister van Nasionale Opvoeding, gee hierby ingevolge artikel 2 (2A) van die Wet op die Nasionale Beleid vir Algemene Onderwys-sake, 1984 (No. 76 van 1984), kennis dat ek kragtens artikel 2 (1) (d) van genoemde Wet die algemene beleid bepaal het wat gevolg moet word ten opsigte van norme en standarde vir leerplanne en eksaminering, en vir die sertifisering van kwalifikasies vir sover dit betrekking het op die aangeleenthede in die Bylae hiervan vermeld.

Die stukke waarin sodanige beleid uiteengesit word, is op skriftelike aanvraag verkrygbaar van die Direkteur-generaal, Departement van Nasionale Opvoeding, Privaatsak X122, Pretoria, 0001.

**P. G. MARAIS,**

Minister van Nasionale Opvoeding.

**BYLAE**

Addendum tot die verslag: 'n Samevatting van **onderrigprogramme in openbare gewone skole, NASOP 02-550 (89/03):**

Die byvoeging van Ndebele Eerste Taal Hoër Graad tot algemene beleid.

No. 945

4 Junie 1993

WET OP NASIONALE GEDENKWAARDIGHEDE,  
No. 28 VAN 1969

**INSKRYWINGS IN DIE REGISTER VAN  
ONROERENDE, BEWARENSWAARDIGE GOED**

Kragtens artikel 5 (1) (cC) van die Wet op Nasionale Gedenkwaardighede, 1969 (Wet No. 28 van 1969), maak die Raad vir Nasionale Gedenkwaardighede hierby in die amptelike register 'n inskrywing van die onroerende goedere in die bylae hiervan volledig beskryf en wat die Raad as bewarenswaardig ag vanweë die historiese, kulturele of estetiese belang daarvan.

**BYLAE**

1. Die Nederduitse Gereformeerde kerkgebou, geleë op Erf 849, Swartstraat, Ottosdal.
2. Die huis bekend as Casa Bedo, geleë op Gedeelte 2 van Erf 37, te Scottstraat 8, Waverley, Johannesburg.
3. Die huis bekend as "The Hamlet", geleë op die Restant van Erf 177, Ridgeweg, Johannesburg.
4. Die huis, geleë op Erwe 974 en 975, St Patricksweg, Houghton Estate, Johannesburg.
5. Die gebou bekend as die "Chinese United Club Mansions", geleë op Erwe 185 en 186, te Commissionerstraat 6, Johannesburg.
6. Die Patidar-woonstelblok, geleë op Erwe 328 en 329, te Presidentstraat 40, Johannesburg.

# Language 'racism' warning

50  
ARGUS/6/93

THE language policies of left and rightwing politicians are likely to lead to the dominance of English which will mean the majority of the country's citizens will remain politically and economically marginalised.

This is what one of South Africa's leading linguists, Ms Kathleen Heugh, told the South African Translators' Institute's general meeting in Bellville yesterday.

Her address to the meeting was based on her working paper, *Implications Of A Language Policy For A New South Africa — Political And Educational Perspectives*.

The paper implied that African National Congress and National Party policy could lead to what she called "linguicism" — linguistic racism which placed high status on one language and low status on others.

The NP showed strong support for the retention of Afrikaans and English as the two official languages, a view supported by groups like Die Afrikaanse Akademie and the Human Sciences Research Council.

The ANC supported an approach whereby all languages were accorded equal status in a declaration of policy which had not been accompanied by an effective strategy to implement the rehabilitation of the status of African languages.

Ms Heugh's hypothesis was that both approaches to language policy would lead to linguicism as English would dom-

■ South Africans will have to guard against formulating a language policy which will give power to a group of English-speaking elitists.

**DALE KNEEN**

Weekend Argus Reporter

inate, leading to an unequal division of power and resources.

She said linguisticism accompanied negative attitudes to multilingualism in terms of it being a divisive force within a country and was always linked to pressure toward monolingualism.

The language issue would be best addressed through rehabilitating African languages with comprehensive and mutually complementary strategies in the political, economic and educational sectors.

Nigeria's multilingual policy had given them the highest literacy rate in Africa and had ensured the doors to economic and political power had been opened to significant numbers of people.

A three-tiered language education policy had been adopted in Nigeria where English was the official language of government and the ultimate medium of instruction in school.

However, three national languages — Hausa, Igbo and Yoruba — were used in national government and all pupils were required to learn one of these at school.

The language of the immediate community was the first medium of instruction in school and this language was maintained through to junior secondary level and then dropped in favour of one of the national languages.

"English is practically the only viable lingua franca at the moment, hence effective mechanisms need to be implemented whereby all citizens have real access to it," said Ms Heugh.

"The other South African languages, which include Afrikaans, have important roles to play as either regional or national languages in the bureaucracy, in the economic and in education.

"The process of effecting this policy would be via a three-pronged approach in education, in the economy and in state policy."

The suggestion for South Africa was that at least two, but preferably three, South African languages be acquired at school.

The home language or language of the immediate community should be sustained right the way through schooling alongside a language of wider communication.

This was emphasised by the National Language Project and the Project for the Study of Alternative Education.

Ms Heugh said the ANC Education Desk's working group on language education recently had "clarified its thinking" along these lines and this might shift the ANC policy position.



# Fight for education, Mandela <sup>South 516-916193</sup> tells teachers <sup>(50)</sup>

By Lorelle Bell and Rafiq Rohan

**I**F THE government goes ahead with plans to retrench teachers in July, teachers have the principled approval of the ANC to go on strike.

"The principle of militant struggle is accepted on all levels — in education organisations, political organisations and trade unions," Mr Nelson Mandela told South African Democratic Teachers Union (Sadtu) and Union of Teachers Associations of South Africa (Utasa) members in Athlone on Wednesday.

"We as an organisation have grown through fighting and we've accepted the tradition of fighting for our rights. We strongly support the fight of teachers and pupils to improve conditions in education."

Mandela told a meeting of teachers at Garlandale High School to maintain their fighting spirit now and in the future "even if there is a democratic government that does not address your needs".

The question uppermost in the minds of the 300 teachers at the meeting was the effect retrenchments and rationalisation would have if the government proceeded with its controversial plans.

To loud applause, Mandela said:

"The ANC has called for retrenched teachers to be reinstated and for a moratorium on further retrenchments."

He warned the government the National Education and Training Forum had been set up to deal with the "education problem" and that it (the government) should not decide what happens in education without consulting teachers.

This week Sadtu teachers in the Western Cape will decide whether to suspend their strike and resume it in July if retrenchments continue.

When Mandela's motorcade pulled into Garlandale, pupils from the adjacent primary school streamed out of their classrooms and lined the fences for a glimpse.

When Mandela emerged from his car they let out piercing screams, of the kind reserved for pop stars.

Mandela, smiling broadly, went to the fence to greet his fans. They tried to force their hands through the fence to touch him.

One of the people who did get to shake Mandela's hand was Ms Carol Fletcher, a teacher at St Theresa's Primary School in Welcome Estate. "I have dreamed of this for years. I am not going to wash my hands for the next 10 days!" she gushed.



**SHAKE ON IT: Utasa leader Archie Vergotine meets Nelson Mandela**  
Photo: Yunus Mohamed

Mandela reminded Garlandale pupils of the importance of education.

"Education is one of our most important national assets and one of the reasons why we fought the National Party. If they destroyed anything, it's education. We want you to make use of this opportunity so you can serve your community."

Mandela said the ANC opposed the slogan "liberation before education" because education was the top priority for pupils.

"Let the children know they will be tomorrow's members of a democratic parliament, the cabinet ministers, prime ministers, presidents and ambassadors. We have to therefore return to a culture of learning."

# Fight for education, Mandela tells teachers

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(50)  
(4/2/93)

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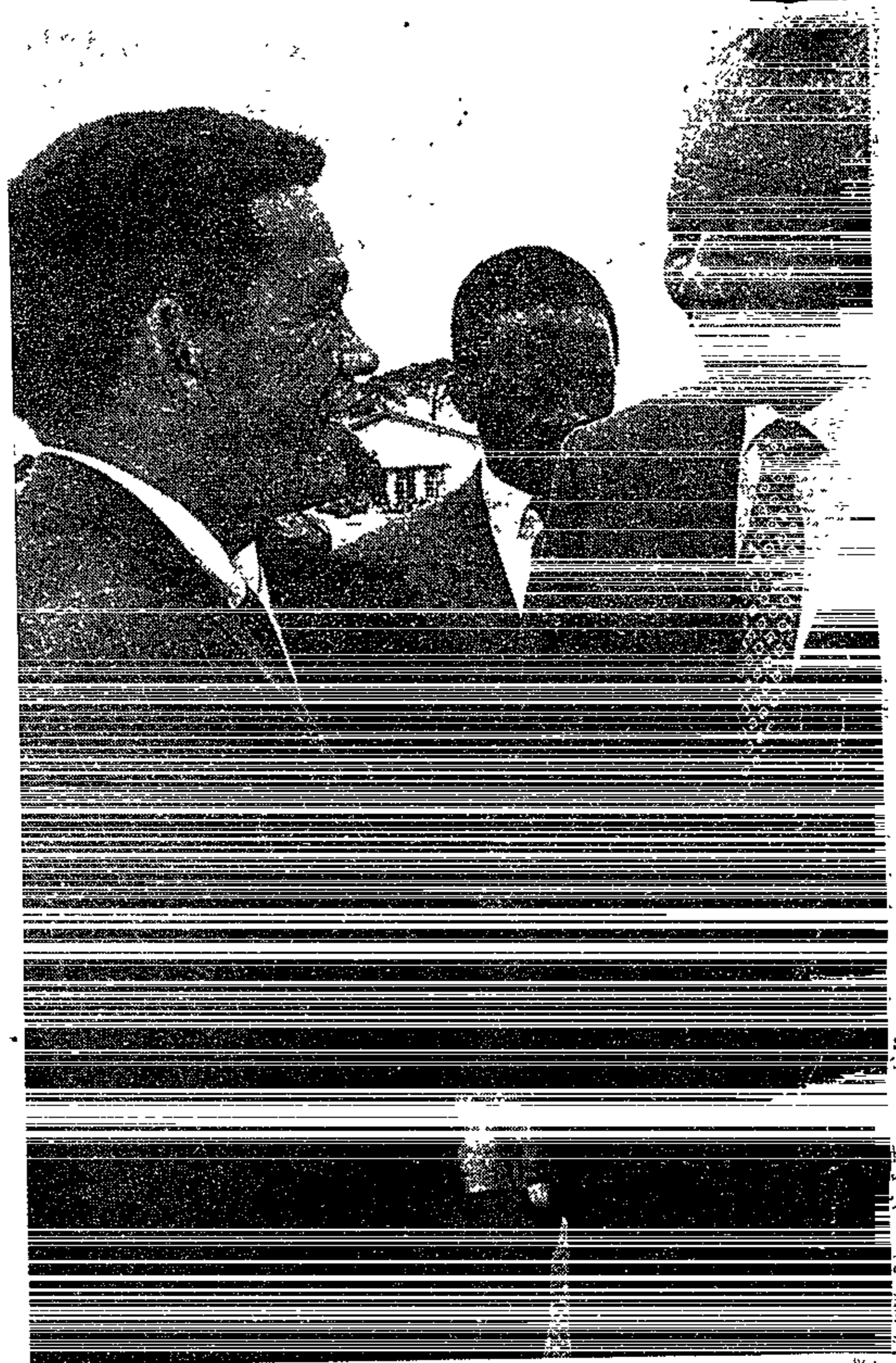
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# Language policy: SA's

**I**MAGINE this: uka, my broer! Nou is die time for jolling met jou cherrie, vat die skorokoro en trek. Sengizwile yiGoli. Ga re nyake niks, 'strue's God, ke nnete ntate. Kha vhatshimbile. Thixo!

You'd probably scratch your head over this incomprehensible piece; but then, you'll not be the only one. This could be the new language format in SA.

It can be SA's own version for a super Tower of Babel as the country is grappling with a single, and acceptable "unifying" official language to be used in a post-apartheid SA.

Several submissions have already been made in this regard. The ANC for one, wants all languages spoken in SA recognised as "official".

At a recent National Language Workshop, the ANC concluded that both English and Afrikaans were hegemonic languages currently given a high profile at the expense of other South African languages.

It is therefore necessary to embark on an aggressive affirmative action programme to empower those languages which have been downtrodden, especially the African languages.

The ANC, and everybody else for that matter, agrees that the major languages indigenous to or mostly in use in SA are (in alphabetic order): Afrikaans, English, SiNdebele, SePedi, SeSotho, SiSwati, XiTsonga,

SeTswana, TshiVenda, SiXhosa and SiZulu. Other languages spoken here are Portuguese, Tamil, Hindi, Gujerati, Telegu, Urdu, Hebrew and Arabic. A submission has also been made that all these be recognised and protected.

Then there's Spanish, Greek, German, Chinese, French, Japanese - and all the others.

At a language workshop held in February the ANC concluded that SA's multilingual reality must be wholeheartedly embraced; must be perceived as a springboard for development and growth, and not as a threat.

## All languages

It submitted that ANC policy would recognise, protect and develop all South African languages and ensure that all citizens will have access to all spheres of the nation's life. Languages which have hitherto been marginalised will be promoted to ensure regional and national impact.

This recognition of languages must engender respect for different languages and prevent the use of any language for domination or division. The ANC language policy will serve to generate a new culture in which linguistic commonality and linguistic diversity are understood without prejudice, and in which the enrichment of languages is promoted through contact among their speakers.

The ANC language policy will be based on incentives rather than prescriptive measures. The government will have the power to designate a single common language for record purposes or for other special use, either at the national level or in the regions, provided this does not conflict with the right of South Africans to use any South African language in their dealings with the state.

That's the ANC's bit on the language policy.

But then (again!), at the ANC's Culture and Development Conference held early last month, researchers came to the conclusion that most South Africans preferred English as an official language.

ANC researcher Qedusizi Buthelezi even stressed that English be used as the medium of instruction at schools.

Another speaker, Mewa Ramgobin, submitted: "Parents were concerned whether the language taught at schools would empower their children for future careers. Most preferred their children to study in English."

An Indian government delegate at the conference, M Varadarajan, sketched his country's own experience, saying that before India had developed its indigenous languages fully, English had been used as the medium of instruction.

"After our independence in

The history of this country language has mostly been used actually to divide and rule. The Dutch settled in this country. been promulgated over the years remain divided not only through linguistic barriers - ANC Language Policy for SA at the arguments forwarded policy in the new SA.

1947, Hindi and English were used as official languages. But the language had to serve as a uniting rather than a divisive factor," he warned. "There was no need to reject any language on the basis of its association with an oppressive past."

Which brings us to Afrikaans and its role in the new SA. Writing a news article recently, Dr FJ Kok, executive director of Die Afrikaanse Taal en Kultuurvereniging, argued that to state that Afrikaans was a dividing factor in SA today because it carried apartheid baggage was simplistic.

He reasoned that a language was used, or not used, due to the measure whereby it could communicate successfully - not by its history.

If history was the deciding factor, then English and French - two languages used in colonising Africa - would never have survived on the continent. To further imply that Afrikaans

Press 6/6/93

# own Tower of Babel?



over the centuries  
national unity but  
to 1652 when the  
measures have  
that the people of SA  
but also  
Towards a Democrat  
KALANE looks  
language

no part in the freedom  
ignored the realities. In  
says Kok, one of the ANC  
in the Cape was called  
".

then gives his break-

According to the 1991 cen-  
Afrikaans was spoken as a  
language by just under six  
people, making it one of  
largest home languages in  
day.

In the past 10 years, the use  
Afrikaans had grown by more  
14 percent.

According to HSRC figures,  
was spoken and un-  
ed by more people in SA  
English and, according to  
*Language Atlas of SA*  
, it was most widely spok-  
all districts of SA.

Scientific studies showed  
90 percent of black matri-  
chose Afrikaans as one  
main subjects.

Afrikaans also played an im-  
role in the overall com-

munication process of the entire  
southern African sub-continent.  
It was the lingua franca of Na-  
mibia, one of the three official  
languages of Bophuthatswana  
and the Transkei had also rein-  
stated the teaching of Afrikaans  
in its schools.

In the future, Kok concluded,  
the question of what official  
language or languages should  
be used should not be decided  
on political grounds, but on the  
basis of which languages were  
the most effective in communi-  
cation among people.

Of course, he said, in the new  
dispensation, room should be  
given for the development, us-  
age and the rights of all the  
indigenous languages.

Azapo's Dr Gomolemo Mo-  
kae agrees. He said that if we  
were to make a complete break  
with the apartheid mould of the  
past, we should rid this country  
of all forms of ethnocentrism.

"The point of departure  
should be that all languages are  
equal and are equally deserving  
of avenues to develop them. In  
this respect, state apparatuses  
like the SABC should be com-  
pletely anti-ethnic. Thus Azapo  
finds SABC-TV reluctance to  
open the TV airwaves to indig-  
enous black languages like XiT-  
songa, TshiVenda, IsiNdebele  
and so on condemnable."

Mokae added that in so far as  
the lingua franca - the official  
language of an envisaged "free  
Azania" - was concerned,

Azapo felt that English, simply  
because of its broader, universal  
dimension, had, unquestiona-  
bly, to be the official language.  
The only other official lan-  
guages being regional languages  
to complement English depend-  
ing on their extent of use within  
each region.

"The point to be made is that  
Afrikaans is not the monopoly  
of the white oppressive class, as  
a component of the black com-  
munity not only speaks the lan-  
guage as mother-tongue, but  
contributed immensely to its de-  
velopment."

Inkatha's language policy has  
been modelled around the pro-  
posed KwaZulu/Natal region  
where they say, the official lan-  
guages would be English, Zulu  
and Afrikaans. "But then the  
state shall protect and encour-  
age the use of languages other  
than the official languages.

## KwaZulu/Natal

The KwaZulu/Natal consti-  
tution will not prohibit the use  
of any other language as a medi-  
um of instruction in private  
schools or in schools financed by  
the state or the regions.

In units of local government  
where considerable portions of  
the population speak a language  
other than English, Zulu and  
Afrikaans, a different language  
may be used as an additional  
official language under condi-  
tions and in a manner to be

determined by law.

On the other hand, The Eng-  
lish Academy of southern  
Africa proposed in March last  
year that English be made the  
main language of wider commu-  
nication in SA "with the other  
10 important languages of the  
country having varying kinds of  
secondary status".

Explaining the proposal  
which was submitted to Codesa  
earlier, academy president Prof  
Elwyn Jenkins said the only  
practical 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," he said.

As the language debate rages  
on, maybe this 1991 census on  
languages should serve as a  
barometer:

It showed that 95 percent of  
the Asian population had Eng-  
lish as their home language,  
compared with 39 percent of  
whites, 15 percent of coloureds  
and 0,2 percent of blacks.

Afrikaans was the home lan-  
guage of 57,6 percent of whites  
and 83 percent of coloureds.  
Most blacks spoke Zulu (38,7  
percent). Next among blacks  
was northern Sotho (SePedi  
15,1 percent) and Xhosa (12,7  
percent).

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farming  
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is the lack of  
ance and  
farming

Self-governing territory/statutory bodies	Commerce and services	Housing	Industries	Small industries	Mining	Agriculture	Transport	Other
<b>KwaZulu</b>								
(a) (i).....	659	(1)	—	2 794	—	5 302	—	—
(a) (ii)	659	(1)	—	2 794	—	5 302	—	—
(aa).....	—	(1)	—	—	—	—	—	—
(a) (ii)	—	(1)	—	—	—	—	—	—
(bb).....	R17 530	(1)	—	R5 712	—	R2 605	—	—
(b).....	—	—	—	—	—	—	—	—
<b>Lebowa</b>								
(a) (i).....	171	4 110	—	—	—	—	—	—
(a) (ii)	171	4 110	—	—	—	—	—	—
(aa).....	—	—	—	—	—	—	—	—
(a) (ii)	—	—	—	—	—	—	—	—
(bb).....	R19 772	R8 560	—	—	—	—	—	—
(b).....	—	—	—	—	—	—	—	—
<b>OwaOwa</b>								
(a) (i).....	185	120	—	205	—	66	—	—
(a) (ii)	185	120	—	205	—	66	—	—
(aa).....	—	—	—	—	—	—	—	—
(a) (ii)	—	—	—	—	—	—	—	—
(bb).....	R15 650	R6 186	—	R3 843	—	R12 600	—	—
(b).....	—	—	—	—	—	—	—	—

(1) Not available.

**Self-governing territories: Blacks employed**

359. Mr P G SOAL asked the Minister of Regional and Land Affairs:

How many Blacks in each self-governing territory were employed in undertakings established (a) on an agency basis and (b) by development corporations for such territories as at the latest specified date for which figures are available? B824E

**The MINISTER OF REGIONAL AND LAND AFFAIRS:**

No persons are employed by undertakings which were established on an agency basis as mentioned in (a) as no undertakings was established on that basis. The following information received from the Self-governing Territories, is applicable to (b):

HOUSE OF ASSEMBLY

Self-governing territory	Latest specified date	(b) Number of persons employed in undertakings established by development corporations
Gazankulu ..	30-09-92	5 010
KaNgwane ..	30-09-92	11 114
KwaNdebele	30-09-92	4 579
KwaZulu ..	30-09-92	44 625
Lebowa.....	30-09-92	18 996
OwaOwa ..	30-09-92	5 246
Total .....		89 570

**Leeuwkop Prison: prisoners on hunger strike**

366. Mr D J DALLING asked the Minister of Correctional Services:

(1) Whether any of the prisoners at Leeuwkop Prison whose names have been furnished to the Minister's Department for the purpose of his reply embarked upon a hunger strike recently; if so, (a) how many, (b) when and (c) in respect of each such prisoner, (i) of what offence was he convicted, (ii) what is the date of the offence in question and (iii) what sentence was imposed;

(2) whether the said prisoners have made any demands; if so, what was (a) the purport of these demands and (b) his Department's response thereto;

(3) whether any of the offences referred to in paragraph (1) (c) (i) were committed pursuant to any political motivation; if so, (a) which of these offences and (b) what are the names of the prisoners involved;

(4) whether he will make a statement on the matter? B859E

**The MINISTER OF CORRECTIONAL SERVICES:**

(1) Yes.

(a) Twenty-one (21).

(b) 1 May 1993 to 8 May 1993 (two) (2) prisoners)

1 May 1993 to 11 May 1993 (three) (3) prisoners)

1 May 1993 to 14 May 1993 (sixteen) (16) prisoners)

(c) (i) (ii) and (iii) For obvious reasons such as *inter alia* the interests of a prisoner's family, his rehabilitation, etc, it is departmental policy not to disclose personal particulars pertaining to individuals. However, should the hon member be interested in further detailed information of a specific case, he is welcome to approach me, whereupon I will consider making the information available to him on a personal basis.

(2) Yes.

(a) They demanded to be released in

terms of the Further Indemnity Act, 1992 (Act 151 of 1992).

(b) The prisoners in question were assisted as far as possible with their applications for release in terms of the Further Indemnity Act, 1992 (Act 151 of 1992) and the applications were sent to the National Council on Indemnity. Furthermore, these prisoners were treated in terms of internationally acceptable principles which included, *inter alia*, the following:

— that the prescribed balanced diet is still served at every mealtime even if the prisoner refuses to eat it.

— that participants were regularly cautioned regarding the detrimental effects of such actions to their health.

— that medical treatment is available on a continuous basis.

(3) The hon member will probably agree with me that this matter is one of the aspects which should be considered by the National Council on Indemnity. Therefore, I am not in a position to comment in this regard.

(a) and (b) As at (1) (c) (i) (ii) and (iii)

(4) No.

**Own Affairs:**

**Departmental schools: amounts spent**

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

What total amount was spent in the 1990-91, 1991-92 and 1992-93 financial years, respectively, 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? B815E

**The MINISTER OF EDUCATION AND CULTURE:**

HOUSE OF ASSEMBLY

1990-91 1991-92 1992-93\*\*\*

- (a) R 18 057 366 R 20 954 566 R 6 200 060
- (b) R 4 038 112 R 3 762 681 R 1 756 777
- (c) R 21 376 956 R 23 394 489 R 23 505 663
- (d) R 52 358 890 R 62 895 204 R 55 870 649
- (e) R 7 814 881 R 5 133 444 R 1 098 359
- (f) R 161 173 591 R 170 415 803 R 162 830 590
- (g) R 35 236 471 R 31 927 854 R 12 181 469
- (h) R 15 226 764 R 13 379 039 R 14 501 426

\* The combined amounts of R7 430 511, R4 915 455 and R932 648 for the respective financial years are allocated by CED to (e) and (h) as well as other equipment and is included in (e).

\*\* Expenditure on (e) is included by (h) and is not reflected separately by TED.

\*\*\* For the 1992-93 financial year preliminary expenses are supplied; final figures will be available in August 1993.

**Transfer of school premises**

77. Mr R M BURROWS asked the Minister of Housing and Works:

- (a) How many vacant school premises have been transferred from the Department of Education and Culture to his Department for disposal since the reply to Question No 16 on 27 February 1992 up to the latest specified date for which information is available and

(b) how many of these are not being utilized for education purposes? B864E

**THE MINISTER OF HOUSING AND WORKS:**

- (a) 83 vacant school premises have up to 15 May 1993 been transferred from the Department of Education and Culture to the Department of Local Government, Housing and Works for disposal.
- (b) Of the 83 vacant school premises:
  - 30 school premises have been transferred to education departments and/or bodies.
  - The following 53 school premises are not being utilized for education purposes:
    - 16 school premises have been transferred to non-educational bodies, seeing that there were no applications from educational bodies.
    - 12 school premises have been transferred to donors in terms of reverentary clauses and it is not known for what purpose they are being utilized.
    - 25 school premises—the allocation of these school premises are being processed at present.

**HOUSE OF DELEGATES**

**QUESTIONS**

Indicates translated version.

For written reply:

Own Affairs:

**University/technikon: students**

38. Mr M RAJAB asked the Minister of Education and Culture:

- How many (a) Indian, (b) Coloured, (c) White and (d) Black students were admitted to the (i) (aa) University of Durban-Westville and (bb) hostels of this university and (ii) (aa) M L Sultan Technikon and (bb) hostels of this technikon in respect of the 1992 academic year? D190E

**THE MINISTER OF EDUCATION AND CULTURE:**

- |                     |             |
|---------------------|-------------|
| (i) (aa) (a) 5 328  | (bb) (a) 11 |
| (b) 171             | (b) 4       |
| (c) 449             | (c) 1       |
| (d) 3 706           | (d) 1 091   |
| (ii) (aa) (a) 4 670 | (bb) (a) 9  |
| (b) 225             | (b) 1       |
| (c) 531             | (c) —       |
| (d) 1 827           | (d) 210     |

**Amount spent on management training**

39. Mr M RAJAB asked the Minister of Education and Culture:

- What (a) amount and (b) percentage of her Department's education budget was spent on management training during the latest specified 12-month period for which figures are available? D191E

**THE MINISTER OF EDUCATION AND CULTURE:**

- (a) R55 606
- (b) 0,005%

**Education expenditure**

40. Mr M RAJAB asked the Minister of Education and Culture:

- (a) What amount was spent by her Department in 1992 on (i) salaries of teachers and principals, (ii) salaries of administrative staff, (iii) 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 her Department in 1992 does each of the above amounts constitute? D192E

**THE MINISTER OF EDUCATION AND CULTURE:**

- |                    |  |
|--------------------|--|
| (i) R852 009 910   | (b) 76,82%   |
| (ii) R 37 984 124  | 3,42%  |
| (iii) R 16 570 453 | 1,50%  |
| (iv) R 5 992 461   | 0,54% (salary expenditure of General Assistants employed by the State) |
| (v) R 2 950 501    | 0,27%  |
| (vi) R180 007 084  | 16,23%   |
| (vii) R 13 599 592 | 1,22%  |
| (viii) Nil         | Nil  |

**Durban-Westville/M L Sultan: students/staff**

41. Mr M RAJAB asked the Minister of Education and Culture:

- (1) How many (a) Whites, (b) Coloureds, (c) Indians and (d) Blacks were registered as students at the (i) University of Durban-Westville and (ii) M L Sultan Technikon in 1992;
- (2) what was the student/staff ratio at each of the above institutions in that year? D188E

**THE MINISTER OF EDUCATION AND CULTURE:**

- |                 |              |
|-----------------|--------------|
| (1) (i) (a) 449 | (ii) (a) 531 |
| (b) 171         | (b) 225      |
| (c) 5 328       | (c) 4 670    |
| (d) 3 706       | (d) 1 827    |
| (2) (i) 25,4:1  | (ii) 33,7:1  |

NEWS Teachers expected to exercise punctuality

Sowetan 7/6/93

# It's back to class today

By Bongani Mavuso

## CHALKS UP Sadtu urges Soweto teachers to

resume lessons:

50

~~325~~

**N**ORMAL schooling is expected to resume in Soweto today following a call by the Soweto branch of the SA Democratic Teachers' Union to its members to report for work.

The branch told its members to "fully execute their duties to resuscitate the culture of learning and teaching".

Schooling came to a standstill in Soweto last week after teachers attended meetings called by Sadtu. On Friday Soweto branch spokesman Mr Solly Mau-lana said they expected co-operation from teachers. "We call on teachers to exercise punctuality. We expect them to report for duty at

8am and leave at 2pm," he said.

Asked what caused last week's disruption, he said his branch, which comprises eight regions, was dissatisfied with the way the union's national executive committee had handled negotiations with the Government "especially on the issue of a living wage".

He said the strife within the union was caused by dissatisfaction and not "division or disrespect for the leadership as reported in the media". "In view of dissatisfaction over the suspension

of the strike by the NEC of Sadtu, the Soweto branch undertook consultative meetings in various Soweto areas to redress the issue in a democratic process," he added.

The Soweto branch fully endorsed the position adopted by the Sadtu leadership to suspend the teachers' strike and give negotiations a chance.

"The process of negotiations should be given a time frame of one week to commence as opposed to four weeks in accordance with the agreement between the DET and Sadtu."



## 10 new directors — but 1 280 education posts go

(50)

Political Staff

CF 7/6/93

LAST year 1 280 posts were abolished in the House of Assembly's Cape Education Department while 10 additional posts with the rank of director were created between April 1991 and December 1992.

This was disclosed yesterday by the Minister of Education and Culture in the House of Assembly, Mr Piet Marais, when he replied to a question tabled by Mr Andrew Gerber (CP, Brits).

This had been done "in order to do justice to actual management functions within education administration, auxiliary services and colleges of education".




## Soweto schools back to normal

JOHANNESBURG. —

J 8/6/93  
The situation at schools in most parts of Soweto was reported to be normal yesterday, with 100% attendance by teachers and pupils. (50)

This follows disruption at the schools and the South African Democratic Teachers' Union call for teachers to return to work. (270)

The chief director of the DET in the Johannesburg region, Mr Richard Motau, reported effective learning yesterday. — Sapa



# Schools normal in Soweto

■ Sadtu strike is off:

By Bongani Mavuso

SCHOOLING returned to normal in Soweto yesterday as thousands of pupils and teachers heeded a call by the Soweto branch of the SA Democratic Teachers Union that its members resume duties. Several principals reported a 98 percent student attendance while the Department of Education and Training said attendance was "high and normal".

"Teachers and students turned up in their thousands at schools today and we believe that normal schooling has returned in Soweto schools," said Mr Matakanye. Welcoming Sadtu's call, DET spokeswoman Kim McEvelly said yesterday the department was "happy" that schooling returned to normal in Soweto yesterday. DET Johannesburg regional chief director Mr RR Motau said teachers and students attended school yesterday. "Attendance was high and normal. But we cannot guarantee what happened inside the classrooms," said Motau. Last week, schooling ground to a halt in Soweto when teachers attended meetings called by Sadtu. He said secondary school pupils in Soweto have had no meaningful teaching since the beginning of the year.

# Arms seized in raid on camp

■ WEAPONS SEARCH 66 arrested in special operation to bring violence to an end:

By Abbey Makoe

**S**IXTY-SIX people were arrested and a large quantity of arms confiscated when police and members of the SA Defence Force raided the Mandela and Holomisa squatter camps on the East Rand yesterday.

Police described the swoop on the camp as a special operation aimed at bringing violence in the area under control.

It was the third big raid carried out by police after searches for weapons at the Tokoza Hostel and the neighbouring Phola Park squatter camp last week.

More than 80 people have lost their lives in violence in the area during the past four weeks.

Police spokesman Colonel Ray Harrauld said yesterday 50 people were arrested on suspicion of being illegal immigrants and 16 were held for being in possession of illegal firearms.

He said four AK-47 rifles were confiscated and several bags and drums containing dagga seized. A home-made gun and large quantities of ammunition, furniture, hi-fi sets, video cameras and clothing, suspected to be stolen, were among items seized.

Three men were also arrested for possession of fake R50 notes.

Harrauld would yesterday not disclose the names of those arrested. He said they would appear in court soon.

He estimated the value of the recovered items at hundreds of thousands of rands.

Yesterday's raid started at about 6am when SADF members cordoned off the camp and searched all residents leaving the area.

● Sapa reports that Mr Armstrong Nkosi (41) was shot dead by four armed men who entered his house in Vosloorus Extension 10 on Sunday night. The bodies of two other men were found in Katlehong the same night. Both had been shot.

... 100 ...



## Soweto schools back to normal

JOHANNESBURG. —

The situation at schools in most parts of Soweto was reported to be normal yesterday, with 100% attendance by teachers and pupils.

This follows disruption at the schools and the South African Democratic Teachers' Union call for teachers to return to work.

The chief director of the DET in the Johannesburg region, Mr Richard Motau, reported effective learning yesterday. — Sapa

address the housing problem. If we do not do so, we are going to have continuous political unrest, no matter who the Government of the day is. If one has a person living in a house and he is stable, one will automatically have a stable family and thus a stable community.

We are going to have to address this problem in the future.

**THE MINISTER FOR NATIONAL HOUSING:** Mr Chairman, let me start off by saying that I do not think there is any difference of opinion between any of the speakers in this Chamber and me, or indeed, between any speaker and the Government, concerning its policy on this matter. No one could take the housing problem and the housing need more seriously than we, in fact, do.

Hon members will know that I am new to this portfolio and that I come from a background of finance, and indeed this question is one of finance. For my purposes I believe that the most important function that we have to carry out in solving the housing crisis is to solve the problem of connecting the finance which lies in the private sector, with the needs which lie on the other side.

One cannot expect—no one anywhere in the world does—that the Government should provide all the finance for housing. Unfortunately, with certain classifications of housing this has been necessary, and there will be continual budgeting for this purpose. Indeed, the increased budget for this year was an indication of the Government's determination to be of assistance. The only way in which this kind of finance can be found for housing on the required scale is to provide substantial gearing from the private sector. One cannot, however, expect the private sector to be helpful in this matter unless one supports the private sector system. One has to create a system in which there is reciprocal benefit.

I am quite positive and confident that we will find a system for utilising substantial funds available in this country for housing, as long as there is a responsible attitude towards meeting the obligation. Where obligations cannot be met, we will do our utmost to see what can be done to alleviate the problem. We indeed do have discussions on this matter; in fact, within my first week here I had discussions with the Association of Mortgage Lenders to make it clear to them

HOUSE OF REPRESENTATIVES

that their job was no longer to provide houses only for the rich, but to provide houses for those people in greater need than the ones who have historically obtained finance in this country.

In doing so, I am quite satisfied that we will find a nexus which enables us to deal firstly with those people who are employed, secondly with those who are less employed, and eventually with those for whom affordability is a problem, and in their case we will have to find some system of ensuring that they are able to meet their commitments in one form or another, in order to prevent the repossession of homes.

**THE CHAIRMAN OF COMMITTEES:** Order! On that wonderful note of hope I want to welcome the hon the Minister on behalf of this House for his short maiden appearance in this House. It is, however, a pity that it was of such short duration because we would have loved to hear more from him. May God bless him and bestow upon him the wisdom that is needed for the task that has been put on his shoulders. Debate concluded.

**QUESTIONS**

Indicates translated version.

For oral reply:

General Affairs:

State President:

**State President/Nelson Mandela:** discussions on education

1. Mr S S OOSTHUIZEN asked the State President:

(1) Whether he and Mr Nelson Mandela held discussions on education recently; if so, when;

(2) whether the recent events concerning the Department of Education and Culture of the Administration: House of Representatives were a point of discussion during these negotiations; if not, why not; if so, (a) why and (b) what was the purport of the discussions on this matter;

HOUSE OF REPRESENTATIVES

(3) whether the Minister of Education and Culture of the House of Representatives took part in these discussions; if not, why not; if so, to what extent;

(4) whether any steps to solve the problems surrounding the above-mentioned Department were decided upon during these discussions; if not, why not; if so, what steps?

**THE STATE PRESIDENT:**

(1) Yes, on 19 and 20 May 1993.

(2) No, not specifically. The discussions took place at the request of Mr Mandela and points raised by him were discussed. One of the points was the retrenchment of CS educators. The discussion dealt with the principle of the matter and was not directed at the events in the Department of Education and Culture: House of Representatives, although they were mentioned.

(3) No. Mr Mandela led a small delegation and thus the Government's delegation was also small. Only Ministers with a direct line-function involvement in the principles and other matters on which in-depth discussions were anticipated, were asked to participate.

(4) No joint decisions were taken during the discussions. Regarding the retrenchment of CS educators, I have indicated that all steps which have already been decided upon will go ahead.

**Mr S S OOSTHUIZEN:** Mr Chairman, the hon the State President said rationalization was not specifically a point of discussion during these discussions. However, he went on to say that the question of rationalization was indeed raised to some extent. Arising out of his reply I want to ask him why the hon the Minister of Education and Culture in the House of Representatives had no part in these discussions, because rationalization was in fact raised to some extent. Do we have a case here of decisions being taken for and on behalf of this Ministers' Council, and it only being left to the Ministers' Council concerned to carry out such decisions?

**THE STATE PRESIDENT:** Mr Chairman, I have been noticing for quite a while now that

HOUSE OF REPRESENTATIVES

the LPSA is trying to draw poison from this situation and to create the impression that we in the NP are not giving equal recognition to colleagues in the executive authority who come from the house of Representatives. Nothing is further removed from the truth than that. [Interjections.]

I regularly see people. On the basis of my anticipation of what will be discussed, I ask Ministers to be present when I see people. I do not want to waste the time of my Ministers. When a matter is to be discussed and the expertise and experience of a Minister are needed, I call him. When I spoke to Sadu the hon the Minister of Education and Culture was present. When there were problems my door was open and the hon the Minister of Education and Culture, the hon the Chairman of the Ministers' Council and the hon the Minister of National Education and I sat together and conferred at length on how we could handle the problem.

I do not want to discuss the merits of the retrenchment in the House of Representatives now. However, I want to assure hon members that there was the closest co-operation between the hon the Minister of Education and Culture in the House of Representatives, the hon the Chairman of the Ministers' Council and myself on the matter.

The discussion between Mr Mandela and myself for most of the time focused on the other demands that had been made. Contrary to what was suggested to have happened, we did not make any real concessions on that day in regard to our views. We discussed the examination fees for a long time. At the end of the discussions I took a specific view in this regard.

The discussion focused mainly on the problems in Black education. That is why the hon the Minister of Education and Training was present. I reject the accusation and insinuation that full and equal recognition is not being given to office-bearers in this House regarding matters falling under their authority.

**Mr C J GLEANDER:** Brown politics.

**THE STATE PRESIDENT:** As regards Brown politics, we in the NP no longer talk about Brown politics. [Interjections.] We are a non-racial party. We do not have first and second class members. We only have NP members in the NP.

HOUSE OF REPRESENTATIVES

†Mr S S OOSTHUIZEN: Mr Chairman, further arising out of the hon the State President's reply, it appeared that he had said the reason why the hon the Minister of Education and Culture had not attended the discussions, was that they were a waste of time. A matter as important as the education affecting the lives of our pupils as well as the parents... [Interjections.]

†The CHAIRMAN OF COMMITTEES: Order! The hon member must please put his question.

†Mr S S OOSTHUIZEN: Mr Chairman, I want to ask the hon the State President whether, seen in the light of the remark just made by him, namely that even the hon the Chairman of the Ministers' Council has on occasion attended discussions...

†The CHAIRMAN OF COMMITTEES: Order! The hon member must please put the question.

†Mr S S OOSTHUIZEN: I want to ask what the hon the State President's standpoint is in regard to rationalization, because according to press reports the hon the State President said he would not bow to pressure and that rationalization would continue.

†The STATE PRESIDENT: Mr Chairman, first of all I just want to say that this is once again an example of how words are twisted. [Interjections.]

†The CHAIRMAN OF COMMITTEES: Order! Did the hon member for Daljosaphat refer to any of the hon members here as dogs?

†Mr C J G LEANDER: Mr Chairman, I did not refer to any specific person.

†The CHAIRMAN OF COMMITTEES: Order! The hon member must please withdraw it.

†Mr C J G LEANDER: Mr Chairman, I did not refer to any specific person.

†The CHAIRMAN OF COMMITTEES: The hon member may not insinuate that hon members are dogs. He must please withdraw it.

†Mr C J G LEANDER: Mr Chairman, I spoke in perspective. I did not insinuate anything.

†The CHAIRMAN OF COMMITTEES: The hon member must please withdraw it.

†Mr C J G LEANDER: I withdraw it, Mr Chairman.

HOUSE OF REPRESENTATIVES

†The CHAIRMAN OF COMMITTEES: The hon the State President may proceed.

†The STATE PRESIDENT: It was a good example of how words are twisted.

I deliberated with Mr Mandela on education for nine hours. On other occasions in recent months I spent hours with other Ministers beforehand. To insinuate now that we think education is a waste of time, is an absolute distortion that I reject with contempt. When I am present I say that all these matters fall under the hon the Minister of Education and Culture. It is his line function. The matter of remuneration and the conditions of service in education fall under him. We therefore do not need five or six more people to sit there. We are perfectly competent and we spread our energies. This is what I mean by that.

My standpoint is that what is now being done in regard to the retrenchment of redundant teachers, is the correct method that is being applied. Essentially it is taking place on a voluntary basis now. I therefore think that we should give everybody a chance to get the benefit involved. It is being managed in such a way that it will in no way have a negative impact on the standards of education or on the interests of the child or of the teachers who are eager to carry on teaching.

Mr M A HENDRICKSE: Mr Chairman, further arising out of the hon the State President's reply, I want to ask him a further question.

†The CHAIRMAN OF COMMITTEES: Is the hon the State President prepared to answer further questions?

†The STATE PRESIDENT: There is no other way. I like to debate matters.

Mr M A HENDRICKSE: Mr Chairman, the hon the State President said that there had been close consultation and co-operation between him and the hon the Minister of Education and Culture as well as the hon the Chairman of the Ministers' Council during the period under discussion. Now if that is the case, why was it then necessary for more than 20 of his own colleagues in the NP to go to see him about this issue behind the backs of his Ministers' Council?

The STATE PRESIDENT: Mr Chairman, firstly I want to say that education concerns all the hon members on this side of the House. As

a result of deep concern my discussions went further than only with the hon the Ministers. The hon the Ministers also had discussions with those hon members who were deeply concerned and worried about certain aspects. As a result of healthy interaction within the NP, we came up with a better solution. [Interjections.]

Own Affairs:  
Phasing out of security services

\*1. Mr S S OOSTHUIZEN asked the Minister of the Budget:  
Whether his Department and/or the Ministers' Council of the House of Representatives has taken any decisions regarding the phasing-out of security services; if not, what is the position in this regard; if so, (a) when and (b) what was the nature of these decisions?

Criminal charges against two persons

\*1. Mr M A HENDRICKSE asked the Minister of Justice:

- (1) Whether any criminal charges were laid against two persons, whose names have been furnished to the Minister's Department for the purpose of his reply, in February 1993; if so, (a) what are their names, (b) what charges were laid against them and (c) what alleged incidents gave rise to these charges;
- (2) whether the said persons were prosecuted pursuant to these charges; if not, why not; if so, with what result;
- (3) whether he will make a statement on the matter? C121E

THE MINISTER OF JUSTICE:

- (1) (a)-(c) Yes. The names are as supplied to me by the hon member. A slap with the flat of the hand and a prod with a dropper were alleged.
- (2) No, the Attorney-General, Cape Town, informed me that he is of the view that there is no prospect of a successful prosecution in these cases.
- (3) A statement is not necessary.

INTERPELLATION

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

C126E.INT

THE MINISTER OF THE BUDGET: Mr Chairman, it is encouraging to note that the hon member Mr S S Oosthuizen has managed to formulate the question correctly the second time. I am very happy to answer his question as follows. Yes, the Ministers' Council made a decision on 2 March 1993 to phase out the security services of the Administration: House of Representatives by means of the following steps. There will be no appointment, recruitment and expansion of the establishment of security personnel, abolition of posts when vacancies occur, termination of service of security personnel in terms of section 16(2)(b) of the Public Service Act, Act 111 of 1984, and placement of officers in another post in the Administration or in another Government department.

I would just like to add that at this stage the dismissal of personnel in service is not at stake. The phasing out of the service will take place gradually by means of natural erosion, that is voluntary resignation, death, abscondment, transfer to other posts and request for early retirement.

\*Mr S S OOSTHUIZEN: Mr Chairman, the hon the Minister of the Budget has informed this House on two previous occasions that security services are going to be phased out without the personnel who render the service being affected in any way. What a lot of rubbish! I refer hon members to the decision taken by the Ministers' Council on 2 March. I also refer hon members to the steps according to which this phasing out is going to take place, namely the abolition of posts when vacancies arise and then, and this is very important, the dismissal of security personnel in terms of section 16(2)(b) of the Public Service Act of 1984.

HOUSE OF REPRESENTATIVES

## Projects in outlying

## areas help train locals

TALJAARD Carter has an active presence in small and large projects in outlying areas.

Director in charge of the northern and eastern Transvaal and Natal Carl Fourie says the company has been involved in a number of small educational projects.

These are mostly early learning centres, or pre-primary schools, in Lebowa and Gazankulu.

### Spread

They have done eight such schools, funded by the Palaborwa Foundation, which are spread out over the two homelands and range from R300 000 to R500 000.

They have also designed a number of smaller schools for the Samancor Foundation in the Pietersburg area.

As a way of leaving skills behind for people in areas in which they work, the company sponsors the training of local people in technical skills which include electricians and carpenters, says Fourie.

This involves several people on each project from the local community.

### Range

The firm is currently involved in two private schools — one near Nelspruit in the eastern Transvaal and another in Giyani.

The firm has also completed a wide range of schools for the physically and mentally disabled and to date had completed as many as 20 small centres for this purpose in the areas under Fourie's jurisdiction.

Other bigger projects in the outlying areas include a R30m building for the KwaNdebele legislative assembly and a KwaNdebele police station and a new magistrate's court for Maritzburg.

## DET schools returning <sup>50</sup> to normal

PRETORIA. — Normality seemed to be returning to most schools in the country, the Department of Education and Training said yesterday.

This follows weeks of disruptions through teachers' strikes and demands for matric examination fees to be scrapped. CT 11/6/93

The DET's Transvaal schools will close on July 2 for the winter vacation. The Congress of South African Students (Cosas) has called on pupils to use the holidays to make up for lost time.

DET chief director in the Northern Transvaal, Mr Job Schoeman, said the department would welcome a call for extra classes

# Education forum veiled in silence

SOUTH 1216-1616193

By Lorelle Bell

THE NATIONAL Education and Training Forum (NETF), the body on which hopes for a solution to the education crisis are being pinned, is operating behind closed doors.

Education authorities and organisations this week would not give details about the NETF's progress.

Since National Education Minister Mr Piet Marais' announcement on May 5 that the forum would be established, its facilitating group and its work committee have met.

But all Dr Johan Garbers, director

general of the Department of National Education (DNE), would say was: "Although agreement exists concerning a number of matters, no finality has been reached."

Yet thousands of teachers and parents are looking to the NETF to address their concerns, especially the rationalisation plans of the House of Representative's Department of Education and Culture.

A draft founding agreement for the NETF has been drawn up by the committee and is currently being considered by the various interest groups.

(50)  
Garbers would not comment on the composition of the forum, but SOUTH sources say it is likely to be four representatives of the government, four from the National Education Conference (NEC), four from business; one each from the South African Democratic Teachers Union (Sadtu), National Professional Teachers Organisations of South Africa (Naptosa), the Teachers Federal Council (TFC), the Union of Teachers Associations of South Africa (Utasa), tertiary institutions and technikons.

Interim chairperson of the faci-

tating committee is the Chamber of Mines' Mr Andre Dippenaar. Other known participants on the committee are: Professor Jakes Gerwel (Universities), Mr Franklin Sonn (Technikons) and Mr Henry Hendricks (Utasa). None were available for comment.

Marais and Garbers represent the DNE.

A major concern is whether the government or progressive organisations will dominate the forum.

Transvaal Sadtu sources feel progressives will control it, but Western Cape teachers fear otherwise.

Sadtu is noncommittal at this stage. Its vice-president Ismail Vadi says: "Sadtu's impression is that reasonable progress is being made and that the NETF will be formally established within the next few weeks."

But it is difficult to predict whether Sadtu, leading the teachers' battle against the government, faces the threat of being marginalised in such a forum.

Another issue of vital importance is power of the NETF.

Progressive organisations insist that a merely advisory body will be unacceptable and want it to have executive powers. This could be the issue on which the forum crumbles.



ELDA MAHLENTLE



# Schools to make up lost time

EMERGENCY schooling programmes, including working through the July holidays, were being considered by black schools trying to make up for school days lost this year, National Education Co-ordinating Committee general secretary James Maseko said yesterday. (50)

Maseko said 1993 could prove to be one of the worst years for education in SA unless emergency measures were taken.

He said the Department of Education and Training's estimate that 25% of the 1993 matric syllabus had been taught was very optimistic. (50)

"If we are to be realistic and practical, very little schooling has taken place across the country. It is a lesson to the state, but also to our own organisations."

The multiparty National Education and Training Forum, scheduled to hold its first meeting in early July, would discuss

RAY HARTLEY

"emergency short-term strategies" to tackle this year's poor schooling, he said. Emergency schooling programmes were being discussed with service organisations, including the tutoring of 1 400 students at Wits University during the July school break, more newspaper supplements on education and the running of Saturday classes by education service organisations. Some schools were considering cancelling the July break to make up time.

Maseko said the NECC was opposed to students deciding on protest actions such as school boycotts without consulting parents, teachers and the community. The NECC had launched a petition calling for the recognition of parent-teacher-student associations as part of a campaign to restore authority and discipline to schooling.

## HOUSE OF DELEGATES

## QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

Transportation of students: amount spent

57. Mr M RAJAB asked the Minister of Education and Culture:

(a) What amounts were spent by her Department on the transportation of students under its control in the 1992-93 financial year and (b) to whom were these amounts paid?

D290E

The MINISTER OF EDUCATION AND CULTURE:

(a) An amount of R13 600 was spent on transportation of students during the 1992-93 financial year.

(b) Transportation of students is a service that is contracted out in terms of Tender Board procedures. The contract was awarded to Mr H L B Matlysen for the 1992-93 financial year.

## HOUSE OF ASSEMBLY

## INTERPELLATIONS

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

General Affairs:

Normative Economic Model: 1993-94 financial year

\*1. Dr W J BOTHA asked the Minister of Finance:

- (1) Whether the budget for the 1993-94 financial year and the results thereof to date support the Normative Economic Model; if not, why not; if so, to what extent;
- (2) whether he will make a statement on the matter?

B946E.INT

\*The DEPUTY MINISTER OF FINANCE: Mr Chairman, on behalf of the hon the Minister of Finance I want to start off by making it clear that the Normative Economic Model does not necessarily constitute the official standpoint of the Government. The Normative Economic Model was drawn up by a number of key economic advisers in the service of the Government under the guidance of the CEAS to serve as a discussion document in the debate on an acceptable future economic strategy in South Africa.

The general economic policy approach, which has been pursued by the Government during the past few years, has naturally been strongly influenced by the advisers who were also involved in the drafting of the Normative Economic Model. For this reason there are similarities between the overall points of departure which are stated in the NEM and the general policy approach which has been pursued or visualised in the latest budget.

The progress which was made in the following spheres in the 1993-94 budget, for example, stands in support of the overall objects which are envisaged in the NEM.

In the short time at my disposal I wish to discuss

the progress made under the following three main points. Firstly there is the fiscal policy, then the monetary policy and then the socio-economic reconstruction which is required.

Under fiscal policy we have made progress in that the Government's share in the national economy is being reduced. As regards dissaving, a smaller deficit before borrowing has been budgeted for, viz 8,6% of the GDP as opposed to 6,8%. In respect of taxation, which is an important point in the NEM, the VAT rate has been increased from 10% to 14% and fuel levies have been increased, so that the contribution of indirect taxation has been increased relatively speaking. The company tax rate has been reduced by way of a new system of tax on companies. As regards job creation, various projects have been financed, viz R685 million for projects financed from the sale of strategic supplies, R45 million for the so-called National Economic Forum Initiative, which includes, *inter alia*, job-creation projects, R110 million which has been appropriated for tourism, etc.

As far as the monetary policy is concerned, we are succeeding in keeping the money supply within limits, in order to limit the rate of increase in the extension of credit by banks to less than the inflation rate and in order to maintain the interest rates at realistically positive real levels. We are also trying to increase the gold and foreign reserves to more acceptable levels—we have problems with this—and to support a relatively stable real rand exchange rate.

\*Dr W J BOTHA: Mr Chairman, I enquired about the results in support of the so-called Normative Economic Model. The recently published figures for the first two months indicate that the objectives of the model are under pressure from State expenditure and that there has been a more rapid increase. Revenue, too, was lower than the revenue in the corresponding two months of last year. What is particularly disturbing is the fact that the fiscal shortfall already amounts to 30,8% of the shortfall which has been budgeted for the entire financial year. A grave danger exists that the fiscal shortfall for the present year could exceed that of last year.

These figures are indicative of the fact that the Government is already failing at this early stage in relation to the strategies whereby its objectives of greater productivity and job creation are

HOUSE OF ASSEMBLY

## Support for single education system

PRETORIA — Nearly two-thirds of all South Africans believe a single education department and system will be more efficient administratively than the current fragmented structure.

This is one of the findings of a Human Sciences Research Council survey undertaken among 2,000 South Africans.

However, respondents were uncertain about how a single department would affect education standards.

The belief in the adminis-

GERALD REILLY

trative advantages of a single system had support among all population groups, the survey found.

Between 51% and 69% of supporters of mass political parties were convinced of the administrative advantages of a single system but most Azapo, CP, HNP and AWB supporters did not agree with this.

Respondents were ambivalent about the effect of a single department on educational standards, with

39% uncertain, 26% saying it would make little difference and 20% saying standards would decline.

Whites were especially pessimistic with 45% believing that standards would drop.

Among blacks only one in five believed standards would fall. The rest believed they would rise.

Two respondents in five felt a single department would be able to cater for religious, cultural and special education needs.

Shurter's cc

Copy-editing

# June 16 scars will remain forever

Soweto 15/6/93

**Phindi recalls sad events:**

**By Joe Mdhlela**

50  
~~11~~  
~~12~~

\*

EVEN though they live, they are in many ways dead, their ambitions killed by the repressive system.

Their aspirations to become lawyers, doctors, engineers, scientists, and indeed, anything their abilities permit, all shattered.

Now they shuffle about, some with broken limbs, with very little hope of making meaningful contributions to society and the economy. At best they are content to just survive and see another day dawn.

These are the people Phindile Mavuso knows best; they are her comrades whom she saw being maimed either physically or emotionally when the great apocalypse of June 16 1976 befell South Africa.

Four months after the June 16 1976 Soweto uprisings in protest against Prime Minister John Vorster's unpopular "Bantu Education" policies, it became little Phindile's turn to be hit by the military might of the South African Government.

The bullet that sliced the air and lodged in her upper leg, ended her desire to become a lawyer.

## Lost battle

In the years that were to follow, Phindi, as she is affectionately called by friends, was to be confined to various hospitals which tried desperately to save her leg. She lost that battle. Eventually it had to be amputated.

Temporarily, her thirst for education seemed to have evaporated. "It was traumatic enough to lose a leg. That kills you, part of yourself is gone, gone forever," she said, referring to the impact the loss of a limb had on her life.

Yet Phindile knows that she is not alone in this suffering, though she concedes she is lucky to be still alive.

"Thousands of people who struggled against the unjust Bantu Education are dead. Some, like me, have been rendered physically disabled. Others were criminalised and had long stretches of imprisonment imposed on them for their political beliefs.

"Why do you think these people should not be bitter. They may say they are not but what does the violence in this country tell you? It says there are people who are angry and the Government retaliates by killing them."

She was a mere 14 years old when the security officer's bullet hit her. Seventeen years on, she is trying to make the best of her life.

She is currently burning the midnight oil in pursuit of a communication degree at the University of South Africa.

Realising that it would not be possible to earn education through a process of "osmosis", to quote a well-known medical doctor, Phindile has worked hard to earn a qualification in computer programming.

"These qualifications earn me a living but I am saddened that many of my comrades have not had the resources, and perhaps the will to do what I did."

Past vice president of the Azanian Youth organisation, Phindile heads the Azanian People's Organisation's disability unit.

301649 preferred

039337 delete

363706 preferred

363816 delete

*Howard*

*Howard*

language. It would be a very poor reflection on every hon member of this House if there were a repetition of the occurrence of a shopping complex or other property's being put on auction without the concurrence of the responsible Minister, particularly if one takes into account the mood of the country at the moment.

Mr D K PADIACHEY: Mr Chairman, further arising out of the hon the Minister's reply, will he tell us that all property that has been leased by tenants will be sold not at market-related prices, but at cost or less than cost price?

The MINISTER: Mr Chairman, this is a subject which is very topical at the moment. Notwithstanding my departmental involvement in this issue, together with that of the board, which in principle is the custodian of all our assets, I have taken a further decision, namely that in the light of their seriousness, these matters will receive my personal attention. Negotiations will be set in motion, and whatever settlement we come to in the process of negotiation must be to the satisfaction of all the parties concerned.

For written reply:

Own Affairs:

Private schools: subsidies

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

Whether any subsidies were paid to private schools in the 1991-92 and 1992-93 financial years; if not, why not; if so, (a) to which schools, and (b) what amount was paid to each such school, in each of these financial years?

The MINISTER OF EDUCATION AND CULTURE:

91-92 Financial Year	Amount
(a) Lockhat Islamia College	(b) R404 715,00
92-93 Financial Year	Amount
(a) Lockhat Islamia College	(b) R560 224,80
Roshnee Islamic School	R204 805,80

HOUSE OF DELEGATES

State-aided schools: grants-in-aid

59. Mr M RAJAB asked the Minister of Education and Culture:

Whether any grants-in-aid were paid to State-aided schools in the 1991-92 and 1992-93 financial years; if not, why not; if so, (a) to which schools, and (b) what amount was paid to each such school, in each of these financial years?

The MINISTER OF EDUCATION AND CULTURE:

	1991-92	1992-93
AIKaije	19 091	13 151
Anjuman Islam	40 810	26 504
Ashville	5 850	3 000
Doornkloof	5 680	—
Emona	6 287	5 850
Harding	7 358	6 070
Illovo	5 044	3 662
Ikopo	11 414	5 043
Junna Masjid	6 901	345 688
MLS Blackburn	5 214	6 185
MLS Colenso	4 968	6 100
MLS Krantzklouf	4 443	30 699
Moonsamy	4 484	—
Mountain View	9 840	4 882
Natest	8 032	8 614
Northdene	5 034	5 036
Ntumeni	8 754	—
Pomeroy	2 207	—
Parakabad	8 370	8 204
Radha Roop Singh	12 344	7 473
St Anne's	11 535	11 017
St Xavier's	21 815	—
Surat Hindu	15 749	—
Sewpaul	8 451	9 036
Sezela	15 562	14 138
Stanger Madressa	21 526	52 907
South Coast Madressa	12 085	99 536
Puthspruit	—	12 595
L. Bodasingh	295	30 000
Woodgrange-On-Sea	25 459	7 037
Darnall	162 587	14 827
Orient Islamic	—	38 754
TOTAL	483 189	776 008

HOUSE OF ASSEMBLY

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Failure to report for national service/camps: prosecutions

169. Lt-Gen R H D ROGERS asked the Minister of Defence:

Whether all persons who were required to report for (a) national service and (b) camps in 1992 but failed to do so, have been prosecuted; if not, (i) why were not all of them prosecuted and (ii) what percentages of such persons had been prosecuted as at the latest specified date for which information is available?

The MINISTER OF DEFENCE:

(a) and (b) (i) The amendment to the Defence Act (1992) has made provision for persons with conscientious objection against military service. This has had the result that prosecution of national servicemen who failed or refused to report for military service was suspended to give them the opportunity to apply for classification as conscientious objectors under the new dispensation.

(a) (ii) Of the January 1992 intake 15% before prosecutions were suspended on 31 August 1992. Persons who were not prosecuted were called up again for the January 1993 intake. Prosecution for failure or refusal to report for the January 1993 intake, is still in process.

(b) (ii) 20,3% as on 31 August 1992. Persons who were not prosecuted have been rescheduled for later service periods, (camps).

Medicines: theft from State hospitals/clinics

34. Mr M J ELLIS asked the Minister for National Health and Welfare:

(1) Whether any instances of the theft of medicines from State hospitals and clinics occurred during the course of 1992; if so, (a) from which hospitals and clinics and (b) what is the value of the medicines stolen;

(2) whether her Department is investigating these thefts; if not, why not; if so, with what result;

The MINISTER FOR NATIONAL HEALTH AND WELFARE:

(1) Yes,

Provincial Administration of the Orange Free State:

(a) Medicine Depot and

(b) R25 695,65

Provincial Administration of Natal:

(a) Provincial Medical Supply Centre and (b) R5 425,00

Provincial Administration of the Transvaal:

(a) H F Verwoerd Hospital R10 272,89

Lydenburg Hospital R 322,46

Soweto CHC R 22,48

Provincial Administration of the Cape of Good Hope:

(a) Dora Nginza Hospital R13 508,36

Groote Schuur Hospital R 6 011,00

Administration: House of Assembly:

(a) Psigmed Pharmacy and

(b) R11 576,00;

(2) no, all the cases have been referred to the South African Police for investigation;

(3) no.

Information as received from the provincial administrations.

Provincial hospitals: cost/income per patient

356. Mr M J ELLIS asked the Minister for National Health and Welfare:

(a) What is the (i) cost and (ii) income per patient per day for each hospital falling under the control of each of the provinces and (b) in respect of what date is this information furnished?

HOUSE OF ASSEMBLY

1/Sub A up to and including Standard 10 at schools falling under his Department? B913E  
**THE MINISTER OF EDUCATION AND CULTURE:**

(a) Grade 1/Sub A ..... 79 989  
 Grade 2/Sub B ..... 79 222  
 Standard 1 ..... 78 555  
 Standard 2 ..... 79 171  
 Standard 3 ..... 78 937  
 Standard 4 ..... 74 853  
 Standard 5 ..... 70 792  
 Standard 6 ..... 74 826  
 Standard 7 ..... 73 269  
 Standard 8 ..... 71 150  
 Standard 9 ..... 65 617  
 Standard 10 ..... 61 499,  
 (b) not available.

\* First Tuesday in March 1993.

**Budget: amount/percentage spent** (50)  
 85. Mr R M BURROWS asked the Minister of Education and Culture:

What (a) amount and (b) percentage of the education budget of his Department was spent on (i) pre-primary, (ii) primary, (iii) secondary, (iv) technical college, (v) teacher-training, (vi) technical and (vii) university education during the 1992-93 financial year or the latest specified 12-month period for which information is available? B914E

	(a) (i)		(a) (ii)		(b) (i)		(b) (ii)	
	Male	Female	Male	Female	Male	Female	Male	Female
(aa)	34 020	33 529	1 179	662	13 177	14 791	19 664	18 076
(bb)	8 393	8 343	350	236	3 441	3 684	4 602	4 423
(cc)	4 223	4 048	113	63	1 889	1 971	2 221	2 014
(dd)	2 434	2 536	49	30	950	1 161	1 435	1 345
(ee)	18 970	18 602	667	333	6 897	7 975	11 406	10 294

**THE MINISTER OF EDUCATION AND CULTURE:**

(a) R-million (b) Percentage (50)

(i) 94 409 1,45  
 (ii) 1 592 990 24,49  
 (iii) 1 527 977 23,49  
 (iv) 163 982 2,52  
 (v) 122 057 1,88  
 (vi) 433 531 6,67  
 (vii) 1 434 876 22,06

This information is for the 1992-93 financial year.  
 Percentages were calculated in terms of the total education budget for DEC (HA) (Budget of Revenue and Budget of Expenditure for the financial year ending on 1 March 1993).

**Std 10 examinations: results** (52)  
 88. Mr R M BURROWS asked the Minister of Education and Culture:

How many male and female pupils, respectively, (a) (i) entered for and (ii) failed the 1992 Standard 10 examinations and (b) passed these examinations (i) with and (ii) without exemption in (aa) the Republic, (bb) the Cape Province, (cc) Natal, (dd) the Orange Free State and (ee) the Transvaal? B915E  
**THE MINISTER OF EDUCATION AND CULTURE:**

**HOUSE OF REPRESENTATIVES**

**QUESTIONS**  
 Indicates translated version.  
 For oral reply:  
**General Affairs:**

**Deployment of SADF at political party meeting in Uitenhage** (50)

1. Mr J C OOSTHUZEN asked the Minister of Defence:†

- (1) Whether the South African Defence Force was deployed in any capacity in Uitenhage at a meeting of a certain political party, the name of which has been furnished to the South African Defence Force for the purpose of the Minister's reply, on or about 29 March 1993; if so, (a) (i) how many members of the Defence Force were involved therein and (ii) to what extent, (b) what is the name of the political party concerned and (c) what did the cost to the State amount to in this respect;
- (2) whether he will make a statement on the matter? C106E

**THE DEPUTY MINISTER OF DEFENCE:**

- (1) Yes. Two sections of a platoon of the De Mist Commando were on duty at the Uitenhage Fire Station but were requested by the SA Police to move to the Kamehs Police Station to be on standby in support. The SA Defence Force was however not used at the Allen Ridge Hall itself.
- (a) (i) 20  
 (ii) Stand-by service in support of the SA Police.
- (b) The National Party.
- (c) No additional cost was incurred.

**INTERPELLATIONS**

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

**School/technical college: classroom accommodation**

1. Mr C I NASSON asked the Minister of Education and Culture:

Whether, with reference to certain information furnished to the Minister's Department for the purpose of his reply, his Department has applied to the Department of Housing and Works of the Administration: House of Assembly to take over a certain school with a view to obtaining classroom accommodation for a technical college; if not, why not; if so, what are the (a) names of the school and technical college concerned and (b) further relevant particulars? (50) C127E.INT

**THE MINISTER OF EDUCATION AND CULTURE:** Mr Speaker, the answer is yes, Parow Central Primary School and the Proteaville Technical College are at issue here. Over the past five years enrolment at the Proteaville Technical College has increased by approximately 189% from 555 students to the present 1 605. It is expected that this growth trend will continue because of the great demand for vocational education.

As it had been established that Parow Central Primary School was not in use, the Cape Education Department was approached in this regard about the use of the said school with a view to relieving the accommodation problems at the Proteaville Technical College. A definite answer about the request has not yet been received.

In the meantime the use of other schools which are to close down is also being investigated, because the total rent for buildings being used by the Proteaville Technical College amounts to approximately R1,4 million per annum.

\*Mr C I NASSON: Mr Speaker, the principal of the Proteaville Technical College has been making appeals to the Department of Welfare and the hon the Minister for the past three years, *Conf.*

and has also made representations to the previous Minister for buildings to accommodate the ever increasing student numbers of this college.

They have also tried to obtain some of the empty White schools for classroom accommodation. Up to now all efforts have been unsuccessful. According to the principal he also specifically requested the hon the Minister of Welfare and the department last year to take over Parow Central Primary School from the House of Assembly for use by the Proteaville Technical College.

The principal and I had an interview with the hon the Minister regarding this matter on 15 May this year. We were promised that the department would do everything in its power to ensure that the Proteaville Technical College would obtain Parow Central Primary School. I want to express my appreciation to the hon the Minister for his open-door approach and for being willing to help.

However, the hon the Minister is now saying that the CED was approached and that a definite answer has not yet been obtained. I learnt confidentially last week from the Department of Housing and Works that the hon the Minister of Law and Order, the hon the Minister of Correctional Services and the hon the Minister of Welfare had a meeting on 29 March 1993 at which, *inter alia*, the allocation of Parow Central Primary School was discussed.

It was decided, with the approval of the hon the Minister of Welfare, that Parow Central Primary School would be allocated to the Parow Municipality "for accommodation of unemployed poor White persons". One can do nothing about this. The Parow Municipality has already taken possession of the building. The hon the Minister's reply that the CED has not yet given a definite answer is therefore not valid. This school is lost to us.

I therefore ask the hon the Minister why the hon the Minister of Welfare did not negotiate for the use of this building in the interests of the House of Representatives. Did the hon the Minister no longer have the interests of education at heart at that stage? [Interjections.] It happened two days before his resignation.

The hon the Minister said this afternoon that the State was spending R1,4 million on renting buildings for the Proteaville Technical College.

HOUSE OF REPRESENTATIVES

The State is paying this for three business complexes which it is renting in the Cape. In educational circles we regard the fact that the hon the Minister of Welfare did not negotiate for the use of Parow Central Primary School as a R1,5 million blunder which the hon the Minister has made. [Interjections.]

One cannot rationalise on the one hand and waste on the other. I want to ask the hon the Minister . . . [Interjections.]

\*Mr SPEAKER: Order! I shall only allow one speaker at a time. The hon member for Bokkeveld may proceed.

\*Mr C I NAASSON: I therefore want to ask the hon the Minister to stop this wastefulness and please to negotiate further for classroom accommodation for this technical school in the interests of education. What is more, Bellville High School will be empty later this year. The hon the Minister should please negotiate for this technical school to obtain the use of Bellville High School. We have already heard some of the hon the Minister's officials saying that Bellville High School occupies "prime commercial land". [Time expired.]

\*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, I want to tell the hon member for Bokkeveld that I am glad that he is concerned about the technical college and that this concern has been placed on record. I spoke to the hon member together with the principal of the college. We finished discussing the issue there and then. It is very clear that the numbers for technical education have increased the way they have. This trend should actually have begun two or three years ago. Then we would not have had the problems in education and the tremendous shortages of technical people which we are currently experiencing in our country. This trend is encouraging. Because this is the trend and because the department is now spending R1,4 million on rent—the hon member is quite correct—we shall do everything in our power to obtain a facility where we can accommodate the entire college as a unit, while we shall continue to rent three separate buildings for the moment.

However, we should be practical. We are dealing with leases, and we shall possibly have to vacate the buildings in stages when we do obtain the facility as and when the expiry dates

approach. We are dealing with all possibilities. In my prepared answer I told hon members that all possibilities were being investigated. We are looking at the possibility of Bellville High School and if this should be the solution, so be it. I want to reassure the hon member for Bokkeveld that this will be the department's approach.

We find the demand for technical courses encouraging. We shall have to link this campus into one facility so that it can function as a training college.

#### School at Richards Bay: decisions

2. Mr P T C NAPIER asked the Minister of Education and Culture:

Whether his Department has taken any decisions in regard to a certain school at Richards Bay, the name of which has been furnished to the Minister's Department for the purpose of his reply; if not, why not; if so, (a) what decisions and (b) what is the name of this school?

C128E:INT

The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the answer is yes. Because of the need for a primary school in the Richards Bay area, service for the erection of a school has been programmed. It appears on the priority list of urgent building services. However, in the meantime 10 mobile units have been provided to ensure that the children do no forgo their education.

Earlier this year schools as well as conventional toilets were provided. The department is well aware of the school situation in Richards Bay. It must, however, also be borne in mind that, due to the changing political situation in the country, empty schools under the jurisdiction of other education departments are being opened and made accessible to other communities. This development may have a significant influence on the enrolment at the particular school, as approximately 50% of its 300 pupils must be transported to the school from outlying areas. It is therefore necessary for the department to view its planning with regard to the provision of future educational facilities with broad circumspection.

Nevertheless, I am at present engaged in negotiations with a view to obtaining funds specifically for building projects, of which the school in question also forms a part. If successful, I want to give the assurance that a new primary school will be provided at Richards Bay. The school will be called the Floraton Primary School.

Mr P T C NAPIER: Mr Speaker, the Minister's reply about this school being put on the priority list is something we have been hearing since 1985. In 1985 my predecessor, Mr E Dunn, submitted a request for a school to be erected in Aquadene. On 18 July 1985 the then Minister of Education, the hon member for Kalahari, directed a letter to Mr Dunn in which he was informed as follows:

I have to inform you that a service for the erection of a primary school at Richards Bay to accommodate 400 children has already been programmed . . .

I want to emphasise the words "has already been programmed".

. . . by this department and included in the present five-year budget.

Somebody has his arithmetic wrong. From 1985 to 1993 five years has not yet elapsed! [Interjections.] With a provisional tender date for March 1987 . . . [Interjections.] I wish that hon member who knows nothing about what is going on would keep his mouth shut and remove all doubt about what he has in his head.

The tender date was for 1987. How are we, the community of Aquadene and I—and the school's proper name is Floraton—to believe what this hon Minister says. I agree that he has inherited this problem, but how are we to believe him? What he said here today we have heard before.

The letter went on to say:

The assurance can, however, be given that every endeavour will be made by the Department of Education and Culture to expedite the service as far as possible.

These words are absolutely meaningless. I have great faith in the present hon Minister of Education and Culture, and I believe that he is negotiating for this school, but he has not said what the people of Aquadene and I would like to hear, namely when the school will be built. Is

HOUSE OF REPRESENTATIVES

*Henwood*

The MINISTER OF EDUCATION AND TRAINING:

	(i)		(ii)	
	(a)	(b)	(a)	(b)
Diamond Fields .....	173 391	187 013	36 496	52 996
Highveld .....	292 811	311 308	106 280	134 392
Johannesburg .....	181 720	150 836	86 485	88 921
Cape .....	266 184	310 646	76 122	119 379
Northern Transvaal .....	226 729	227 350	72 419	83 672
Natal .....	241 329	260 051	61 272	65 055
Orange-Vaal .....	237 531	257 425	67 532	102 291
Orange-Free State .....	206 305	218 863	52 415	65 455
TOTAL .....	1 826 000	1 923 492	559 021	712 161

Note: In 1992 a total of 266 947 primary pupils and 85 820 secondary pupils at 367 schools were involved in the platoon system (double shifts).

(2) No: The 1993 figures are not yet available.

Own Affairs:

Pre-service teacher-training: expenditure

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

What was the *per capita* expenditure on pre-service teacher-training at (a) colleges of education, (b) universities and (c) technicians during the latest specified period of 12 months for which figures are available?

B883E

The MINISTER OF EDUCATION AND CULTURE:

(a) See Written Question no 72 (col 1785).

(b) and (c) not available at the Department.

Education expenditure

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

(a) What was the amount spent by the Department in the 1992-93 financial year in respect of the (i) Cape Province and (ii) Transvaal 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)

HOUSE OF ASSEMBLY

*Henwood*

State/State-aided schools: minimum numbers of pupils

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

(1) Whether his Department is at present re-considering the minimum numbers of pupils for maintaining State and State-aided schools; if so, why;

(2) what were the minimum numbers of pupils for schools under the control of his Department (a) in 1990, 1991 and 1992, respectively, and (b) as at the latest specified date for which figures are available;

(3) whether he will make a statement on the matter? B903E

The MINISTER OF EDUCATION AND CULTURE:

(1) No;

(2) (a) 1990: No state-aided schools for ordinary education were in existence. The following guidelines were used for state schools:

“— The closure of a *secondary* school may, after taking certain factors into account, be considered if there are:

- fewer than 150 pupils and the alternative school is less than 20 km away
- fewer than 80 pupils and the alternative school is more than 20 km away; and
- the closure of a *primary* school may, after taking certain factors into account, be considered if there are:

- fewer than 100 pupils and the alternative school is less than 20 km away
- fewer than 20 pupils and the alternative school is more than 20 km away”

1991: As for 1990

1992: State-aided schools for ordinary education and new staff provision scales for all ordinary schools

were introduced during 1992. With the introduction of the new staff provision scales, schools could be closed when primary schools had fewer than 20 pupils and secondary schools fewer than 80 pupils. However, governing bodies of state-aided ordinary schools and management councils of state schools are still in the position to negotiate about keeping a school open or requesting the closure of a school. Governing bodies of state-aided schools can also keep a school open when pupil numbers are below the required minimum, by appointing and remunerating teachers themselves.

(b) at present the 1992 decision is still applicable;

(3) no.

Schools: number of classrooms

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

(a) What is the (i) total number of classrooms in (aa) primary and (bb) secondary schools administered by his Department and (ii) average number of classrooms for each of the above-mentioned categories and (b) in respect of what date is this information furnished? B886E

The MINISTER OF EDUCATION AND CULTURE:

(a) \*(i) (aa) 24 518

(bb) 19 231

(ii) (aa) 17,5

(bb) 28,7

(b) June 1993.

\* Permanent classrooms

Schools: number of pupils

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

How many pupils (a) enrolled for and (b) completed the 1992 school year, or the latest specified school year for which information is available, in each standard from Grade

HOUSE OF ASSEMBLY



- (3) whether these airlines have been formally notified of the alteration of flight routes; if not, why not; if so, in what manner;
- (4) whether the Government intends taking any steps to prevent a recurrence of attacks of this kind at Jan Smuts Airport and other South African airports situated near Black residential areas and/or squatter camps; if not, why not; if so, what steps;
- (5) whether the Government intends issuing a statement to inform prospective passengers and tourists from abroad of such steps; if not, why not; if so, what are the relevant details? B930E

†The MINISTER OF TRANSPORT:

- (1) Yes.
- (2) Yes. Some flying times may be extended or shortened insignificantly.
- (3) Yes. Directly by means of instructions from air traffic control to captains of aircraft and through the Chairman of the Airports Operators Committee.
- (4) Yes. Various contingency plans which have existed for several years were reactivated immediately after the presumed incident was reported. It is not regarded as being in the public interest to disclose information of the steps taken.
- (5) No. It is not considered to be in the public interest to disclose the contents of contingency plans and strategies.

†Mr J CHIOLE: Mr Chairman, arising out of the hon the Minister's reply in respect of Question 4 (3), I should like to know which airlines have been formally notified.

†The MINISTER: Mr Chairman, all airlines that have to land or take off at that moment are informed in accordance with the contingency plans.

†Mr J CHIOLE: Mr Chairman, further arising out of the hon the Minister's reply, I want to know whether only the airlines that have to land at that specific moment are informed or whether all airlines whose flight routes have had to be changed formally have been informed.

†The MINISTER: Mr Chairman, it depends on

HOUSE OF ASSEMBLY

The maximum number of follow-up questions has been asked.

**White mineworkers: risk work/pulmonary TB**

\*5. Mr M J ELLIS asked the Minister for National Health and Welfare:

Whether, during the latest specified period of three years for which statistics are available, any White mineworkers holding a red ticket were allowed by the Medical Bureau for Occupational Diseases to return to underground and/or risk work whilst still on treatment for pulmonary tuberculosis; if not, what is the position in this regard; if so, how many? B933E

†The MINISTER FOR NATIONAL HEALTH AND WELFARE:

No, holders of current certificates of fitness (red tickets) who are found by the Certification Committee to be suffering from tuberculosis are prohibited from performing risk work until treatment has been completed. Thereafter a medical examination is required before a certificate of fitness can be issued.

**Black mineworkers: occupational lung diseases**

\*6. Mr M J ELLIS asked the Minister for National Health and Welfare:

Whether any provision is made for the ongoing treatment of Black mineworkers suffering from occupational lung diseases who were (a) retrenched or (b) retired from employment at their respective mines; if not, why not; if so, (i) what provision and (ii) in terms of what statutory or other provisions? B934E

†The MINISTER FOR NATIONAL HEALTH AND WELFARE:

(a) and (b) No, no legal provision exists in terms of which ongoing treatment of occupational lung diseases is enforced.

Most mines claim via their mine medical officers, however, that when miners with occupational chest diseases return to their district of origin, the authorities in the area are informed when the disease in question is tuberculosis.

No attempt is made to inform local public health authorities in cases of pneumoconiosis uncomplicated by tuberculosis. In cases of miners suffering from tuberculosis and re-

turning to neighbouring countries of origin, the relevant authorities are informed by The Employment Bureau of Africa (TEBA)

INTERPELLATION

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

*Own Affairs:*

**Abolition of music posts**

\*1. Mr A GERBER asked the Minister of Education and Culture:

- (1) Whether the Cape Education Department will have to abolish a total of approximately 170 music posts in 1993; if not, what is the position in this regard; if so, how is the abolition of these posts justified;
- (2) whether he will make a statement on the matter? B949E, INF 20

†The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the answer is yes. As early as 5 May I provided the hon member for Brits with an answer in this regard.

It is important to bear in mind that the hon member's question only concerns the situation in the Cape Province. The reason for this is that exceptionally extensive provision was made for music posts in the Cape Province. This had its origins in the era of the provincial councils, a bygone era, a long-gone era.

The system in the Cape Province was not cost-effective and could no longer be justified. It was therefore necessary to adjust the formula applicable to music in the province. The purpose of this was to have a better distribution of music teachers and to focus on music in the classroom, which would include all the pupils of a school, reserving music as a subject for pupils with a real talent for music.

Too many pupils who do not necessarily have any talent for music often receive, against their will, individual piano tuition at public expense. The new formula has been arrived at in co-operation with the organised music profes-

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son. The new staff determining scale for the number of music posts deriving from this formula is widely accepted by well-informed and knowledgeable people.

*(SO)*  
\*Mr A GERBER: Mr Chairman, the hon the Minister has furnished some very upsetting information in this House this afternoon. Anybody who is serious about the balanced development of his child at school would be upset if he heard that so many music posts had been abolished in the Cape Province this year.

The CP believes that in the education of our children provision should not only be made for their academic schooling, but also that the individual as a whole with all his potential should be developed. This also includes cultural aspects. The approach that the Government is now adopting with reference to the report of the Education Renewal Strategy is to phase out those subjects that have to develop the child culturally.

This afternoon I would like to issue a warning that the cultural aspect of our national life is going to be impoverished. How many children are there not in the platteland who have a great deal of musical talent, but who will now have to do without the development of that talent! The education that a state provides can never be measured solely against the norm of short-term cost-effectiveness. The more remote communities in our country also have a need for quality education for their children. They are entitled to this because they make an indispensable contribution to the welfare of the State.

Quality education does not only mean that those communities expect quality education in the available fields of study. It also means that children with a talent for music, for example, will get the opportunity to develop that talent.

The Government has repeatedly given the assurance that this department's education standards will not drop. We say that the real standard of an education system also includes the fact that children receive balanced tuition and that they are not restricted in their subject choice so that they are unable to develop their own special talents at a later stage.

I am extremely concerned about education. What the Government says these days indicates that it is planning an education system in which our children are trained only with a view to how

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they will function in the economy. They will be taught how to become part of the economic order, but they will suffer as far as their spiritual development is concerned. It will be argued that not only would it be unprofitable for the State to include music in the syllabus, but also subjects such as history.

Relevant education is specifically mentioned in the report on the Education Renewal Strategy. I do not have a problem with this if it is to be applied in a balanced way. However, if it is not done properly it could make the child a mere tool in the economy. That would be an enormous mistake. Our children would be the poorer and they would be ill equipped for life.

Mr R M BURROWS: Mr Chairman, as the hon the Minister quite rightly pointed out, the position in the Cape Education Department was different to that in the rest of the country. I believe that whilst the abolition of the 170 music posts must be deprecated—we must in fact say it is highly unfortunate—in a sense there is a realistic tone about it, because we have to look at the broad teacher-pupil ratio and the number of teachers paid by the State in any particular school.

The real decision that has to be made is how the particular school uses those teachers. It may well be that a particular school is receiving funds from the State for 20 teachers. By all means it should be allowed to have one as a music teacher or dance teacher or a teacher in whatever cultural or other position it, at local level, may choose.

What we need to do is to spell out to those schools the importance of arts and culture and the necessity of fostering this in the schools. We need to specify that it is the role of the individual—not only the most talented musically or in any of the other arts or directions—to ensure that there is a broad underpinning of musical and artistic education going on in our schools.

We believe that it is the role of the State to provide the funds and to ensure that there is equity in literary, visual, plastic and performing arts in the schools, but the decision as to how to use the teachers must be made at school level. All that can be used as criteria are the recommendations from not only the State, but also the broad artistic community.

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I want to thank the

hon member for Pinetown for his understanding. I really appreciate his contribution.

*(SO)*  
\*The hon member for Brits emphasised the fact that all aspects of education must be considered. In other words, the child must be educated for his role as a person in society. I agree with that wholeheartedly. To tell the truth, all the philosophical and fundamental points of view the hon member set out, were acceptable to me. As a matter of fact, that is what I strive for in education.

I was pleased to deduce from what the hon member said today that he has made a thorough study of the Education Renewal Strategy. A curriculum model for education in South Africa has also been drawn up, and we have already released a discussion document in this regard. I support the model proposed by the Committee of Heads of Education. In the section dealing with music and the arts, provision is made for music as a direction of study within the arts profession. This is proof that the overall development of the person is actually being taken very seriously.

The hon member put in a plea for the rural areas. I am also worried about the rural areas. However, even under the present circumstances, cost-effective and effective instruction in music is being provided in the Cape. We are still in a position to appoint music teachers to small rural schools with at least 160 pupils. However, it is important to note that schools with strong musical components and many talented children, in communities where instruction in music is regarded as very important, are still dealt with on an ad hoc basis. Once again we have a situation in which we are trying to adopt a more pragmatic approach in the interests of the children, including those in this province.

\*Mr W L VAN DER MERWE: Mr Chairman, I gladly support the arguments of the hon member for Brits.

I am sorry for the hon the Minister. I know he is concerned about this issue, but his problem is that he is trapped in a Government that does not have funds. We know why the Government does not have funds, but I cannot go into that right now.

As far as music is concerned, the great church reformer Martin Luther said music makes people happy and drives away the devil. [Inter-

jections.] He also placed music next to theology on his list of priorities. That is what Martin Luther said about music.

Everyone has a second language, be it the Bushman in the Kalahari, the farmer on his farm, the English DP member in Houghton, the NP snob in Waterkloof or the farmer in Waterberg. That second language is music. There is one language people all over the world can use to communicate with one another, namely music.

\*The CHIEF WHIP OF PARLIAMENT: Play a little music for us!

\*Mr W L VAN DER MERWE: If the hon Chief Whip went to Russia he would not understand Russian, but he would have an ear for their music. He will also have an ear for the music of the Zulus, the Xhosas and so on. [Interjections.]

The hon the Minister has to endure many hardships in terms of continually having to cut down on necessities in his education department, but I hope he will take a strong stand in the Cabinet and point out to the Government the many mistakes they are making in various fields. [Time expired.]

\*Mr A GERBER: Mr Chairman, the reason advanced by the hon the Minister for doing away with 170 posts for music teachers in the Cape is a lack of funds. I cannot accept that as the reason. How does he justify creating a great number of directors' posts in the head office of the Cape Education Department in the past two years, when 1 280 teachers' posts were done away with last year and 170 posts for music teachers were done away with this year?

I ask the hon the Minister whether it is the Government's intention to phase out certain subjects in our schools this year. Are they starting by phasing out posts for music teachers in the Cape this year, and next year are they going to start phasing out other subjects the Government does not regard as essential?

\*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the hon member for Meyerton spoke about the value of music and I have great appreciation for that aspect of his contribution.

He said I am trapped in a position in which there are not enough funds to provide what I would like to provide. The hon member for Brits said

*W L Van der Merwe*  
HOUSE OF ASSEMBLY

the reason I gave for having to do away with these posts was the financial constraints of the time.

I cannot remember saying anything about finances. As a matter of fact, posts must also be done away with as a result of the decreasing number of pupils. I go out of my way to maintain the small schools in the rural areas. We bend over backwards to protect the communities in the rural areas with regard to the provision of education. However, when there are almost no pupils left at a school—I am talking about schools with only 20 pupils—I can hardly justify providing that school with teachers, let alone a music teacher.

The hon member for Brits asked whether we wanted to phase out other subjects. This is a one-off situation. The hon member will remember that we had to retrench a large number of teachers last year. We did so in terms of the situation that already existed in the Cape, where there were already too many music teachers.

The retrenchment of teachers last year was not related to the retrenchment of music teachers. That created greater confusion than had been the case since 1977. I think our approach was therefore a responsible one.

I feel it is important that we pay close attention to the promotion of the arts through instruction in future. In fact, we should continue to do so to the same extent.

I wish to point out to the hon member that we provide specialised instruction for gifted music students. Among others, there are two music centres in the Peninsula, namely Beau Soleil and Hugo Lambrechts, at which excellent work is being done.

Debate concluded.

**QUESTIONS**

Indicates translated version.

For written reply:

General Affairs:

**Medium of instruction in schools**

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

HOUSE OF ASSEMBLY

*[Signature]*

How many (a) primary and (b) secondary schools under the control of his Department had (i) Afrikaans, (ii) English and (iii) both Afrikaans and English as the medium of instruction in 1992 or as at the latest specified date for which statistics are available? B867E

The MINISTER OF EDUCATION AND TRAINING:

	(a)	(b)
(i)	12	2
(ii)	6 170	1 231
(iii)	24	—

**Std 10 examinations: Physical Science**

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

(1) How many pupils at schools falling under the control of his Department (a) wrote, (b) passed and (c) failed their 1992 Standard 10 examinations in respect of (i) Physical Science (Higher Grade), (ii) Physical Science (Standard Grade) and (iii) Physical Science (Lower Grade);

(2) how many pupils who wrote the Standard 10 Physical Science (Higher Grade) examinations in 1992 passed on the (a) Higher, (b) Standard and (c) Lower Grade level;

(3) how many pupils who wrote the Standard 10 Physical Science (Standard Grade) examinations in 1992 passed on the (a) Standard and (b) Lower Grade level? B868E

The MINISTER OF EDUCATION AND TRAINING:

	(a)	(b)	(c)
	Wrote	Passed	Failed
(1)	(i) 12 956 (ii) 5 864 (iii) None	1 938 1 938 None	11 018 3 926 None
(2)	(a) 1 938 (b) 3 814 (c) None		
(3)	(a) 1 938 (b) 1 619.		

Note: The Department does not present Physical Science on the Lower Grade. The results of the candidates who failed Physical Science in the Standard Grade in the November-1992 examinations were converted in accordance with the requirements of the applicable general policy to a pass in the Lower Grade. These candidates have been indicated as passed in question 3 (b). *[Signature]*

**Teachers' colleges/universities: bursaries**

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

(a) How many students registered at (i) teacher-training colleges and (ii) universities under his control receive bursaries from his Department, (b) what are the amounts of these bursaries in each case and (c) in respect of what date is this information furnished? B869E

The MINISTER OF EDUCATION AND TRAINING:

	(i)	(ii)
(a)	9 719	1 160
(b)	R1 100	R4 640—University of North and the University of Zululand
(c)	R1 620—Vista University	

The 1992 academic year.

**Black housing: electricity supply**

378. Mr P G SOAL asked the Minister for National Housing:

Whether any housing units in Black townships have yet to be supplied with electricity; if so, (a) which townships are involved and (b) what percentage of Black housing in each specified region had not yet been supplied with electricity as at the latest specified date for which information is available? B874E

The MINISTER FOR NATIONAL HOUSING:

- TRANSVAAL
- Yes.

(a) Townships

(b) Percentage housing not yet supplied with electricity

Townships	(a)	(b)
REGIONAL OFFICE: POTCHEFSTROOM		
Agisanang (Sannieshof)	65%	
Boikhuiso (Lichtenburg)	63%	
Boitekong (Rustenburg)	99%	
Botumelong (Bloemhof)	80%	
Borolelo (Swartruggens)	30%	
Ikageleng (Zeerust)	86%	
Ikageng (Potchefstroom)	67%	
Ipelegeng (Schweizer-Reneke)	95%	
Itekeng (Biesiesvlei)	45%	
Jouberton (Klerksdorp)	87%	
Kanana (Orkney)	68%	
Kgakala (Leendoringstad)	89%	
Khuma (Stilfontein)	13%	
Lebaleng (Makwassie)	77%	
Letsope (Ottsodal)	55%	
Molatswaneng (Amalia)	100%	
Reagile (Koster)	61%	
Rulaganyang (Witpoort)	100%	
Tigane (Harbeestfontein)	57%	
Tlhabologang (Colligny)	58%	
Tshing (Ventersdorp)	95%	
Tswelalang (Wolmaranstad)	89%	
Uitwanang (Christiana)	29%	

**REGIONAL OFFICE: WITWATERSRAND**

Townships	Formal	Informal
Alexandra	0%	100%
Bekkersdal	12%	100%
Boipatong	0%	100%
Bophelong	0%	100%
Boteng	65%	100%
Daveyton	0%	100%
Diepmeadow	0%	100%
Dobsonville	0%	100%
Duduza	94%	100%
Evaton	70%	100%
Impumelelo	99%	100%
Kagiso	37%	100%
Katlehong	34%	100%
Khutsong	74%	100%
Kokosi	75%	100%
Kwa-Thema	13%	100%
Mohlakeng	3%	100%
Munsieville	0%	100%
Nthorwane	100%	100%
Ratanda	40%	100%

HOUSE OF ASSEMBLY

*[Signature]*

## Zulus keen on English (56)

JOHANNESBURG. — Most Zulus want English as an official language with regions deciding on second languages, in a new dispensation, according to a phone-in programme on Radio Zulu yesterday morning.

Several callers felt Afrikaans should not be regarded as an official language, but should be treated like any other local language. Callers noted English was an internationally recognised language.

The callers rejected the idea of two national anthems, saying nowhere in the world did this apply. Most favoured Nkosi sikelel' iAfrika. — Sapa

CT 16/6/93

Star 17/6/93

## **Black schools**

### **overcrowded**

Enrolment at black schools throughout the country exceeded potential capacity by more than 250 000 during the first quarter of 1993, Education and Training Minister Sam de Beer said yesterday.

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TRUE LIBERATION ... Azapo national executive member Lybon Mabasa told a June 16 commemoration service at the Regina Mundi Church in Soweto that only repossession of the land would result in true liberation. PIC: PAT SEBOKO

# Plea to return to class

*Sowetan 17/6/93*

*SE*

Sowetan Reporters and Sapa

## ■ DEEPER CRISIS Mandela calls for a

### comprehensive national education forum:

**C**alls for pupils and teachers to return to school were made at several rallies yesterday to commemorate the 17th anniversary of the June 16 1976 students' uprising.

At least eight people were reported killed in violence believed to be linked with the commemorations in Durban, on the East Rand and in Soweto.

Speaking at a rally at the Orlando Stadium in Soweto, ANC president Mr Nelson Mandela said: "As a new government the ANC will need educated young people with skills to take up employment.

"We are concerned that millions of our young people are out of school without work and are frustrated by the lack of opportunities.

"We have to reach out to the youth through training, skills and jobs."

#### Crime entices

Mandela said black youths resorted to crime as it was the most enticing option resulting from apartheid-entrenched anger and frustration.

Seventeen years after the students' uprisings, black education was in fact in a deeper crisis, he said, and called for the establishment of a national education forum to address education.

At another rally, organised by the Azanian Peoples Organisation at the Regina Mundi Church in Soweto, speakers attacked the multiparty negotiations taking place at the World Trade Centre in Kempton Park.

Speakers said those attending the talks were

opting for a sell-out solution and called for "the escalation of the revolution".

Azanian Students Convention president Mark Mfikoe said Azapo was not attending the multiparty talks because it respected the liberation of blacks and accused participants as "political careerists".

Azapo assistant general secretary Mr Lybon Mabaso said: "We want freedom for our people. We've got to repossess our land and that will result in the true liberation of our people."

At a rally at the Jabulani Amphitheatre in Soweto, the Pan Africanist Congress made a strong plea for pupils to return to classes.

PAC national organiser Mr Maxwell Nmadzivhanani called on black people to wage a struggle to achieve their liberation.

He called on people in the townships to be militant so that they could defend themselves against the "enemy of the people".

In the Northern Transvaal the ANC, PAC and Azapo held a joint rally at the University of the North.

#### Sebokeng rally

In the Vaal Triangle ANC national executive member Mr Harry Gwala urged more than 7 000 people attending a rally at the Sebokeng Sta-

dium to resort to armed struggle if their attempts to achieve liberation failed.

Addressing another rally later in Tembisa, Gwala said the ANC should guard against being complacent in the belief that political victory was assured.

#### Armed ANC youth

Groups of armed ANC Youth League supporters marched through Vosloorus on the East Rand after a rally in the township.

As the crowd left the stadium where the rally was held, there was a burst of gunfire and one faction of armed supporters marched around the streets.

In Bophuthathatswana 16 people were arrested when they tried to gain access to the Montshiwa Stadium near Mmabatho for a rally.

In KwaZulu a bus left the road and plunged down an embankment near the Pongolpoort Dam. It was reported that an unknown number of ANC supporters were killed and others injured. Meanwhile, a massive work stayaway throughout the country — as much as 100 per cent in many areas — occurred as thousands of workers observed the day.

Business was hard hit and employer organisations confirmed the stayaway was almost total.

**R71-m damage  
at DET schools**

APR 18/1993 (56)  
Political Staff

ABOUT R71-million in damage has been caused in more than 2 200 incidents of arson, vandalism, theft or burglary at Department of Education and Training schools since the start of this year.

Education and Training Minister Sam de Beer provided the figures yesterday in response to a question tabled in parliament by the Conservative Party.

South 1916-23/6/93

# Sasco: The IDT lacks legitimacy

50  
8/9

THE SOUTH African Students Congress (Sasco) which demonstrated against the Independent Development Trust (IDT) this year, feels the IDT's bursary fund lacks the legitimacy and capacity to drive tertiary education funding.

Sasco wants state funds channelled through the Tertiary Education Fund of South Africa (Tefsa) to be directed through a national Loan and Bursary Scheme controlled by education organisations.

Sasco national president, Mr Robinson Ramate, says the organisation demands that a Loan and Bursary Scheme come out of a conference on tertiary funding in August.

"This scheme will be able to draw community-based structures into a body co-ordinated by education organisations," Ramate said.

The state's role would be to provide the initial capital.

He argued that "Tefsa's allocation of funds reinforces apartheid because it focuses on white institutions."

"This is one reason we say the Tefsa board must be disbanded.

"While they may claim only five of the 22 institutions receiving donations are historically white, nearly 40 percent of their allocation goes to these institutions." Tefsa says the figure is down to 33% and attributes the continuing imbalance to the higher fees charged by historically white campuses.

Ramate says students demand a freeze on fees until a national scheme is in place.

He said students favoured Ramate because it would be unreasonable for students to expect free education. However, we want a combination of loan and bursary schemes to take account of disadvantages historic can be taken into account.

SASCO is investigating formulation of a graduate tax so that once graduates are employed they can be charged a particular tax as a form of repayment of their loans.

"This is an option we are investigating and we hope to present a proposal at the conference."



**Education crisis body to be set up**

THEO RAWANA

FORMATION of an education crisis committee, including government representatives, would be one of the first tasks of the National Education and Training Forum, to be launched next month, the National Education Co-ordinating Committee said at the weekend. Government agreed to the forum's launch last month after ANC president Nelson Mandela met President F W de Klerk amid protests by students and teachers. NECC southern Transvaal general secretary Amon Msane said the crisis committee marked the first time government and black educational organisations would sit on a committee as equals. Msane said the ANC-led alliance, SA Democratic Teachers Union (Sadtu), student organisations and the SA National Civics Organisation had set out to bring normality to schools, and sought to work with other organisations such as the PAC and Azapo. The drive to get students, who had lost a lot of learning time, ready for examinations by the end of the year would be the prime objective of all parties. Teaching would continue through the school holidays. Committees would be set up to monitor strategies agreed upon.

**Claims of R10m exiles fraud denied**

RAY HARTLEY

CLAIMS attributed to certain officials of the former National Co-ordinating Committee for the Repatriation of Exiles that up to R10m of a R55m grant from the UN High Commissioner for Refugees was unaccounted for, were incorrect and unsubstantiated, UNHCR SA head Kallu Kalumiya said yesterday.

It had been established that fraud involving R300 000 had taken place in the NCCR office.

Action had been taken and R200 000 had been recovered, Kalumiya said.

The possibility of further fraud involving about 10 officials, which was unlikely to exceed R500 000, was being investigated. The UNHCR was checking NCCR and bank records to establish whether or not there had been other abuses by NCCR administrators or exiles, he said.

Kalumiya said the UNHCR hoped to have established the exact extent of abuses by mid-August.

He said grants for the "overwhelming majority" of the 13 000 exiles who were repatriated, according to UNHCR records, had been properly processed.

NCCR records showed that about 15 000 exiles had been repatriated, 2 000 more than the UNHCR's figure, he said. The discrepancy was being investigated.

About R48m of the R55m, which had been paid to the NCCR in four instalments, had been spent on grants and services to returnees, including education, food and transport allowances.

The remaining R7m had been spent on NCCR administration.

A claim by an NCCR official that more than 800 foreign nationals had falsely claimed to be SA citizens and had been repatriated was "totally incorrect", he said. A total of 25 such cases had been

investigated and five people had since been sent back to their countries of origin, Kalumiya said.

It was simply not possible that a plane-load of people carrying false UN documents had been allowed into the country as claimed by the official.

Such gross abuse would have been detected by customs and immigration officials at the airport, he said.

Sapa reports that on Friday three religious bodies involved in the formation of the NCCR reacted with concern at speculation surrounding the misappropriation of NCCR funds.

The three bodies — the World Conference for Religion and Peace, the SA Catholic Bishops Conference and the SA Council of Churches — held a joint Press conference in Johannesburg.

The church bodies said they wished to state that "our auditors are of the opinion that no more than R400 000, of which a little more than half has been recovered (R206 000), is still unaccounted for".

They said: "Any indication of millions of rands being involved in fraud is incorrect."

The bodies said they themselves had initiated a commission of inquiry to investigate the alleged fraud.

They added: "We will make audited statements available for public scrutiny, possibly at the end of June."

SACC secretary-general Frank Chikane said there was no need to pre-empt the findings of the commission of inquiry, but added that the misappropriation of the funds seemed to be "a professional job, sophisticated methods were used".

The Witwatersrand attorney-general's office confirmed last week that dockets concerning the disappearance of the money had been submitted for investigation.

legislation schools may still place limitations on the grounds of race

— compulsory school attendance  
— medium of instruction in schools,

(ii) the extent of any other restrictions, other than those mentioned under (i), is unknown as State-aided ordinary schools lay down their own admission criteria. At present more than 95% of the Department's schools are state-aided ordinary schools,

(b) yes,

(i) certain legal restrictions are prescribed. The controlling body/owner of a private school decides on the criteria/policy with regard to the admission of pupils to such a school. In this regard the only restriction placed by the Department relates to certain conditions for the registration of private schools as set out in the Regulations pertaining to Subsidies and Registration of Private Schools (House of Assembly) (Act No 104 of 1986). The applicable regulations refer to:

— the age requirement for admission

— admission of handicapped pupils,

(ii) the extent of any other restrictions is unknown as the controlling bodies/owners of private schools lay down their own admission criteria. At present, approximately 250 private schools are registered with the Department.

**Schools: potential capacity/actual enrolment**

\*2. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether he or his Department maintains a list reflecting the current (a) total potential capacity of, and (b) actual enrolment in, each school under the control of his Department; if not, why not; if so, whether he or his Department will make this list available; if not, why not; if so, (a) when and (b) in what manner? B988E

**The MINISTER OF EDUCATION AND CULTURE:**

(1) (a) Yes,  
(b) yes;

(2) The information is at present being checked for accuracy. Once this process has been completed, the information will be made available in the format as requested.

**HOUSE OF DELEGATES**

**QUESTIONS**

†Indicates translated version.

For written reply:

General Affairs:

**Job opportunities: amounts allocated**

36. Mr M RAJAB asked the Minister of State Expenditure:

(1) Whether any amounts were allocated in the budgets for 1991-92, 1992-93 and 1993-94, respectively, for the purpose of creating job opportunities; if not, why not; if so,

(2) whether any of these amounts were utilized for this purpose; if not, why not; if so, (a) to what extent in each case and (b) in what manner;

(3) whether he will make a statement on the matter? D305E

**The MINISTER OF STATE EXPENDITURE:**

(1) Yes.  
(a) Amounts were voted for 1991-92, 1992-93 and 1993-94, for, amongst others, the following programmes which make a substantial contribution towards the creation of job opportunities:

(i) The Regional Industrial Development Programme:

1991-92—R941,180 million  
1992-93—R911,425 million  
1993-94—R739,633 million

(ii) The export incentive schemes:

1991-92—R 915,000 million  
1992-93—R2 028,964 million  
1993-94—R2 006,556 million

(iii) The electricity subsidy for the refinement of base metals:

1991-92—R140,000 million  
1992-93—R134,280 million  
1993-94—R188,563 million

(iv) The Phase VI Scheme for the motor industry:

1991-92—R116,400 million  
1992-93—R217,198 million  
1993-94—No funds

(v) Small business development:

1991-92—R 93,632 million  
1992-93—R 18,632 million  
1993-94—R124,632 million

(b) Over and above the above-mentioned amounts the following amounts were voted for the creation of job opportunities directly:

(i) Vote: Manpower

1991-92—R50,0 million  
1992-93—R11,8 million  
1993-94—R45,0 million

(ii) Vote: Development Aid

1991-92—R51,955 million

(c) A further R20 million, being the proceeds from the sale of strategic oil reserves, was also allocated for this purpose in August 1991.

(2) Details of the utilization/expenditure of the voted amounts can be obtained from the Departments of Manpower, Trade and Industry, Regional and Land Affairs and the Central Economic Advisory Service.  
(3) No.

Written reply to question set down for oral reply on Wednesday, 30 June 1993:

**Taxi services: subsidization**

\*1. Mr K PADAYACHY asked the Minister of Transport:

(1) Whether his Department intends subsidizing taxi services; if not, why not; if so, (a) from what date and (b) by what amount;

# Department 'runs out' of end-of-term reports in Atlantis



JOHN VILJOEN, Education Reporter

THOUSANDS of Atlantis primary school pupils are without end-of-term reports because the department has run out.

ARG 25/6/93

"We ran short," a Department of Education and Culture spokesman confirmed today.

The shortage, which affects more than 7 000 children, was "very unfortunate" and senior department officials were "quite upset".

The problem was being attended to and it was hoped the department would be able to supply report cards early in the new term.

Mr Martin Farmer, principal of Reygersdal Primary in Atlantis, said the report cards should have gone out yesterday.

Because not all schools had been supplied with reports, principals had decided to withhold them.

"There is no point in giving some parents report cards, and others not. We felt we could not go on like this," he said.

The department had offered the schools duplicates but these were made on paper instead of cardboard and principals had rejected them, Mr Farmer said.

Schools could make their own reports, but this would require parents paying for them and taking on the department's responsibilities.

Mr Farmer criticised other aspects of the department's resource management. "I'm still getting stock I ordered in 1991."

# 'No Atlantis report cards'

CT 25/6/93

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**Staff Reporter**

NO report cards were issued to more than 1 200 primary school children in Atlantis at the close of term yesterday because the government seems to have run out of them, school sources said.

While some schools have received report cards, many schools have not had any since March despite requests by prin-

cipals to rectify the shortage.

On June 17 the Atlantis Principals' Association decided no report cards would be issued unless more were sent by the Department of Education and Culture by the end of term, said Mr Martin Farmer, principal of Reygersdal Primary.

On June 18 a fax was sent to the DEC's Paarl regional office

and head office. But Mr Farmer said head office had yet to reply while the regional office responded on Wednesday by sending 10 000 unacceptable photostated copies.

Mr Farmer said had made alternative arrangements to to inform parents of pupils' progress.

The DEC could not be reached for comment last night.

# Only 7% go to pre-school

DI CAELERS

Weekend Argus Reporter

(50)

ARG 26/6/93

ONLY seven percent of South Africa's black children get any kind of pre-school education — and it shows.

Fewer than half the black pupils entering Sub A reach Std 5 within the next seven years, and the transition from Sub A to Sub B shows the lowest survival rate between any two successive grades in primary school education.

Discussing the grim statistics, deputy-director of the Grassroots Educare Trust Mr Eric Atmore said the result was that about a quarter of black children were growing up to be illiterate, unskilled and consequently powerless.

Joining a call by primary school principals in Weekend Argus last week for compulsory pre-primary education, he said that even where pre-school educare was available, it seldom offered the type of educational programme that disadvantaged children needed.

Despite this, the Cape Education Department this month removed pre-primary teaching posts at schools under its jurisdiction.

According to Mr Atmore, six million of South Africa's seven million children of pre-school age were black, from disenfranchised, oppressed communities, and came from families living on less than the minimum effective wage for survival.

While the importance of the early years in a child's development was universally recognised, the scenario here for black pre-schoolers included overcrowded centres, few adequately trained teachers, poor adult-child ratios and insufficient equipment.

"Early childhood educare in South Africa is characterised by racial segregation, fragmentation, inadequate provision, lack of co-ordination, no formal training opportunities and skewed resource and subsidy allocation.

"The government's education renewal strategy (ERS) says nothing to indicate that the situation is likely to improve. It reports that any significant financial support of early years education is not possible and recommends that the private sector, welfare organisations and parents provide the services required."

As a combative measure, non-government organisations were bearing the responsibility, but with limited resources, only about 10 percent of all children were being reached.

These organisations had developed affordable and replicable models of pre-school educare provision and with increased financial support from government, the private sector and organised labour, coverage could be increased significantly.

Mr Atmore said early childhood educare — the early education and care of the child, including health care and nutrition — was the way to break the cycle.

"For pre-primary to rule, as is being advocated, much work needs to be done and there is not much time before the scale of the problem becomes almost insurmountable."

Star 2816193

# Teaching is in Mathata's genes

## LEARNING CURVE

Project Literacy runs a school for adults, many of whom have never learned how to read or write.

**MICHAEL SHAFTO** reports.

**E** DUCATION is in Mathata Madibane's genes. For that kind of dedication it has to be. By day she works in advertising in Pretoria, and four nights a week, under the auspices of Project Literacy, she runs a school for adults, many of whom have never learnt to read or write — domestic workers, gardeners and the like.

Project Literacy is Pretoria-based. It was started in 1973 as a grassroots, voluntary initiative, operating from church buildings, and in conflict with the political environment of the time. Today, it is an independent education trust, employing nearly 300 people.

Mathata, who has grandparents and a mother in the teaching profession, is one of those 300. An only child, the petite elfin-faced principal of the Ikageng-Bellavista Adult Education Centre is a graduate of the University of the North, with a masters in education from the University of the Witwatersrand.

Her maternal grandfather is the principal of a Northern Transvaal school. Her grandfather on the paternal side is headmaster of a Soweto school named after him — the Madibane High School in Diepkloof. And that's not the end of it: her mother is principal of the Nare (it means Buffalo) High School in Pietersburg.

Mathata was born to teach. Yet, after obtaining her masters, she was faced with a dreadful shock. She couldn't find a teaching job anywhere. Then she learnt that Project Literacy was opening an adult education centre in the evenings at Woodmead School. She taught English to beginners — farm labourers, sewage workers, domestics.

They ranged in age from 28 to 60. She loved the work, but then transport arrangements broke down after six months and she was forced to look for employment elsewhere. That's where a job in advertising came in. But with her background it was clear it simply couldn't be the end of the road to her career in education.

**PROJECT LITERACY** says there are about 10 million adults in South Africa who are functionally illiterate — and adult education facilities for fewer than 100 000. ProLit aims to contribute to expanding this by 50 000 by 1995.

At present, the adult education centres reach more than 2 000 learners each year. Each literacy teacher trained by ProLit can train at least 20 learners a year.

If you live near Birdhaven and would like your domestic to attend the Bellavista adult education centre, phone 788-1677 from 7-9 pm to inquire.

Sure enough one night in The Star she came across an advertisement for a teacher of a new Project Literacy school opening in Birdhaven, behind the Wanderers Club. In all ProLit, as the organisation is known, now has nine

centres, three of them in the greater Johannesburg area — Woodmead, Birdhaven and Berea where the school operates on the premises of Barnato Park. This year, after a year's night classes, Madibane took over as principal.

Mathata's school in Birdhaven uses the Bellavista Remedial School buildings. It provides classes for gardeners, domestics and others from Monday to Thursday evenings and caters for pupils from grassroots to Std 8. The school will have its first matric class in 1995.

It now has 110 pupils, and principal Madibane is at present involved in an advertising drive with posters in all the major northern suburbs centres, to boost her complement to 150.

The fees are R110 a year. In some cases companies send their employees to the centre — "and this works two ways", says Madibane. "The individuals work hard in the knowledge that the better they do the more their circumstances within that company will improve."



An Inspiration . . . Mathata Madibane.

Picture: Stephen Davines



Picture: JOHN YELD, The Argus.

**GOING GREEN:** Nurseryman Mr Robert Stodel with St Louis Primary School pupils, from left, Cwayita Mpohla, 7, Luyanda Magwaca, 8, Nokubonga Mnukwa, 9, and Buyiswa Antoni, 8.

## Saying it with trees

ARG 28/6/93  
JOHN YELD, Environment Reporter

A PLEA from the youth of Cape Town for trees to be made freely available and sub-economic areas to be greened has been answered by well-known nurseryman Mr Robert Stodel.

The plea was made in a "document of concern", drawn up by the more than 240 pupils who took part in the recent mini-Earth Summit on World Environment Day at the Waterfront.

Mr Stodel read about the pupils' concerns in The Argus — and promptly responded by offering each of those at the "summit" five trees to plant in areas they considered most in need of greening.

The first batch of almost 1 250 trees from his nursery was delivered to St Louis Primary School in Langa. Eight St Louis pupils had taken part in the Earth Day deliberations.

## Teaching video will give the right vibe

Education Reporter

AN innovative video aid which could prove of major help to teachers in increasingly culturally-diverse schools is to be screened on television tonight.

The National Language Project's *Yo dude, cosa wena kyk a?* will be shown on TSS at 9 pm.

The video introduces techniques which promote respect for all languages and cultures, learning and integration in multilingual classrooms.

According to the National Language Project (NLP), South Africa has experienced major changes that are bringing diverse cultures into closer contact with one another.

Increasingly, teachers find themselves faced with students of various ethnic and linguistic backgrounds. They have to reach out to individual pupils who find themselves isolated in the classroom.

Teachers may feel inadequately equipped to meet all the language needs of their pupils.

One of the aims of the Language Activity Class is to take pressure off teachers and allow them to use linguistic diversity as a teaching tool.

The Language Activity Class introduced in the video allows pupils to learn, through participation, about language, identity and social relations.

A guide booklet for teachers comes with the video.

The concept of the Language Activity Class was introduced to SA by Professor Rama Kant Agnihotri of India.

In the video he explains how to use the multilingual classroom to improve cognitive development and increase cultural tolerance.

The video and accompanying material cost R50 for individuals and community organisations and R100 for institutions. They are available from the National Language Project, P O Box 378, Salt River 7924 or by contacting 47 2760.

AT THE RIGHT PRICE

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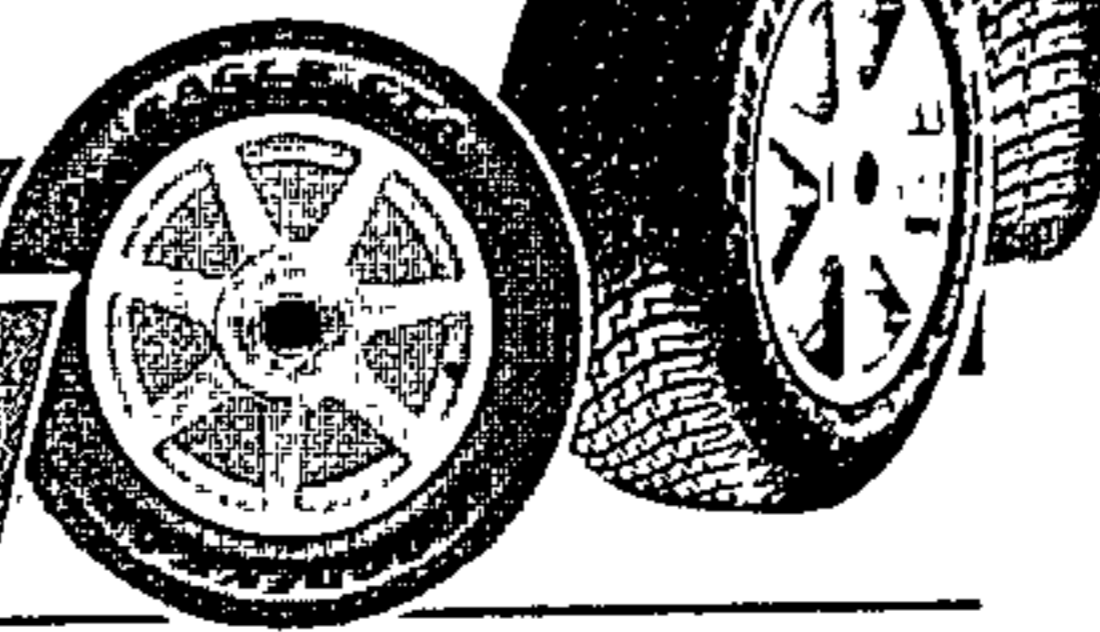


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**GOODYEAR**  
THE CHOICE OF CHAMPIONS

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MALMESBURY, MOOR-  
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**NEWS** Plan to end Gqozo's rule ● Fir

*Sowetan 28/6/93*

# Nurturing reading habit

ON September 10, children all over South Africa will stop whatever they are doing for half an hour and READ.

It is the climax to a Book Week at which schools countrywide promote the importance of reading and collect funds through sponsorships.



Argus Group newspapers will publish one children's story a week in the 10 weeks leading to the readathon which is scheduled to start in the first week of July.

The stories will appear in *The Star* and *Sowetan* on July 6; *The Argus* on July 3 and the *Daily News* and *Lifestyle* on July 2.

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# Afrikaans in public 'declining'

Staff Reporter

AFRIKAANS as the language of public life is on the decline as most African, Indian and immigrant parents, and even white Afrikaners, want their children to be educated in English.

This was disclosed yesterday by Vista University's Professor Elwyn Jenkins at the 105th conference of the South African Teachers' Association (Sata), which is being held in Cape Town.

Professor Jenkins said the diminishing use of Afrikaans "as the language of power" was evident in its infrequent use at World Trade Centre negotiations and at the SABC board interviews.

"For the past 40 years Afrikaans has been the language of power. If teachers are to have access to power, and if parents are to be involved in the running of their schools and education department, official language use will have to be

brought closer to what the ordinary person feels at home with".

He said it was almost certain that parents would be able to choose a medium of instruction under a new dispensation, and English would be favoured, even among a proportion of white Afrikaners.

Sata, which represents 4 400 English-speaking white teachers, decided yesterday to adopt "reasonable mass action" in disputes with the government.

## UN forces clash with Somalis — three die

MOGADISHU. — United Nations forces clashed with Somali gunmen here throughout yesterday afternoon in a firefight which first official reports said killed at least one Pakistani soldier and two Somalis.

UN military spokesman Mr David Stockwell said as dusk fell that two other Pakistanis were seriously wounded and exchanges of fire were continuing in the stronghold of fugitive warlord Mohamed Farrah Aidid.

Local people at the scene of the fighting said by mid-afternoon

four Somalis and a second Pakistani soldier had been killed.

An American soldier said he was with a Pakistani unit carrying out a search for weapons at a garage belonging to Aidid lieutenant Osman Ato when they were fired on.

"The fire was intense and we took three casualties and had to pull out under covering fire from Cobra helicopters," said the soldier.

He said three Pakistanis had been wounded in the fighting and evacuated to hospital. — Sapa-APP

## Natal leads in teacher training

Political Correspondent

THE Cape receives less than half of what Natal does in per capita expenditure on in-service training of teachers. The figures released still apply mainly to white teachers.

The Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said yesterday that in Natal — during the last 12 months — R5 539 had been spent per teacher and the amount included programmes to upgrade teachers' qualifications.

The per capita expenditure was R2 582 in the Cape, R1 000 in the Free State and ranged in the Transvaal from R3 635 (College of Education of SA) to R767 (other colleges).

In a written reply in Parliament to a question from Democratic Party education spokesman Mr Roger Burrows, Mr Marais said that no figures were available on how much was spent on in-service enrichment programmes for teachers in the various provinces.

# Freeze cuts until transition is complete, demand teachers

JOHN VILJOEN  
Education Reporter

THE annual congress of a leading teachers' organisation has opened with a new demand that the state freeze rationalisation until a new education system is in place.

Cape Teachers' Professional Association (CTPA) president Mr Archie Vergotine made the call when opening its congress in Bellville last night.

Reviewing a year of turmoil in education, Mr Vergotine said teaching would always be a political function. The CTPA would have the child at heart, but would always be political.

The association, which has about 18 000 members, could not understand "the indecent haste" to rationalise while the country was in transition, he said.

"It is our belief that in a new order education will be a priority and that the necessary funds will be made available for the education of all our children."

The CTPA demanded that, at the very least, the situation be frozen and that all teaching posts — including substitute teachers — should remain secure.

This should be effective until a single education department was agreed on by all interested parties, or a tran-

sitional authority broadly representative of the country's population was in place. ARG 29/6/93

He called on religious and community structures to support teachers in their struggle against the State's rationalisation programme.

The CTPA and its parent body, the Union of Teachers' Associations of South Africa (Utasa), had used all reasonable and legal means available to stop rationalisation, said Mr Vergotine.

This included a Supreme Court victory against the department.

Although the minister and his department had the right to appeal, the CTPA had expected them at least to shelve rationalisation plans pending the outcome of the legal battle.

But the department went ahead on the pretext that it was short of money, and that not appointing substitute teachers would save R17 million.

At the same time, the Minister of National Education found R17 million to donate toward Formula One racing, Mr Vergotine said.

"The government's ministry of education finds it more of a priority to sponsor car racing with money earmarked for education than providing education for our children," he said.

# Schooling in English 'is preferred by most'

□ Regional language policy likely, says professor

JOHN VILJOEN  
Education Reporter

A FUTURE national language policy would probably be linked to regionalism, the annual congress of the South African Teachers' Association (Sata) has heard.

Professor Elwyn Jenkins, director of student development at Vista University and a past president of the English Academy, spoke yesterday on language alternatives.

Judging from the way constitutional talks were going, it was likely that language policy would be linked with some form of regionalism, he said.

Various alternatives had been proposed, several of them including a suggestion that a language be recognised as official on a regional basis.

Turning to language in education, he said the major issue was whether children should be educated in their mother tongue or in another language.

Experts agreed that mother tongue was usually best.

"In South Africa, most African parents want their children to be educated in English, regardless of political considerations," Professor Jenkins said.

"Indian parents, most immigrant parents, a proportion of so-called coloured parents and even white Afrikaans speakers also prefer English — if only at a later stage of schooling," he said.

Research had shown that most of the world's children were not taught in their mother tongue.

The past three or four years had seen rapid changes in attitude toward languages in South Africa, he said.

Attitudes to English were ambivalent. Blacks and Afrikaans-speakers disliked its associations with imperialism and colonialism, but accepted its convenience as an international language.

When Afrikaans was stripped of all power in Namibia, white Afrikaans speakers in South Africa lost hope for their language, fearing it would be punished as "the language of apartheid".

But they had recently been encouraged by the support of Afrikaans-speakers of colour and the "generous attitude" of the African National Congress.

Most organisations were skirting around the future position of Afrikaans, but it was clearly in decline as the language of public life.

Afrikaans was not much evident at the Kempton Park constitutional negotiations or during the new SABC Board hearings, Professor Jenkins said.

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ARC 29/6/93

# ANC slams govt school record

CF 30/6/93

(50)

APARTHEID education had left thousands of youths illiterate and unemployable and the government's education rationalisation programme was not addressing the problem, according to the ANC.

ANC PWV education officer Ms Mary Metcalf told the annual congress of the Cape Teachers' Professional Association that it was still not compulsory for black children to attend school. She said 50% of all black students left school before the end of Std 4.

The ANC would provide free education for all students who would have to go to school for at least 10 years, said Ms Metcalf.

She said government figures showed that current pupil/teacher ratios were 17:1 in white schools, 41:1 in black schools and 23:1 in coloured schools.

She added that these statistics "underestimated" the discrepancies in pupil/teacher ratios.

Ms Metcalf said that on average only 1 000 black pupils passed matric higher grade maths and science each year. She said this was deplorable in a country badly in need of development.

EDUCATION - GENERAL  
1993

**NEWS** Government, business expected to fund cam

# Winter learning gets green light

*Sowetan 11/7/93*

**T**HE African National Congress as well as student and teacher organisations have thrown their weight behind a "back to learning" campaign for PWV schools during the winter holidays.

Pupils and teachers will form committees with community organisations to ensure effective learning.

Headmasters and parent-teacher-student associations will organise supplementary programmes to make up for time lost during school disruptions.

At a Johannesburg Press conference yesterday NECC Southern Transvaal general secretary Amos Mswane said

**WEIGHTY ISSUE** Pupils, teachers agree to make up for lost school time:

that non-governmental organisations should ensure learning takes place.

A summit would be held in August to appraise the progress made, he added.

Government and the private sector would be approached to provide study aids and guidelines to ensure the campaign's success. The NECC would meet with businessmen next week to put forward these proposals.

Mswane said there had been no vocal opposition to the venture.

Teachers who would not be available during the holidays would be replaced by tertiary students.

The South African Democratic Teachers Union has also consulted teachers to plan learning programmes during the school holidays. — Sapa.



## Japan donates R10m to educational trust

JOHANNESBURG. — Japan announced yesterday it had donated a further R10 million to the Kagiso Trust for the upliftment of disadvantaged black South Africans, raising to R75m the amount the Japanese government has contributed to the trust since 1987.

The financial assistance will support projects mainly in education, and includes bursaries for 110 students, job creation and small business management. — Sapa

SD 27  
ET 1/7/93

# Appeal to help pupils catch up

By Phil Molefe  
and Bruno Jubase

Star 17/93  
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The southern Transvaal region of the National Education Coordinating Committee (NECC) yesterday urged the private sector and service organisations to throw their weight behind the winter holiday "catch-up" programme to help black pupils make up lost learning time.

NECC regional secretary Amon Msane reiterated the organisation's call to pupils and teachers to engage in serious and intensive learning programmes during the break.

He said the NECC would encourage pupils and teachers to form committees in schools to ensure effective learning during and after the winter holidays.

He also called on headmasters, parent-teacher-student associations and the communities to take the initiative by helping to organise supplementary programmes aimed at restoring a culture of teaching and learning in township schools.

While emphasising the central responsibility of the State in the provision of education, Msane asked education service organisations to make their resources and expertise available.

The NECC acknowledged that education service organisations did not have the necessary financial resources — hence a summit involving the local private sector was being organised to address the problem.

Another dimension will be to make arrangements with privileged white schools to share their resources," said Msane.

The education summit, tentatively set for next month, will finalise plans to launch a programme in which a township school would become a twin of a white school.

A Department of Education and Training spokesman said the DET welcomed attempts to "undo the damage" caused by disruptions.



# Educators meet to resolve crisis

W/maail 217-817193

By PORTIA MAURICE: Cape Town

TOMORROW has been set as the date for the establishment of the National Education and Training Forum — the negotiating body which promises to shoulder the resolution of South Africa's simmering education crisis. (50)

The facilitating group, mediated by the Private Sector Education Council (Prisec), met on Wednesday last week to finalise a founding agreement on how it will work. Inside sources indicated that the meeting, which ended late in the evening, reached consensus on basic issues, but that there were still many areas of disagreement. At present, the facilitating group comprises representatives of Prisec; government education departments, the National Education Conference, tertiary education providers, the teaching profession and the private sector.

A spokesman for the group, Prisec's Dr Andre Dippenaar, told *The Weekly Mail* "all education stakeholders with a national interest" would be invited to the forum's first meeting on July 3, and that teacher retrenchments would be addressed as an immediate issue.

# Seeking tender loving care for tiny tots

TYRONE SEALE, Weekend Argus Reporter

PROSPERITY and stability in South Africa depend on society's ability to provide education and care for the more than five million children who are under school age. (50) ARG 3/7/93

Mrs Sal Muthayan, vice-chairwoman of the South African Association for Early Childhood Educare (SAAECE), told a conference on educare at Peninsula Technikon that of the 6,5 million children under the age of six, only eight percent had access to educare services.

Most South Africans were under 18, said Mrs Muthayan, and their interests had to be given priority in political decision-making.

The conference ends today, hosted by the National Interim Working Committee on Early Childhood Educare (NIWC), an alliance of the National Education Co-ordinating Committee and educare service organisations.

In February the NIWC and the SAAECE were mandated to negotiate the formation of a single national body representing educare workers, parents and children.

Mrs Muthayan said the majority of educare workers lived on meagre earnings and many worked for no salary.

"The responsibility to change this must begin this moment. More than 50 percent of our population are under 18. In order to cater for their future we must start with the foundation — those aged up to six."

In an interview she said that to date government plans for improving the quality of life for children had concerned mainly children who were attending primary and high schools.

"We need to stimulate a culture of love and respect for our children, and South Africans need to change their priorities, with children being the most important."

One of the ways in which educare could be improved would be the integration of creches and schools to accommodate disabled and able-bodied children.

Such integration would stimulate disabled children and would yield meaningful relationships among children with different capabilities.

According to the NIWC, only 334 000 of 5,3 million African children under six attended pre-schools.

Also in the African community 25 percent of Sub A pupils fail their first year at school. By the time they reach Standard 5, half the primary school pupils will have repeated one or more grades.

# Red-letter day for education as forum meets over shock statistics

SO 3/7/93 ARC

TODAY will go down as a key date in the progress toward a just and unified education system for South Africa.

All eyes will be on a conference centre outside Johannesburg, where the National Education and Training Forum meets to consider the ground rules for its task.

About 100 interested parties from across the education spectrum will gather to discuss a draft founding agreement.

The agreement acts as a "constitution" for the forum, laying down its rules and powers.

The document is the work of the forum's facilitating group, drawn from the National Education Conference, the organised teaching profession, the Private Sector Education Council (Prisec), the tertiary education sector, the state and the training sector.

Prisec secretary Mrs Tracey Anderson said the process of establishing the forum was going

smoothly and there had been no delays. July 3 had been the target date for the consultative meeting and this had been achieved.

The various parties involved in bringing the forum to fruition had dealt with "an enormous number of issues" during the past month. Groups had done all they could to set their differences aside, she said.

The forum has an enormous task and its members are not expecting to be able to work miracles. For one thing, education in South Africa has to be reshaped within tight monetary constraints.

**JOHN VILJOEN**, Education Reporter

State representative to the forum, Mr Clive Roos, said this week that while the education budget had grown by 57 percent since 1987, in real terms there was six percent less to spend.

The forum would have to grapple with how to run a "massive and complex" education system which has to cater for 10 million people. In recent years the school-going population had burgeoned, with numbers at Department of Education and Training (DET) high schools doubling since 1984.

Another issue to be addressed was transforming the university-technikon student ratio of seven to two to more training-orientated levels, he told a South African Teachers' Association conference in Cape Town.

At the same conference Ms Mary Metcalfe of the ANC's education department reminded teachers of the horror statistics that would be on the minds of those at today's forum meeting.

About 2,3 million South African adults have never been to school, and a large proportion — some

estimates are as high as 45 percent — are illiterate.

Conservative estimates of the number of children of school-going age who are not behind desks run to about one million.

Turning to what she called "the crisis of resources" Ms Metcalfe spoke of a dire shortage of quality teachers.

Only six of the DET colleges provided sorely-needed training in maths and science.

Unfair government spending has been one of the prime targets for critics of the system. According to Ms Metcalfe, as recently as 1991 the state spent R4 500 a year on each white child in schools and colleges, but only R1 500 on DET pupils.

Honeland pupils were allocated a meagre R900 each, she said.

While 87 percent of children at school were black, less than half the education budget was spent on them.

Alarming, half of the black pupils in Sub A classes did not get past Standard 4, she said.

# Action on book monopolies

By SHARON CHETTY

SITIMES 4-1-93

SCHOOL textbook publishers are to draw up a code of conduct to prevent any one publisher from monopolising the market.

Publishers reacted angrily to recent revelations that multinational Macmillan Boleswa and the ANC-aligned business group, Thebe Investment Corporation, had plans for a new publishing venture.

In 1991, 80 percent or R345-million worth of the R431-million book industry turnover was generated by textbook sales.

"With the aid of certain dishonest bureaucrats, publishers have sometimes managed to gain contracts by dubious means," says Orenna Krut, books division

convenor for the South African Committee for Higher Education (Sached).

At a conference hosted recently by Sached and the National Education Coordinating Committee (NECC), major publishers agreed to a code of conduct.

The code needed to be supported by law, Miss Krut said.

"The present bureaucratic system is open to abuse. Quality can be the last consideration when books are written by officials instead of teachers or independent experts," she said.

Previously publishers with privileged relationships with education departments because they supported apartheid, won major contracts.

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**New education forum...**

*S/ Thee SC (Me to)*  
TWO working groups, to deal with crises and reconstruction in education, were formed yesterday at the first consultative meeting of the National Education and Training Forum. The forum, mooted after repeated demands to resolve educational problems, was initiated by the government, the National Education Conference and the Private Sector Educational Conference. — Sapa (50)

## NEWS ROUND-UP

# New forum to tackle SA education crisis

ORGANISATIONS working towards setting up a National Education and Training Forum have announced that a crisis committee to deal with urgent problems in education will be formed by the end of this month.

They will also set up a committee to look into the restructuring of the current system.

A national body to deal with the transformation of the education system is being worked on by representatives from the Government, National Education Conference, teacher bodies, tertiary institutions, business and training sector.

Delegates met this weekend to ratify the procedures that will be followed and to present a draft founding agreement. Their mission is to resolve crises in education and restructure it into a more democratic system and formulate policy. *(50)*

Dr Andre Dippenaar, a member of the committee overseeing the formation of the forum, said all interested parties would be consulted. *S Times 4/7/93*

# SADF to get tough over misuse of new uniform

PRETORIA — The SADF warned at the weekend that unauthorised people found wearing its new high-tech camouflage uniform would be prosecuted.

The uniform, which was designed to protect soldiers from the weather and infrared observations, was unveiled last week.

Army chief Georg Meiring said serious crimes had been committed by people wearing the old "browns" uniform, causing the army to be blamed for a wide range of incidents.

While the Defence Act prohibited people from posing as an army member, the wearing of the old field dress — known as nutria — was not illegal.

ADRIAN HADLAND

However, it was unacceptable for the army to be blamed for misdemeanours and crimes committed by others while wearing nutria clothing, he said.

An announcement had been published in the Government Gazette making it an offence punishable by law for anyone to wear the uniform without authorisation. This would be enforced by the SAP and military police.

The new uniform had taken five years to research and develop at a cost of about R1m.

About 9 000 new uniforms had been produced, with the complete phasing in expected by the end of next year.

It was estimated that the new uniforms would cost about R72 more a soldier to produce than the old nutria clothing.

# Meeting defines role of national education forum

THE first steps towards the creation of a national education forum were taken at the weekend when major stakeholders in education met to discuss the forum's founding agreement prior to its ratification later this month.

The meeting also approved the creation of a crisis committee to deal with the transition and a restructuring committee.

The forum, to be known as the National Education and Training Forum, would be launched when the founding agreement was signed at the forum's next meeting on July 31, said facilitating group spokesman Andre Dippenaar.

The weekend meeting at Midrand was to explain the principles behind the agreement to the broader constituency, Dippenaar said.

"The forum must have the ability to arrive at implementable and effective decisions," Dippenaar said.

It would also formulate policy guidelines, he said.

The parties to the agreement are the National Education Conference (NEC) — an umbrella body for grassroots organisations — government, business and training sectors, tertiary institutions and teacher

STEPHEN COPLAN

bodies.

NEC spokesman John Samuel said the facilitating group had tried to ensure that the forum would be representative, legitimate and transparent so that the process was not later frustrated.

Representatives of political parties had not been included at this stage but they, as well as other interested parties, could be involved later, Samuel said.

The forum did not constitute a new educational authority but "derived its authority from its composition".

Department of National Education spokesman Johan Garbers said the forum would have no formal powers but would be an effective forum for arriving at decisions that could be implemented, and for monitoring developments in education.

There would have to be some link between the government of the day and the forum in the process of determining what should be implemented, Garbers said.

Dippenaar said the facilitating group anticipated that funding for the forum would come from government and business sectors.

# SA tops worldwide survey of assaults

PRETORIA — Of 29 countries surveyed recently, SA had the highest percentage of violent assaults.

Statistics in the recently released report showed that 8,4% of SA's citizens suffered from assaults or attempted assaults — compared with 2,6% in Egypt, 7% in Uganda, 5,7% in New Zealand, 5,1% in the US and

ADRIAN HADLAND

5% in Australia. Almost 30% of SA citizens had been victims of a crime within the past five years, the survey by the UN's inter-regional crime research institute reported.

Unisa criminology professor Beaty Naudé said similar surveys had played

an important supplementary role in estimating the extent of crime in industrial countries.

"Official statistics are not a reliable yardstick for comparing crime in different countries because not all crimes are reported to the police," he said.

The survey indicated only 33% of SA crime victims reported incidents to the police, a particularly "negative attitude" towards law enforcement.

Whereas 56,7% of people surveyed in SA believed the police did not do enough to curb crime in their residential area, 48,6% felt the same in Kampala, 45,6% in Dar es Salaam, 32,8% in Norway and 41,2% in Italy.

Only 15,2% in SA said they felt safe walking in their residential area at night.

Of five African countries surveyed, SA had the lowest incidence of personal theft, consumer fraud, and sexual incidents, and the second lowest level of corruption. The fact that only 51,1% of SA respondents regarded assault as "very serious" was cause for concern, Naudé said. "It seems to justify speculation that violence has become part of the SA culture."

About 1 000 respondents were selected from each of the participating nations, including 12 industrialised countries, five from eastern Europe and five from Africa.

## Come to the Courtyards...

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Star 5/17/93

# A power in SA education

(50)

By Karen MacGregor

South Africa's new, powerful National Education and Training Forum (NETF), launched in Johannesburg at the weekend, will begin tackling education crises and the restructuring of the country's race-based education this week.

The days of pupil mass action against inequitable education and the spectre of national teacher strikes may soon be things of the past.

The NETF, which holds its

founding meeting at the end of the month, will enjoy sweeping powers over education in SA, although the Government will continue to manage the system.

Department of National Education Director General Dr Johan Garbers said that, since the Government is represented on the Forum, "it would be impossible, if consensus was reached, for recommendations not to be implemented".

Only outside constraints such as lack of funds or legal problems would prevent Forum decisions from being realised, he said.

At the launch on Saturday, South Africa's major education "stakeholders", Government education departments, big business, educational organisations, teachers, pupils and parents agreed to the immediate setting up of two working groups.

One will deal with education "flashpoints" and the other will begin proposing the restructuring of educational areas believed to be in urgent need of attention.

These flashpoints and areas will be identified at meetings of the groups this week, and as they arise in fu-

ture, said the Chamber of Mines' Andre Dippenaar, chairman of the facilitating group which set up the Forum.

The creation of an Education Forum along the lines of those covering the economy and civics was agreed at an emergency education crisis meeting between President de Klerk and Nelson Mandela last month.

The Forum will comprise a plenary, consisting of all education stakeholders, which will be the highest decision-making body, an executive committee consisting of representatives who

plan and drive the Forum's work, and working groups which will investigate matters decided by the plenary or the committees themselves.

The founding agreement drafted by the facilitating group was accepted at the launch, but will go out for further negotiation.

Political parties will be allowed representation on the NETF — a thorny issue for some who believe this would threaten its independence because, said ANC head of education John Samuel, the Forum supports the principle of inclusion.



# Forum may not end school crisis

Staff Reporter

THE National Education and Training Forum (NETF), which was launched on Saturday, may not have the power to address the wide-spread malaise in South Africa's schools, according to leading members of the teaching profession.

The forum was formed at the behest of "progressive" education bodies and will

seek to tackle the restructuring of race-based education.

But South African Democratic Teachers' Union (Sattu) national chairman Mr Shepherd Mdlana said the forum may not have the teeth to address the problems of educational rationalisation.

He said he was sceptical about the NETF's power to address overcrowding in schools and the problem of poor pupil-

teacher ratios.

Sattu regional chairwoman Ms Vivienne Carelse said she had reservations about the structuring of the NETF which was "loaded in favour of the state".

● Sattu members picketed the US consulate on the Foreshore on Friday in an effort to prevent President F W de Klerk being awarded the Philadelphia Liberty Medal.

50  
05/7/93

## Library may be moved to Drill Hall

**Municipal Reporter**  
INSTEAD of Cape Town central library being moved from the City Hall to the Civic Centre, as has long been mooted, it now seems it will be moved just across the road to the Old Drill Hall instead.

The amenities and health committee accepted a recommendation to this effect in principle at its meeting yesterday.

The space the library will occupy is now taken up by the library service's head office, which will simply swap over to the library's present premises. (50)

The report before the amenities committee yesterday also suggested that the portion of Parade Street between the Drill Hall and the City Hall be closed to traffic. CT 6/7/93

# Move library to Drill Hall, council told

CLIVE SAWYER <sup>50</sup>  
Municipal Reporter *ARG* 6/7/93

THE central library should move into the Drill Hall and the libraries' branch headquarters into the City Hall, the amenities and health committee resolved.

A proposal that part of Parade Street between the two landmark buildings be closed is to be studied by the utilities and works committee.

City planner Mr Neville Riley is to be asked to report on the cost of the move, with a view that it be included in the contingency list for unforeseen spending in the present financial year.

The amenities committee decision follows strong opposition by a lobby group, the Friends of the Central Library, to an earlier plan to move the library to the Civic Centre.

A city administrator's report said moving the central library to the Drill Hall would allow a "highly functional layout".

Meanwhile, the city planner has recommended going ahead with the second phase of external renovations of the City Hall.

The first R8 million phase includes restoration of the tower, re-roofing and restoration of all stonework.

The second phase, expected to cost R14 million, will include restoration of all other stone-faced walls and work on windows and doors.

Work will also be done on internal courtyards.

The Darling Street and Corporation Street porticos also needed attention, because of "structural movement" suspected to be caused by corrosion.

# Education forum has no instant answers — warning

Business Day 8/7/93

50

KATHRYN STRACHAN

AS THE fledgling education forum finally gets off the ground after months of protests, participants warn that the new structure is far from being an instant solution to the country's education crisis and predict that a difficult battle still lies ahead.

Ahmed Essop, spokesman for the National Education Conference — the organisation which has been pushing for the forum for the past year — said there were no guarantees that the forum would bring an end to the disruptions which had brought black schooling to a standstill for most of this year.

It would also not advance the enormous task of restoring a culture of learning very far in the short term. "Students have lost total interest because there is nothing to benefit them in the system. There is no overnight solution . . . and it is a problem which a future government will still have to face," he said.

Although the forum did hold many promises, Essop said, people's expectations were too high. The balance of power within the forum between government and teacher-student organisations would be the source of continuous conflict as the two sides battled over the highly sensitive issue of restructuring education.

"We want to stop unilateral restructuring as far as possible, and government will fight not to concede," Essop said.

But if there was sufficient consensus between the majority of stakeholders, government would find it difficult not to support forum decisions.

Another obstacle lay in gaining the trust of teachers and students that the forum would be able to deliver new directions. Finding solutions to the issue of coloured teacher retrenchments in the next few weeks by the forum's working groups would be vital to the forum's wide acceptance.

Essop envisaged the primary role of the forum to be halting government's unilateral process of restructuring education, as well as developing future models for education. But most pressing would be debating the 1994 education budget and reforming the present racial allocation of resources, he said.

Forum spokesman Andre Dippenaar — who is also education adviser to the Chamber of Mines — said he believed government was totally committed to the forum and, although there would be conflict, he expected substantive agreements.

"Due to its wide participation, it is

the most legitimate forum this country has at the moment," he said, "and its strength lies in its legitimacy and its transparency."

Dippenaar believed that as government had agreed to be part of the forum it would take heed of its recommendations.

"Redressing inequalities in education will take time, but it can be achieved," he said. "In one year we can develop a good conceptual framework for a future model which will respond better to our economic and social needs . . . but problems such as the erosion of the culture of learning will take longer to solve."

National Education Department spokesman Johan Garbers said there would be no sense in establishing the forum if it could not make inputs which would lead to changes in government policy.

He hoped the forum would address flashpoints in education in the short term and establish an equitable education dispensation in the long term by involving all stakeholders.

But, Garbers said, people should have realistic expectations of what the forum would be able to deliver. "Many crisis issues are symptoms of very complex structural problems and can therefore not be solved easily or overnight," he said.

# Learning 'impossible'

CT14/7/93  
Staff Reporter

**THE** most serious problem facing South Africa was how to reinstate the "psychology of learning" among black students and young teachers, said Mr Neil McGurk, headmaster of Johannesburg's Sacred Heart College.

These students and teachers rendered the learning environment impossible and were "an infantile political force that will not brook any restraint", he said at the SA Association of Independent Schools (SSAIS) conference in the city yesterday. The SSAIS represents independent, non-profit schools such as the Leaf College of Commerce and Engineering in Rondebosch, a spokesman said.

"It requires only a relative minority of students who have acquired power over their peers by actively undermining the formal authority of the institution to render the whole learning environment impossible," said Mr McGurk.

Ms Vivienne Carelse of Sadtu said: "We are responding to the crisis to end it, not exacerbate it. Our attempts to establish a culture of learning are hamstrung by the state." (50) (202)

## All languages

'equal status'

500/14/7/93  
Own Correspondent

PORT ELIZABETH —  
ANC NEC member Professor Albie Sachs told a conference here yesterday that English would not be the automatic choice as the official South African language. He said all 11 main languages should have equal status.

"The future order of the day will be to have a multi-lingual society, where all South Africans will be able to communicate with one another."

He was speaking at the opening of the conference for the Association of University English Teachers of SA at UPE.

# Poor economy fuelled by education system

BINay 16/7/93

LINDA ENSOR

CAPE TOWN — Business had a crucial role to play in improving the quality of SA's education system without which the country had no hope of achieving a higher level of international competitiveness, a conference on the 1993 World Competitiveness Report heard yesterday.

The poor quality of SA's labour force, the low level of international integration of its economy, and the predictability, transparency and relative lack of stability of government were three problems the report identified as negatively affecting the country's competitiveness.

One of the conference panellists, Bureau for Economic Research director Ockie Stuart, noted that SA's education system failed to meet the needs of a competitive economy.

"We need to drastically restructure our education system otherwise

our world ratings will continue to drop," Stuart said.

Teaching shifts should be introduced to make better utilisation of existing classroom capacity, Stuart recommended. Davis Borkum Hare economist Jos Gerson agreed, but said reversing the trend of poor education would take about 20 years.

World Competitiveness Report director Professor Stephane Garelli said that in Europe 5%-6% of all investment in training was made by corporations which regarded the public system as inappropriate to their needs. Large corporations had established their own business schools to provide training for workers.

Garelli emphasised that the key to competitiveness was skilled labour. This was why the quality of education

provided in a country was one of the criteria for assessing its relative competitiveness. (50)

On the subject of the productivity of white-collar workers, Garelli noted that worldwide this had not matched manufacturing productivity improvement. During the 1980s manufacturing productivity in OECD countries rose 3,6% whereas non-manufacturing productivity increased by only 0,3% despite a massive investment in technology.

ANC economic planning head Trevor Manuel emphasised that there was no possibility for SA companies to compete internationally if they were not able to do so domestically. The inefficiencies of the economy were protected behind trade barriers and there was a need to expose companies to international competition in a managed process.

Star 17/1/93

# 'Too much sport' in schools

(50)

CAPE TOWN — Too much school sport is contributing to a "hopelessly outdated" education system which is undermining the whole economy, according to economist Dr Okkie Stuart.

Highly qualified teachers were being wasted on teaching sport, which was accorded far too high a priority, he told a conference on South Africa's international competitiveness.

Stuart, head of the University of Stellenbosch Bureau of Economic Research, said the education system could not meet the country's need for an adequately skilled workforce and was contributing to the levels of frustration and violence. The system was also consid-

## BRUCE CAMERON

ered the single biggest drawback to South Africa being able to compete internationally.

### Doubling up

He said teachers would be better used in classrooms with sport being left to sports coaches.

He also called for the better utilisation of schools. The school population could be doubled by using classrooms for 15 to 16 hours a day, he said. At present, classrooms stood empty for 50 percent of the time that they could be used by other pupils.

Professor Stephane Garelli

warned that it would take 20 years for the economy to benefit from a revitalised education system.

Garelli, who heads the Swiss-based World Competitiveness Report, said unless South Africa could compete internationally it would not achieve significant growth. That would require skills.

In his most recent report, South Africa's education system featured second last among comparable countries. Countries like Japan and Korea had built their success on skilled people.

"The biggest fallacy is that cheap labour makes for low costs," he warned. "If you really want low costs you want an educated labour force."



# Teacher unions hope forum can stop strike

By AYESHA ISMAIL

TEACHER unions are pinning their hopes on the National Education and Training Forum (NETF), which is to be formed at the end of this month, being able to resolve the House of Representatives education crisis and so avert a planned strike next month by thousands of teachers. (50)

With coloured schools reopening this week, principals say they do not know how many of their teachers will return, as teachers were able to apply directly to the HoR's education department for its controversial early retirement package. (300)

Teacher unions have repeatedly called for a moratorium on the rationalisation programme, but the department says it is unable to halt it as the process is already at an advanced stage.

The South African Democratic Teachers' Union (Sadtu) has voted to strike on August 16, while the Union of Teachers' Associations of South Africa (Utasa) has voted against such a move.

Sadtu spokeswoman Vivienne Carelse said her union had given the NETF and the National Department of Education "sufficient time to respond to our demands before August 16".

"We are open to negotiations, but if our demands are not met, we will go on strike," Ms Carelse said.

The co-ordinator of the Western Cape Principals Forum, Eddie Snyders, said that the formation of a single education department would be the only solution to the education crisis.

"Once we have one education department, teachers will be appointed to schools where there is a shortage, and not be posted on racial lines," Mr Snyders said.

STimes [Buss] 18/7/93

# Thousands kept in touch with library

UNISA's library — founded only in 1946 — last year became the first at a South African university to use electronic data interchange to order books and magazines.

Thys du Preez, head of technical services at the library, says Unisa imports more than 97% of its books.

The challenge was to shorten the time between a request being received for a book, its being ordered and delivered. The process could take months.

Mr du Preez says Unisa uses two methods to submit orders. Large suppliers receive orders sent from one computer to another. Suppliers which do not have a sophisticated system receive orders by an electronic mail attachment. Few SA booksellers can deal with orders electronically.

## Savings

Unisa buys books for two types of collections — one for research and one for study, where multiple copies are ordered for undergraduate use.

Mr du Preez says that because Unisa orders up to 200 books a day, it has been able to persuade suppliers to fly them to SA at their own expense.

Surprisingly, 46% of all requests for books received by the library are for those already in stock. Detailed checking beforehand by the library staff has led to cost savings.

The library is home to 1,3-million books, 184 000 microfiches, 31 000 microfilms, 41 000 colour slides, 9 600 current periodicals and 3 000 serial publications, 7 000 cassettes, 20 000 audio records, 6 500 compact discs and 76 computerised compact discs.

They occupy 19km of shelves covering 22 000m<sup>2</sup>.

The library can seat 862 — a long way short of the 3 000 daily "full-time"

attendants.

It provides for 105 000 students. Capacity is for 144 000 in 27 years' time. The library issues 700 000 books a year. (50)

Research shows that those students who use the library are more likely to pass their examinations than are those who do not. Unisa makes every effort to ensure that new students understand fully what the library has to offer and how it may be used. An informa-

tion point deals with all queries.

There are also several artefacts of historical interest, such as a glass fibre copy of the Rosetta Stone, Sumerian clay tablets and copies of Mesopotamian texts.

The collection holds the archives of the United Party, Sir de Villiers Graaff, Dr Hesse, Johannes van Schaik, Frederick Wagener and a South African cathedrals.

53 APR 19 11 1983

# West Cape informal creche system really is bringing hope for children

It's the TLC that counts...

Staff Reporter

WITH an estimated seven million pre-school-age children in need of day-care, backyard crèches are springing up throughout the country.

Parents pay as little as R10 a month for the care of their children which includes three meals a day and supervision by usually untrained and semi-literate "day mothers".

Stepping into the breach after nine years of informal meetings, Ithemba Labantwana — Hope for our Children — was formally launched in the Western Cape in 1990.

They recently held their first "national congress", inviting child-minders from throughout the country to Langa to join in and discuss the situation on a national level.

Ithemba Labantwana is a community-run, pre-school organisation with no political affiliation.

Its primary aims were child care, education and the empowerment of the day-care mothers themselves, said a committee member.

From its humble roots in a single plastic shack, the organisation has 150 day-care centres and 50 child-minders in the Western Cape with affiliates in Thembisa and Soweto in the Transvaal, Paarl, Worcester, Hermannus, Mossel Bay, Craddock and Plettenberg Bay.

And, they're all run by the mothers themselves. Secretary Mrs Nobuntu Nkanyuza said the organisation was responsible for about 8 000 children in the Western Cape.

Describing the mothers as "unqualified street social workers" Mrs Nkanyuza said they were not concerned only with the children, but regularly fed and clothed the elderly and destitute.

A common problem was

children being dropped off in the morning, only for the parents to disappear.

"When these children come to us, we don't run to Child Welfare; we take responsibility ourselves. Several members of the committee have extra children to feed as a result.

"Our voice has yet to be heard by government. Although the Cape Provincial Administration has adopted a few women, we need more money.

"The government should be looking after these children. Many of those with whom we are stuck are the children of migrant workers, the results of their (government) policies.

"In October, we started getting some money from Dr Rina Venter's Food Fund, but this is just not enough," said Mrs Nkanyuza.

"If the voice of women can be heard, we can conquer South Africa," she said, blaming men

for the evils of apartheid and poverty.

Mrs Louisa Madondo of Emndeni, Soweto, runs a day-care centre in the Masbathie squatter settlement.

"Because parents could hardly afford R10 a month I have been forced to adapt my project into a feeding-scheme with the help of Operation Hunger.

"We came to the Ithemba Labantwana to see how the grassroots system works. The people who purport to represent us have established centres and drive luxurious cars. How can they represent us?" she asked.

"The very government meant to see to our needs is not at all concerned. They give subsidies to registered schools, but registered schools cannot cater for all the children," said Mrs Madondo.

Staff Reporter

FORTY children aged one to six spend their days in a corrugated iron "ghetto" behind a typical council house in Section 2, Guguletu.

These are pupils of Sizwe Daycare Centre whose parents pay "whatever they can" for the children's shelter, pre-schooling and regular meals.

Principal Mrs Flora Siyotula does as much as she can with the help of teacher Ms Maureen Tyiso, but with little funding there's a limit as to what can be achieved.

"We look after the children from 6.30am to 7pm Monday to Friday. We feed them breakfast, lunch including meat, and an afternoon snack.

Apart from feeding the children, paying the teacher and maintaining the "classroom", Mrs Siyotula must provide toys, stationary, limited first-aid and plenty of loving care.

And, pride of place on the classroom wall is a photograph of President De Klerk and Mr Nelson Mandela.

to show how many frequencies are still available in South Africa — and then invite, adju-

our percent levy could eliminate the problem," he said. This worked successfully in Portugal and Greece.

S

## Teachers whack truant parents

Education Reporter

PARENTS have been slammed for their apathy after a poor turnout at an open meeting to debate the education crisis.

Only about 100 parents attended a "mass meeting" at the Kensington Civic Centre last night to discuss: "Do parents have a say?"

The South African Democratic Teachers Union (Sadtu) has voted to strike from August 16 over rationalisation of House of Representatives teaching posts and the five per cent pay rise.

Speakers at last night's meeting, facing rows of empty seats, criticised parents for not showing greater concern.

Mr Rodney Inglis, representing Kensington teachers, said they were becoming angry at the apathy of some parents.

"We came here looking for guidance, but parents have not responded."

Teachers expected parents to put forward alternatives if they were opposed to strikes.

He called on those present to "chastise your neighbours for their apathy".

# Pupils lock up teaching staff

CT 21/7/93 Staff Reporter



**TEACHERS** at Guguletu Comprehensive High School were locked up in the school yard yesterday by angry pupils who demanded to see two women teachers they alleged were victimising them.

A teacher said pupils held a meeting earlier in the morning, where they made a list of accusations against a Miss Mayekiso and a Miss Thatha.

They accused the women of failing pupils "indiscriminately".

They then invited the two teachers to the meeting, but the teachers refused and fled to the staff room.

Other staff members intervened and protected their colleagues, which angered the pupils, who locked the school gate, imprisoning the teachers.

When the Cape Times arrived on the scene, hundreds of pupils were chanting slogans.

When a reporter tried to speak to the SRC a group of the bigger boys ordered everyone away from the reporter and threatened to beat pupils who gave information.

Other boys shouted insults at the news team and later threw water bombs at their car.

When the Cape Times phoned about 4pm, the principal was said to be meeting the pupils to try to solve the problem, while the gates remained locked. Attempts to reach the principal later failed.



# Gugulethu pupils and teachers go back to school

APR 23/71/93

Education Reporter

LESSONS will resume today at troubled Gugulethu Comprehensive after an agreement was struck on a "code of conduct" between pupils teachers and parents.

Classes have been disrupted for the past three days because of a pupil revolt over "harassment

from certain teachers.

On Tuesday staff had to protect a colleague from angry pupils who had locked the school gates and allegedly wanted to assault her.

On Wednesday pupils spent the day camped outside the foreshore offices of the Department of Education and Training where their

teachers had gathered because they feared going to school.

Yesterday the school student representative council, parents and teacher representatives agreed pupils would follow the correct channels if they had grievances.

Pupils were not to lock the school gates and there would in fu-

ture be no harassment or threatening of teachers, principal Mr Linda Qaba said last night.

In turn, teachers agreed to refrain from treating pupils harshly.

Teachers planned to return to school today, but the full staff would first meet at the DET offices to hear the terms of the agreement.

# News briefs

## Apologies to Azapo

IN A front-page report in *Sowetan* yesterday on the Cape Town church killings it was incorrectly stated that the Azanian People's Organisation is the armed wing of the Pan Africanist Congress.

It should have read the Azanian People's Liberation Army, the armed wing of the PAC. *Sowetan* regrets any inconvenience that might have been caused.

## Perspective is back

DO YOU remember *Perspective*? That hard-hitting and popular column by Joe Thlooe. It will be back this Friday, focussing on all the exciting events happening in the country.

Not only that. Inside your Friday edition of *Sowetan* will be *InScene*, the paper for the youth. *InScene* will be sussing out the heavy, often abusive lingo found in American rap songs. *InScene* also finds that a new,

more mature wave is emerging.

## Class boycott

A TOTAL of 17 000 pupils at schools in Mangaung, Bloemfontein, boycotted classes yesterday demanding the release of detained colleagues.

## Searching for killers

THE ANC will deploy its security-trained cadres and call on its township-based members to find the killers who massacred 11 worshippers at the St James' Church in Kenilworth, Cape Town, on Sunday. *Sowetan* 28/7/93

This was announced by ANC Western Cape region chairman Dr Allan Boesak at a media conference yesterday. He also announced that the ANC would arrange several activities over the next few days to express its sympathy with victims and their families. — *Sowetan Reporters and Sapa*

## Our telephone number: (011) 474-0128

Political comment in this issue by Aggrey Klaaste and Joe Thlooe. Newsfills, sub-editing and headlines by Mike Tissong and Sy Makamge. All of 61 Commando Road, Industria West, Johannesburg. The reproduction or broadcast without permission of articles published in this newspaper on any current economic, political or religious topic, is forbidden and expressly reserved to Argus Newspapers Limited under Section 12(7) of the Copyright Act 1978.

# New TEC plan to pilot the nation

*Sowetan* 28/7/93

## KEY OBJECTIVES To implement a

### democratic order in South Africa:

partly.

The TECs will have access to all information and records required to achieve its objectives.

The biggest concern raised by various political parties has been the mechanism for decision-making within the TEC and the possibility of one or more parties stalling progress.

This fear is allayed to a great extent by the fact that all decisions in the TEC will be made by members of the council alone and shall, as far as possible, be made on a basis of consensus.

The Bill holds that in the event of there not being total consensus on any issue, a decision which has the support of at least 80 percent of the members of the council shall be carried.

The Bill will be debated and afterwards returned to the TEC's technical committee

The TEC's objectives will be to facilitate, together with all statutory bodies at all levels, "the transition to and preparation for the implementation of a democratic order in South Africa" by creating and promoting a climate for free political participation, and by encouraging:

- Eliminate any impediments to legitimate political activities;
- Eliminate any form of intimidation;
- Ensure that all political parties are free to canvass support, to organise and hold meetings and to have access to all voters; and
- Ensure that no government or administration (in the self-governing territories and TBVC states) exercises any of its powers in such a way so as not to advantage or prejudice any political

**D**RAFT LEGISLATION for the Transitional Executive Council was tabled in the Negotiating Council at World Trade Centre in Kempton Park yesterday.

The Transitional Executive Council Bill provides for the establishment of the six TEC sub-councils, one each on: regional and local government; law and order, stability and security; defence; finance; foreign affairs; the status of women.

Under the Bill, which is still being debated and could therefore still change, the TEC will consist of one person from each of the political parties in the Negotiating Council.

## In broad terms

The TEC will remain in power until the appointment of the first Cabinet under a transitional constitution and will, in broad terms, prepare the country for



# Teachers 'supported'

Political Staff

TWO-THIRDS of black households were affected by the action taken by black schoolteachers and pupils earlier this year, an opinion poll released yesterday found.

The poll of 800 black women showed more sympathy for the teachers than the pupils.

About half the respondents claimed to support the teachers to some extent, but only two in five

showed any support for the pupils.

Those older than 50 displayed the least tolerance for the pupils' actions, with three in five saying they did not support them at all, while two in five of those aged 18 to 24 did not support the pupils at all.

The 800 women were surveyed by the Omnichek division of Research Surveys in the major metropolitan areas of South Africa towards the end of May.

CT 29/7/93 (50)



# US fellowships boost to Cape education

50  
CT 30/7/93

By ANDRÉ KOOPMAN

TWO lecturers at the University of the Western Cape's education faculty will be leaving for the United States next month to study at the prestigious Harvard University.

Mrs Joy Papier (32) will register with the Harvard Graduate School of Education to do a second masters degree in education and will be doing research in curriculum planning, "looking specifically at curriculum options for primary school".

"I want to study this not with the intention of imposing these ideas on the South African situation when I return but as a means of informing thought around re-structuring primary school education," she said.

## Bill of rights

Mrs Papier, of Northpine, was awarded the Harvard Fellowship, administered by the Institute of Race Relations, which covers all her tuition, residence and travel fees.

"I am excited about being exposed to new learning environments and experiences," she said. She completed her first master's degree at UWC.

Her husband, Mr Taswell Papier, a practising attorney, has also been accepted at Harvard Law School as visiting fellow to the Human Rights Programme.

He will be doing research and reading into the practical implementation of a Bill of Rights and will investigate the advantages and pitfalls of the American Bill of Rights.

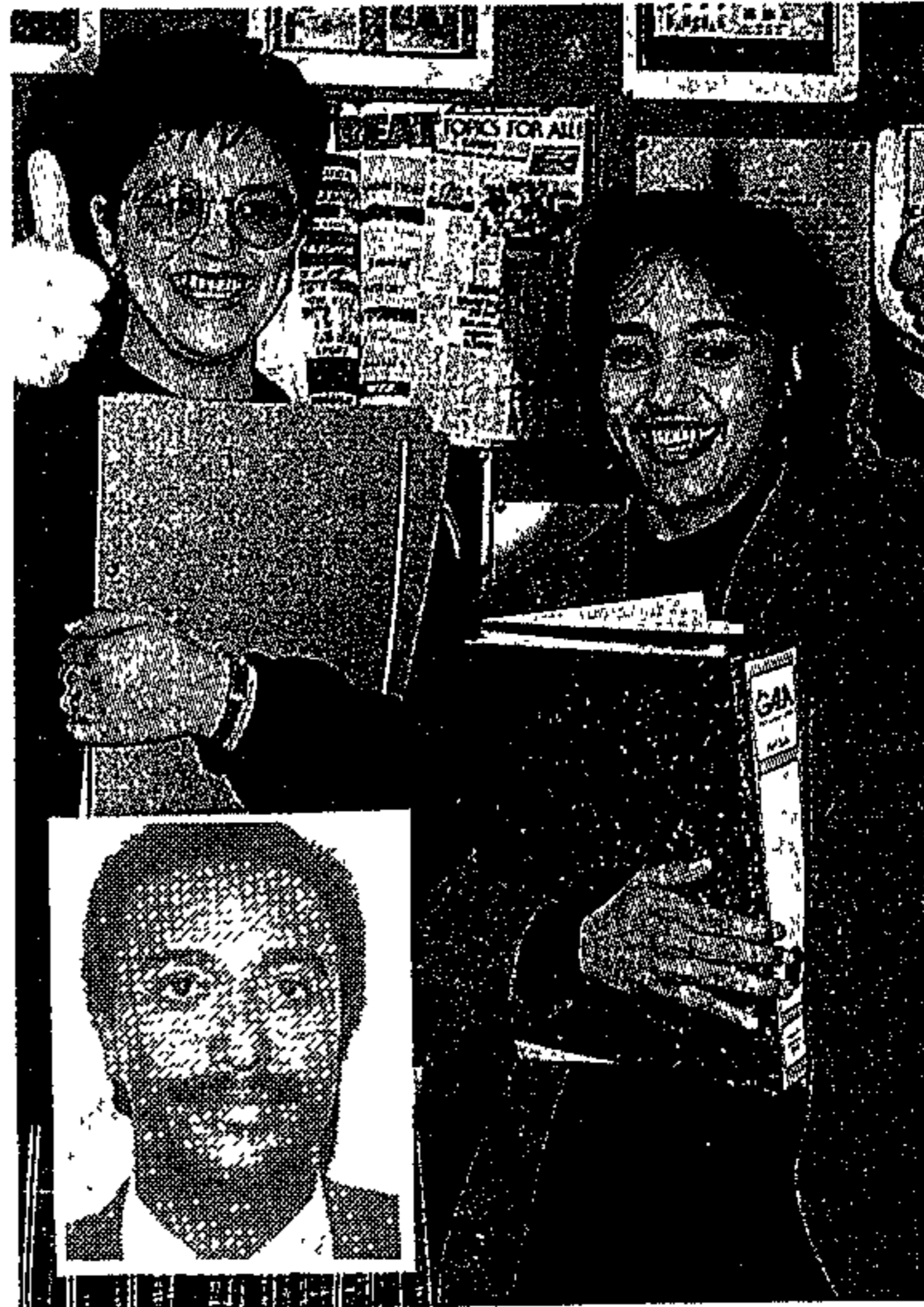
Mr Papier, who is a very active member of the National Association of Democratic Lawyers, did not receive a fellowship and will cover his own expenses.

Mrs Shirley Anne Zinn (31) will also register at the Harvard Graduate School of Education to begin study towards a doctorate in education.

She will focus on the teaching curriculum and learning environment with a view to improving education in South Africa.

Mrs Zinn, of Grassy Park, said she was, "specifically interested in pre-service and in-service teacher evaluation". She will research, "the purposes, methods and consequences of evaluation and how these might lead to change".

She was awarded the SA-Harvard Fellowship in 1990 to complete a second masters degree in education. She completed a first masters at UWC in August 1990.



**HARVARD MATERIAL:** Mrs Joy Papier (left) and Mrs Shirley Zinn, both UWC education lecturers, will leave for Harvard University in August for a year of study. INSET: Mr Taswell Papier, Joy's attorney husband, has been accepted at Harvard Law School as a visiting fellow.

Picture: ANNE LAING

### Library for Drill Hall

(50) AUG 30/7/93  
THE central library is to be moved to the Drill Hall, and the head office of the libraries branch to the City Hall.

The council yesterday adopted without debate an amenities and health committee recommendation of the swop.

The move follows pressure from Friends of the Central Library, which opposed moving the library to the Civic Centre.

## INVESTING IN CHILDREN

# Azapo urges parents to educate children

Sowetan 30/7/93

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**The black nation has to be careful not to produce black children with a white view of the world**

**T**HE AZANIAN PEOPLE'S Organisation has no problem with black pupils attending private schools, provided their parents take an active role in ensuring that their children remain conscious about their blackness.

This view was expressed by the organisation's spokesman, Dr Gomolemo Mokae.

Mokae also warned against the debilitating effects private schools had on less perceptive children who are wrecked by what he called "condescending and ascending" syndrome.

"Often, pupils who attend private schools go through this process of having to look up to white children in private schools. However, back in their own homes they have to contend with their black peers whom they look down upon because of a newly acquired sense of superiority."

"Azapo does not legislate on the kind of schools people should send their children to. But we have to be open to this reality," Mokae said.



Dr Gomolemo Mokae ... parents should play an active role.

He said the black nation should be careful that "we do not produce black children with a white view of the world".

He also suggested that the "elitist education" provided at private schools tended to downgrade black languages, making it hard for a black child to relate to his culture.

"That is why I wish to urge parents to devise conscious programmes aimed at alerting a child to the value of being black," he said.

On another level, Mokae said it was unacceptable that blacks seemed incapable of resolving the education crisis destabilising black education.

"Parents should be involved in alleviating the crisis in black education. They dare not remove themselves from the problem with the hope that politicians will resolve the crisis."

Communication director of the Department of Education and Training Mr Corrie Rademeyer said private schools had a need, just as State schools had. However, he said the DET's responsibility was to ensure that all black children received free education.

Accepting that there was a crisis in black schools under the DET, he said parents should be the ones to assume responsibility for restoring normality to schools. He said disruption of school was unacceptable.

"What we need is that parents should be in touch with schools so that disruptions can be eradicated," Rademeyer said.

# DET to clear out of offices

JOHN VILJOEN  
Education Reporter

50 256  
ARG 1/8/93

THE smouldering crisis in black schools has finally taken its toll on the Department of Education and Training — it is moving out of its Foreshore premises.

It is no secret that the DET is unpopular with the rest of the tenants in the Foretrust building.

Yesterday saw scenes all too familiar to the department's long-suffering neighbours — a protest by the Nyanga branch of the South African Democratic Teachers' Union.

As has often happened, the protesters blocked the main entrance to the

building, prompting security staff to "close up shop".

At the sight of yesterday's protest, visitors and employees scampered to remove cars parked outside while arrangements were made to smuggle those caught on the wrong side of the doors into the building.

"I take a dim view of this," a security manager said as contact with the world outside was restored. "They talk about democracy, but no one can carry on with their business."

The job will soon be a lot quieter. The DET's lease expired today, but was extended until mid-September.

DET area director Dr Johan Brand yesterday confirmed the move to Bellville.



Moment of truth . . . exams are the acid test for the movement which confidently claims to be the solution to apartheid's "lost generation".

### PROOF NEEDED

More than 100 programmes are available, claiming to repair the thinking of children damaged by apartheid education and school boycotts. But there is a shortage of reliable information on the worth and validity of such programmes. IAN MOLL, education lecturer at the University of the Witwatersrand, looks at the implications.

### TOMORROW

Women in the UK and South Africa have become a rich market for alternative remedies.

# Repairing minds a complex task

Star 3/8/93

(50)

**A** RELATIVELY new movement claims to be able to repair the thinking of children damaged by apartheid education, school boycotts, or both.

But there is a shortage of reliable information on the worth and validity of such programmes.

Much has been said about the need for redressing the glaring imbalances in financial and human resources that exist between white and black schools as a result of apartheid education. There is less debate however on the equally important area of cognitive disadvantage.

At last count, there were over 100 programmes aimed at fixing the minds of our youth. Some are grand operations with huge budgets and backed by an impressive array of experts.

Some programmes are indirectly linked to academic institutions but are independently sponsored. Others are run by individuals who have jumped on the bandwagon.

Most, though, are small concerns serving only a few individuals or schools. All claim in different ways to do what schools have been unable to do — improve "thinking skills" or "enrich education" by focusing on "cognitive development".

The lack of public knowledge and debate about these programmes is alarming.

Many of them are conceptually sound and provide a service for the pupils they claim to assist, and also make a contribution to the school system of the future.

But a large number are "fly-by-night" operations, which prey on parental anxieties and dish up ill-conceived and badly researched courses.

There is no doubt that South Africa has a problem.

Because we have failed to develop the minds of our youth systematically, we stand to lose these minds.

There is concern across the political spectrum about the "lost generation" produced by the breakdown of schooling over the past decade.

But the more sociologically correct term is "marginalised youth", who desperately need affirmative action and education development to gain access to mainstream society.

Among the cognitive consequences of the decline of formal schooling in South Africa is that apartheid education, in its many forms, has failed to foster adequately the cognitive development of black pupils.

In addition, the systematic breakdown of this system, mainly from political resistance, has also had negative effects on the cognitive development of the pupils fighting for its removal.

The primary purpose of schools in industrialised society is to train children in the basics of logical and rational thinking.

The later years of secondary schooling are supposed to build on this foundation and foster what psychologists refer to as "metacognition", or the ability to think independently and self-reflectively.

Research suggests that, in spite of apartheid education, South African schools have generally provided a basis for the development of logical thought. What they have generally failed to do (for obvious political reasons) is to teach children to become sophisticated, independent thinkers.

And when schooling systematically breaks down, as it has done since 1976, the social and cultural foundations of cognitive development are completely under-

mined.

Both logical and metacognitive thinking are currently at risk in our schools.

The aims of cognitive enrichment programmes can now be framed in a way that allows for informed public scrutiny of their effectiveness.

The few such programmes that are to some extent educationally sound, work at different levels.

Some claim to remedy deficiencies in logical thought processes, and others offer to develop metacognitive reasoning abilities. But disturbingly, the programmes have deep differences between them on the real nature of the educational problem.

Some believe it is merely a matter of replacing absent thinking skills and providing a technology to achieve this. Others treat the problem as though it was a language disadvantage.

Another group emphasises a new orientation which links the development of thought to the transformation of schools.

The truth probably lies somewhere between these different conceptions.

When parents, teachers and pupils have the opportunity to participate in a cognitive enrichment programme, they need detailed and reliable information.

They need to understand the educational problem and be able to identify those programmes which have demonstrated their worth.

Educational policymakers need to consider the effectiveness of such programmes for possible inclusion in a new national curriculum.

There is an urgent need for public debate on these matters, and for more accountability from those claiming to provide solutions to a complex problem.

# Library in Salt River 'unlikely' <sup>(5b)</sup> <sub>cf 5/8/93</sub>

A REQUEST for a R300 000 library at the Blackpool Community Centre in Shelley Road, Salt River, is not likely to get the go-ahead.

Mr Heinrich Heymann, the city librarian, said there were libraries in neighbouring communities within two kilometres of the proposed site and the costs of running a library were high.

The Woodstock/Walmer Estate/Salt River management committee requested a library in Shelley Road because the service offered by the mobile unit was limited and they feared for the safety of their children, who had to cross busy roads to get to the existing libraries.

## Small proportion

In a recent council agenda, the city librarian said the Observatory and Woodstock libraries were only two kilometres away and several other areas in the Peninsula had a greater need.

"The library was originally proposed as one of the infrastructural projects to be funded by the Western Cape Regional Services Council. It must be borne in mind that the capital cost of the building represents a small proportion of the cost of running a library and a library cannot be established simply because funding has been obtained for the building."

# Van Eck in call for education 'surgery'

50 CT 5/18/93

## Political Staff

WITH 4,6 million illiterate blacks and a further 10.5 million blacks who were only functionally literate, outside the four independent homelands, major surgery was urgently necessary in education, Claremont's ANC MP Mr Jan van Eck told an ANC public meeting in Mowbray last night.

"Although it is true that a new government is going to battle to find the finances necessary to tackle this crisis of mass illiteracy, it must also be stressed that South Africa just cannot afford not to address this issue," Mr Van Eck said.

Noting that South Africa was poised to re-enter international markets, he said if the country wanted to compete abroad and come to grips with unemployment it would have to invest massively in education.

Mr Van Eck also said a stable and viable democratic society could only come about if the majority of voters had some degree of literacy.

He said World Bank statistics had shown that 53% of South African children between two and five suffered growth stunting because of malnutrition between 1980 and 1990, compared to the average of 39% for the African continent.

## 'Education: 5% increase needed'

A FIVE PERCENT increase in education spending over the next five years would wipe out all backlogs in education, the head of the ANC's national education department, Mr John Samuel, said yesterday.

Addressing a public meeting in Cape Town, he said it would be foolhardy to argue that the country could not afford this increase. "In fact I would say we do not afford it at our peril."

It was true that the government had already spent a significant amount on education, but it did so inefficiently, he said. — Sapa



## 5% increase 'will rescue' education <sup>(50)</sup>

Education Reporter ARG 5/8/93

A FIVE-percent increase in education spending over the next five years, will eradicate backlogs, says African National Congress education department head John Samuel.

He was speaking last night at a meeting in Mowbray organised by the ANC's Claremont branch.

Mr Samuel called the proposed increased spending "a disaster fund" for reconstruction.

"It would be foolhardy to be constrained by the argument that we cannot afford it. We do not afford it at our peril," he said.

Agreement was growing among diverse groups represented at the National Education and Training Forum (NETF), to be launched on Saturday, that investment in education would have enormous returns.

Mr Samuel repeated the ANC's commitment to 10 years of free and compulsory education. This was feasible and affordable, he said.

The increased spending projection included provision for adults who did not have adequate schooling to achieve the equivalent of 10 years' compulsory education, he said.

Turning to the privatisation of education, Mr Samuel said the ANC could not accept the Model C system introduced in House of Assembly schools last year.

## The real crisis

**While the** mounting crisis in township schools will be one of the first major challenges facing the next government, an estimated 2m black children on farms throughout SA will also be hoping for a better deal.

The children are described by the Rural Education Forum (REF) as the most disadvantaged and the most ignored. Only about 468 000 of the 2m are estimated to be attending schools and only 11 000 progress beyond Standard 5. (50)

In an article in the latest edition of *Land Update*, a journal of the National Land Committee, REF national co-ordinator Ken Margo says that of all pupils in SA, farm school children have the most inadequate buildings, the least qualified teachers and the fewest available places in the schools.

"They are the most ignored because many of the changes in urban schools over the past decade have bypassed them. They do not elicit any sense of urgency either from the State or the liberation movement since, as a rule, they do not burn down their schools the way urban children have. The politically voiceless always stand at the back of the queue."

Margo says the laws regulating farm schools have remained largely unchanged since formulated by Hendrik Verwoerd, then Education Minister, in 1953. Farmers, on whose land the schools are built, virtually have total control over the provision and management of the schools, including decisions on who may teach in them — even though the Department of Education &

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cont →

## CURRENT AFFAIRS

Fm 6/8/93

Training provides the teachers, furniture and books.

Transport costs, which are not subsidised, are a major burden. Parents earn an average of R250 a month, but transport costs to and from school can be as high as R80 a month per child. Margo says there have been reports of farmers illegally keeping children out of school to work on the farms. It is also estimated that up to 60 000 children from

homeland areas work under contract on farms. (50)

There are about 6,2m workers and their dependants on SA's 65 000 commercial farms. There are 5 671 farm schools. Though the number of schools has been increasing, since 1989, 230 have closed.

□ The National Education and Training Forum, comprising all major streams of thought on education and training in SA,

will be formally launched in Johannesburg on August 7. Among the forum's facilitating group are: John Samuel (ANC), Johan Garbers (Department of National Education), A P Diepenaar (Private Sector Education Council), Franklin Sonn (Committee of Technikon Principals), Hugh Davies (Education Co-ordination Service) and Bernard Louw (Department of Education & Training). ■

## EDUCATION

Fm 6/8/93

# Getting a balance

Private investment is as important as spending State funds equitably 50

The creation of a national education and training forum, expected to be formally announced this week, will be generally welcomed. It offers the first opportunity for education's many different interest groups to get together to devise an affordable and legitimate system, capable of turning most young people into useful members of society.

Indeed, the forum would have been announced a month earlier if more interest groups had not presented themselves at the last minute, demanding to be part of it.

Just how tough a task it will be to produce an education strategy that is both politically and economically viable will depend on how large a role private initiative is encouraged to play by a future government. At present, one thinks of business in this regard almost entirely in terms of providing vocational training directly related to its own needs. As a result, we underestimate the ability of business to help solve the education crisis and perhaps paint an unduly sombre picture of what can be done about it.

To set the scene: *Education Realities in SA 1991*, published by the Department of National Education, reported that there were just over 10m pupils in ordinary State schools in SA and the TBVC states. Eighty percent of them were black, most were living in rural areas and just under two-thirds of them were in primary school.

"The indications are," said the report, "that the education system is at present basically educating only to a level of literacy." The department followed up with its Education Renewal Strategy (ERS), published last year. The financial calculations therein gave little hope to those demanding racial equity in State spending.

If, the ERS observed, the money being spent on education (7,3% of GDP, which is high by world standards) were shared between all races and if the economy grew by an annual average of only 2%, then eight years hence the State would be able to finance only primary and secondary schooling; there would be nothing for tertiary education. Include the TBVC states and that would be true even at a 3% growth rate.

So what, according to the ERS, could be afforded by the State? Nine years of compulsory schooling (to the end of Standard 7), with parents paying an average of 5% of the cost, followed by the final three years of school with parents paying 25% of the cost.

In reaching that conclusion, the ERS makes some drastic assumptions. First, there would have to be average annual economic growth of at least 3% — or 4% if the TBVC states are included and the strategy is to be immediately affordable.

Second, average class sizes would be more

than 35 in primary schools and 32 in secondary. One in 10 parents, too, would choose alternative education and training opportunities for their children, rather than pay one quarter of school costs in senior secondary school. The same proportion of pupils at that stage would receive "distance" rather than classroom education — the former being cheaper, according to the ERS, because it emphasises audio-visual materials.

Meanwhile, what would affordable, equalised per capita spending amount to? According to Jane Hofmeyr, of the Urban Foundation's Education Policy Unit, it would mean everyone getting as much as government has been spending on each coloured pupil — which is less than half what whites have been enjoying.

One result, she believes, is that the salaries of teachers with four years of post-matric training would become unaffordable by the State. In short, as Prof Servaas van den Berg of Stellenbosch University's Department of Economics observes, without plenty of economic growth, "budgetary redistribution will have accomplished very little." Some, indeed, believe it could cause substantial damage.

There is, for example, impeccable logic for spending considerably more of the State's education funds on primary and pre-primary schooling. In the absence of a nationwide system that provides good basic education, many children with potential will never make it to the upper reaches of secondary school and beyond.

But Michael O'Dowd, chairman of the Anglo American and De Beers Chairman's Fund, sounds a warning: "There's never the room to manoeuvre funds from one part of the education system to another — to alter priorities — that people imagine exists. The education system is a complicated, interacting one. If you damage one piece of it in order to concentrate on something else, you are likely to get an unexpected feedback into the area on which you are trying to concentrate."

"An obvious example of this — one seen in other parts of Africa — is deciding to place heavy emphasis and resource application on primary education to the extent that you damage secondary and tertiary education. Shortly you find that you have no teachers, because they are not being produced by the tertiary institutions. So primary, secondary and tertiary education must always be kept in balance."

The possibility that a balance will not be maintained and that racial equality of spending will be pursued too quickly, must worry many white parents. The Model C system, introduced last year into white State schools, made it clear that if parents wished to preserve, let alone improve schooling standards, they would have to provide at least 18% of total running costs as well as spend much time managing the schools their children attend.

Equalised spending would mean white parents having to dig a lot deeper into their



In class ... basics stay the same

pockets. Those most able to afford it are already heavily taxed. How soon before many decide to emigrate, taking their valuable skills with them?

Staff salaries, pensions and so on account for about 80% of schools' running costs. A further major constraint on equalising the State's education expenditure is the rate at which more properly qualified teachers can be produced.

There are about 100 training colleges spread throughout the country. Many of them, says Hofmeyr, are badly run and equipped and are little more than high schools.

The ERS quantified the outcome. Only 35% of black teachers, it reveals, have three or more years of post-matric training. Moreover, if all children were to enjoy the same pupil:teacher ratio that Model C white pupils currently do, the number of teachers in black schools would — even if there were no increase in pupil numbers — have to double in primary schools and rise by 130% in secondary schools.

The significance of pupil:teacher ratios is disputed by educationists. Hofmeyr reckons that classes of up to 50 pupils can be efficiently taught, using different methods to those currently employed in this country.

Others argue that educationally deprived children need a lot of personal attention from teachers.

The latter view is supported by the experience of Barnato Park High School in Berea, Johannesburg. For many years one of SA's top State high schools for girls, it found itself with ever fewer pupils as white families moved away. At the beginning of 1990, it became a private school, catering almost entirely for black pupils.

As such, it had its first matriculation results last year. A class of 16 produced a pass rate of 88%. That was a highly encouraging result, twice as good as the national average achieved by black pupils.

The biggest problems teachers had to overcome among Barnato High pupils was a lack of general knowledge and an inability to transfer knowledge gained in one subject to another. Bridging programmes had to be devised, but not all the deficiencies could be rectified on a mass basis. Attention often had to be given to individual pupils.

At first sight, that is an argument for small classes. It is reasonable to hope, however, that as children enjoy this quality of education from an ever younger age, their need for much individual attention will diminish as they rise through the grades. In other words, the belief by State education planners that children need smaller classes as they get older could be false.

There are, of course, important implica-

tions in that. They would justify some switching of funds from secondary to primary schools, but only if well trained primary school teachers could be produced in sufficient numbers. (50)

There are many non-government initiatives seeking to achieve that. Some of them are being financed by the Joint Education Trust, formed in January 1992 by business in collaboration with educational, political and labour organisations. Business houses such as Anglo American, Caltex and Sanlam have together pledged R500m over the first five years, of which R100m has already been committed.

Upgrading teachers is one of the prime aims of the trust, along with improving adult basic education and addressing the problems of "marginalised" youth. The Trust, says deputy director Nick Taylor, will use its funds to increase the training capacity of non-governmental organisations involved in these areas.

One such initiative that shows much promise is Penryn College just outside White River in the eastern Transvaal. It was launched in early 1991 by St Stithian's College in Randburg in collaboration with Enos



O'Dowd

Mabuza, then chief Minister of KaNgwane, and his Education Minister.

It educates black pupils only up to Standard 3. The target, says St Stithian's head David Wylde, is to have the school covering all 12 years of schooling by 1998. Given the pupil waiting list and despite the R4 000

annual fees, that seems realistic.

The school has a number of aims, Wylde observes, but chief among them is to provide a way of upgrading black education in the region and not solely at Penryn itself. The way it should work, he explains, is that St Stithian's own teachers act as counsellors to those at Penryn. All of the latter are at present white and unfamiliar with the problems of teaching black children (which St Stithian's has been addressing for the past 15 years) and with modern teaching methods.

Penryn's teachers will, in turn, upgrade other local teachers. "The idea," says Wilde, "is that Penryn should be more than a school; it should be an outreach centre."

He urges other privileged schools to take similar steps. "If every established school in the country were to twin in this synergist relationship that beams knowledge and skills into less fortunate areas of the country, there's no doubt we could turn the education in this country around in seven years."

Private initiative is producing new kinds of educational institutions, too. There is, for example, the Vaal Career College near Vereeniging. Established in 1991 in buildings no longer needed by owner Eskom, it offers a three-year course that provides a unique combination of formal education and practical training as a prelude to apprenticeships. Local industry is participating intensively in determining what should be taught.

There is enthusiastic financial support for a variety of exciting initiatives, many of them unsung. Companies invest in their own needs and the future of the country; parents sacrifice much to pay fees. In other words, there may be far more money available for education than the planners have realised. ■

## MORKELS

Fm 6/8/93

## Ready for recovery after a caning

Premature expansion hurt Morkels but it can gain from resurgent demand

With surprising candour, Morkels MD Carl Jansen admits that a major error of judgment by management caused the serious drop in 1992 profit, when EPS fell by more than two-thirds. The 1990 decision to expand rapidly was the cause. It gave rise to the present financial structure and high interest costs now depressing earnings.

A superficial reading of results suggests that while a deteriorating economy trimmed turnover growth, the real damper on profitability was excessive gearing brought on by funding expansion with short-term borrowings. Jansen dispels this impression. The real mistake, he says, ironically stemmed from management's familiarity with the business cycle (Morkels was a founder member of the Retail Liaison Committee — it reflects Jansen's penchant for facts and figures). Management had been carefully watching the dip

in the economy, brought about partly by monetary policy aimed at curbing inflation.

Jansen and his colleagues reasoned that the economy had either bottomed or soon would and another cyclical upswing was just around the corner. This opinion was shared by some bankers and economists who, in mid-1990, believed the recession would end about 10 months later. Management decided on comprehensive expansion, for Total Sports in particular, but also the Morkels furniture chain, to be funded by short-term debt.

Record results were posted in financial 1991, but then deepening recession, rising interest

rates and increasing unemployment steadily depressed consumer discretionary spending. Sales growth tailed off and profits dipped alarmingly in 1992, as turnover in the furniture trade plummeted.

Until German industrialist Claas Daun bought control, Morkels was part of Federale Volksbeleggings. In 1989, says financial director Terry Simon, Federale was over-invested in assets. Its board instructed Morkels and other subsidiaries to restrict any growth that involved capital expenditure.

This not only curtailed management's plans, it also dampened their motivation. Not surprisingly, when stockbroker



Jansen

## ANC to propose revision of Model C

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THE ANC would propose that the Model C school system be reviewed under an interim government in an effort to utilise the country's educational resources more effectively, the organisation's national head of education, John Samuel, said yesterday. *Biday*

Educational assets had been arbitrarily handed over to a small minority and they would have to be transferred back into the national pool for a more equitable allocation of resources. *6/8/93*

Whether this proposal would be implemented would depend on an interim government, he said. *(50)*

However, with the great demand on educational funds, the ANC would support parents who were willing to pay for schools with additional facilities. Private and semiprivate schools would be accommodated as long as they stayed within certain guidelines such as nonracialism.

The ANC's main objection to Model C was that it allowed parents to decide admission criteria which could be racial-

KATHRYN STRACHAN

ly applied.

The major questions on how education should be restructured would be decided by the national education and training forum. The forum, which will be launched tomorrow, will comprise stakeholders from across the spectrum.

Reacting to Samuel's statement, National Education Minister Piet Marais said no country could afford to give up the high levels of education that had been attained through parental support.

"The increased demands that the provision of education will make in the future make it imperative that the advantage of more than R500m which has already been ploughed in by parents of state-aided (Model C) schools must not be surrendered. Rather, this system should be extended to provide more parents with the opportunity to have a greater say and to make a greater contribution."

## Probe told investments not made in good faith

CAPE TOWN — Capital & Asset Managers (Cams), a subsidiary in the Masterbond group, breached the Financial Institutions Act in the handling of its clients' funds, the Nel commission heard yesterday.

Pieter Botha, leading evidence for the commission into the affairs of the now defunct Masterbond group, said during proceedings that funds were invested contrary to instructions, no certificates were ever provided as security for the individual investor, and the whereabouts of investor funds were not known.

Botha said this conduct was a breach of the Financial Institutions Act pertaining to the investment of funds.

He said the Act required "due diligence" and "utmost good faith" in the investment of client funds.

Contravention of the Act carried a maximum sentence of 10 years' imprisonment or a R10 000 fine or both, he said.

Giving evidence yesterday Cams former money market manager Rob Bailey admitted that although he had, in a specific situation, expressly demanded that about R6m in 1991 "not be placed in Club Myk-

Own Correspondent

onos in Langebaan" he could not say if this instruction was followed.

Botha, drawing on filed information, pointed out to the commission that these funds had in fact "ended up in Club Mykonos Langebaan". Botha then warned Bailey that his behaviour, when investing client funds, contravened the Financial Institutions Act.

The commission heard that funds were pooled and accumulated to invest in short-term debentures, even though clients had instructed that investments be placed in the money market.

Bailey admitted that in certain circumstances investments received by Cams to be passed on to Masterbond for investment in short-term debentures were not placed in a bond but were instead returned to Cams, which then placed the funds at a bank.

In earlier evidence, Botha accused Cams' management of earning "triple commissions" in this manner. This was denied by former Cams MD Michael Wells.

## Cape municipalities begin dismissals

SEVERAL smaller Cape local authorities dismissed striking employees yesterday.

SA Municipal Workers' Union (Samwu) spokesman Merle Brown said the union had been unable to ascertain how many members were on strike. A number had been arrested, she said. *Biday*

The employers' offer of an additional 2,5% increase from April was totally unacceptable. It would raise the minimum wage to only R320 a month, she said. *6/8/93*

In Durban the city council management

ERICA JANKOWITZ

committee, in consultation with its recognised unions, told about 1 300 strikers that if they did not return to work by Monday, their contracts would be terminated. The council was not prepared to reopen wage negotiations, a council spokesman said.

Brown said workers had suspended the action in a number of centres. If Samwu was unable to reach agreement in the smaller municipalities, the strike might be "escalated to national level".

# ANC's Samuel slammed

Own Correspondent

DURBAN. — ANC education spokesman Mr John Samuel has been criticised for hinting at unilateral restructuring of education in his statement this week that an ANC government would abolish the state-aided Model C schools.

(50) CT 6/8/93  
At a public meeting in the Cape, he also said private schools would only be allowed to operate if they did not discriminate on the basis of race, religion or gender. Even if they met these criteria they would not receive

government funding.

National Education Minister Mr Piet Marais said that on the eve of the launch of the National Education and Training Forum, Mr Samuel had "made the ANC guilty of what it accuses others of doing ... attempting to restructure education unilaterally".

The multi-party forum, which will be launched tomorrow, aims to review all aspects of education policy.

Mr Marais said the Model C schools, of which there are more than 2 000 run by the House of Assembly, had proved successful.

# Education South 1/8-1/8/93 forum to solve crisis

SOUTH AFRICA'S lingering education crisis could start being resolved when business, community and government organisations launch the National Education and Training Forum (NETF) on Saturday, officials indicated at a news briefing this week. (50)

"For the first time in education, people are starting to talk in a common language," said Mr Alan Tonkin, chairperson of a crisis committee which attempted to resolve the problem of teacher retrenchments by the House of Representatives.

The NETF is expected to deal with the issues of examination fees and restructuring of education, which resulted in widespread disturbances at schools earlier this year.

The government has already indicated that it will not try to unilaterally restructure education without consulting the forum, thus boosting the body's chances of success.

The NETF will also deal with adult basic training, tertiary and vocational education.

NETF facilitating group chairperson Dr Andre Dippenaar explained that the government would effect decisions by the forum's restructuring committee while still managing the education system.

Dippenaar said the NETF would inform the multi-party negotiating council and ask all the political parties to become part of the forum.

Groups expected to be on the NETF include the government, the TBVC and self-governing territories, the National Education Conference and business sector representatives.

— SAPA

# Parents must be heard in education disputes

South Africa - 11/2/93



**D**RAFT Legislation containing collective bargaining rights for teachers is to be tabled before parliament. This legislation will give teachers the right to strike and their employers (in most cases the state) the right to impose a lockout.

The Draft Bill has been brokered by the Department of National Education and all major teachers unions and associations and there is broad consensus between the major players.

The legislation will contain dispute settlement arrangements allowing for statutory conciliation. If this fails it is clear that irreparable harm will be caused to children's lessons in the event of a strike or a lockout. It is therefore important that parents have a say in the collective bargaining process to limit the harmful effects the power play between the two disputing parties will have on their children's education.

In a democratic society parents can normally use their influence to put pressure on the state if they support teachers. This can be done by using their representatives in parliament and they can show their anger at a general election.

So checks and balances exist

Parents should have a say in the collective bargaining process between teachers and the state in a transitional South Africa, contends **GANIEF HENDRICKS**, an industrial relations specialist:



which parents can use to exercise their influence.

However, in the present South Africa, most parents still do not have a vote. There is also hardly any way any parents will be able to influence the powers that be in the transitional arrangements that will soon be in force. So for many years parents will not be able to use the checks and balances that normally exist in a democratic society.

It is therefore important that provision be made in the proposed "Labour Relations Act for Educators" for the statutory protection of the interests of parents to ensure that they have a say in the outcome of any dispute and the effects of industrial action.

Harsh penalties should be

In this way the parties will take responsibility for the development of processes and procedures that will ensure healthy outcomes.

Strikes and lockouts are powerful weapons and are often aimed at forcing the other party to accede to one or more demands.

Disruption of normal social life is inevitably part of industrial action, particularly if large numbers of teachers are involved.

As an alternative to strike action parties in dispute must look at creative ways to exercise their powers and explore non-confrontational demonstrations of power. If a strike or lockout cannot be avoided there should be statutory strike rules and statutory lockout rules to protect, on the one hand, the interests of teachers and the state, and, on the other, the interests and rights of parents.

This will make it unnecessary for further statutory rights to protect the rights of children in the "Children Act" and for the child's right to education to be included in the proposed "Bill of Rights".

These are all checks and balances we will need in a South Africa in transition where we will require teachers to prepare the young to build a democratic society and where education will be used to redress the imbalances of the past.



# New body to revamp education

By SHARON CHETTY

A NEW education body, the National Education and Training Forum, was launched this week to transform the education system. 8/8/93

Its tasks include changing a cumbersome bureaucratic education system into a single structure, resolving the crises and devising future policy.

Yesterday's signing of a founding agreement was made possible by three months of work by a facilitating group. 50

Two committees — on crises and restructuring — have already started work.

Dr Andre Dippenaar of the Chamber of Mines will chair the steering committee. Other members include John Samuel of the ANC's education department, Dr Bernhard Louw of National Education, James Maseko of the National Education Coordinating Committee and Professor Jakes Gerwel representing the Committee of University Principals.

The plenary forum will comprise literally all organisations who have a stake in education. So far members from 15 sectors have joined the forum.

# Star 9/8/93 Umbrella body for education takes off

■ BY JUSTICE MALALA

The National Education and Training Forum (NETF), which is expected to help ease South Africa's deepening education crisis as well as oversee its restructuring, was launched near Pretoria at the weekend.

The forum, which is made up of more than 100 political, business and education organisations, was launched after months of lobbying for an independent body to solve problems in education and training.

All organisations which were present at the launch, except the Azanian Students' Movement, signed an agreement committing themselves to starting an education and training process.

Last week the forum announced that it had already registered its first triumph by deferring until the end of the year the retrenchment of 1 000 teachers under the House of Representatives.

The South African Democratic Teachers' Union had

earlier threatened to go on strike if the retrenchments continued.

The NETF already has a number of pressing issues on its agenda. (50)

It intends to tackle the problem of payment of exam fees, which the Government suspended for the duration of this year after pupils protested.

Sapa reports that National Education Co-ordinating Committee general-secretary James Maseko said at the launch that the forum should not become a mere "talk-shop, but must ensure that its decisions are implemented".

The National Education Conference's John Samuel described the forum as unique in its ability to pull together diverse interests in the education debate.

Department of National Education spokesman Bernard Louw described the NETF as a "useful mechanism for making inputs to the Government on crucial issues".

# Education forum launched

Sowetan 9/8/93

(50)

By Bongani Mavuso

THE National Education and Training Forum was formally launched in Johannesburg at the weekend.

More than 100 people representing major stakeholders in education -- the from Government and business to the ANC and the TBVC states -- gathered at the VW Conference Centre for the signing ceremony.

Those present included National Education representative John Samuel, Department of Education and Training representative Bernard Louw, National Education Co-ordinating Committee's James Maseko, and NETF facilitating group chairman Andre Dippenaar.

Louw described the NETF as a useful mechanism for making input to government on crucial issues. He said the NETF was more representative than any other body presently advising government on education.

Maseko said it was important that the NETF should not be merely a "talking shop" but should ensure that key decisions were implemented.

Referring to the violence on the East Rand and the disruption it has caused to schooling, Maseko highlighted the need for a speedy political settlement without which the forum's work would be "seriously hindered".

Samuel described the forum as "unique" in its ability to pull together the diverse interests presently engaged in the education debate.

Alan Tonkin, chairman of the NETF's Education Crisis Committee, said: "The NETF is a major step forward and will undoubtedly play a significant role in the ongoing education debate. The sheer diversity of opinion represented in its membership will ensure that the NETF will become an authoritative body whose views cannot be ignored."

National Education Minister Piet Marais said the formation of the forum was an important step towards wider involvement in education.

Marais said NETF participants were faced with the enormous task of having to familiarise themselves with a wealth of information.

He said criticism of the system was based on ignorance.

# Education forum launched

PLAYERS across the spectrum took a major step towards resolving the education crisis when they launched the national education and training forum at the weekend. *Biday*

Forum spokesman Alan Tonkin said there were high expectations among all the signatories at Saturday's launch that the forum could be the answer to education's problems.

More than 120 people representing all the major stakeholders in education, including the ANC and government, attended the launch outside Johannesburg. The forum secured government's promise that all restructuring in education issues would be referred to it. *9/8/93*

Although the forum would be responsible for creating a single non-racial education system, the most immediate issues facing it were rationalisation, the proposed strike by coloured teachers, black matric exam fees and classroom disruptions.

Tonkin said forum working groups

KATHRYN STRACHAN

had already gone a long way to defusing some of the burning issues.

However, the issue of teachers' salaries which could result in a national strike on August 16, would remain outside the ambit of the forum as it was the subject of negotiations between the Commission for Administration and public sector unions.

National Education Minister Piet Marais said the forum's characteristics would include that:

- It operated on the basis of inclusiveness and consensus; *(50)*
- It acquired its authority through developing widely accepted implementable and effective policies;
- It accepted that responsibility for managing education remained with the government of the day; and
- Matters be dealt with by working groups to guard against ideological contamination of education.

# No handover, town councils vow

MORE than 100 city and town councils decided at a special congress of the Transvaal Municipal Association in Boksburg on Saturday to reject the proposed model for new authorities.

Ten councils from the Cape, Free State and Natal were represented at the congress. *Biday*

Spokesman Koos le Roux warned government that the councils would not under any circumstances hand over their control of cities and towns. The congress demanded that government hold white municipal elections before legislation was promulgated to change the present status of local authorities.

Afrikaner Volksfront co-leader Gen Constand Viljoen told the congress the Afrikaner had been ignored at multiparty talks and his call for an area of self-determination in a new

SA had been put on hold.

The former SADF chief said, however, talks between the Volksfront and government on Friday had been positive. *9/8/93*

Viljoen said government had become weak and had created the perception there was only one political winner in the country, namely the ANC-SACP alliance.

He said a high potential for conflict existed. There were three groups which had great potential for violence — the ANC-SACP alliance, the Zulu nation and the Afrikaner — but war was not the answer.

Viljoen urged multiparty negotiators to accept the basic realities of the country and warned there would not be peace until the national aspirations of all had been addressed in the new SA. — Sapa. *(252)*

# Inkatha and NP gear up for polls

*Biday 9/8/93*  
TIM COHEN and  
LLOYD COUTTS

THE Inkatha Freedom Party effectively kicked off its election campaign with full-page advertisements in Sunday newspapers yesterday, and the NP will fire up its election machine within the next few days, armed with a range of new slogans.

In its advertisement, Inkatha said it was ready to govern SA, but warned that a final constitution would have to be agreed on before it would welcome the setting of an election date. *(13) (211)*

Inkatha said it was already SA's most representative party.

With constitutional agreements taking shape and polls showing slipping support, the NP is likely to dust off its reputedly fearsome election machine during the forthcoming provincial congresses.

Party insiders said at the weekend it would drop the "velvet gloves" approach adopted during constitutional negotiations.

"We have deliberately adopted a low-key stance because securing agreement on constitutional issues had to come first," said NP federal council information director Jaco Maree.

But the NP now needed to counter electioneering by the ANC and Inkatha, he said.

More and more, President F W de Klerk could be expected to show his political colours.

Maree discounted political polls which reportedly indicated a decline in NP support, saying analysts of the polls did not "bear scrutiny".

Maree estimated the NP's support among blacks to be between 25% and 30% of the total black electorate.

# focus on education

Sowetan 11/8/93

**W**E HAVE just passed the halfway mark towards final examinations in October-November. This year was no different from the previous four years in terms of no learning or effective teaching in the township.

The words competence and effectiveness cannot be found in the vocabulary of township schools.

The sad thing is that this problem is going to affect everyone in the country:

- Business will not have trained people to effectively contribute to company profitably;

- Values will be seriously affected;

- Black communities will be faced with a situation where township folk have a majority of untrainable people and those in the "middle class" will be better off in that they will/are sending their children to private schools, traditional white schools;

- A lot of money and time will be spent on training to catch up, resulting in fewer hours being spent on production;

- Educated people from neighbouring countries and overseas will get better jobs while locals will be performing menial jobs; and

- In the short term those who do not find jobs will think up other means to "earn" a living, and so on.

This list is by no means exhaustive and as it can be observed macro and micro issues are impacted; we shall also suffer short and long term effects. Since 1976 learning was never the same and one can draw up a list of people to blame but the chief culprit is the Government.

While other countries that were subjected to colonial rule did not interfere with education, we were dealt a big blow as black education was deliberately made inferior to that of whites.

Although blacks were subjected to inferior education we have had shining stars in nearly all disciplines.

I remember my primary school principal telling me that after June 16 1976 he and other well-known educationists observed that there was no law that barred blacks from establishing private schools. They were going to draw a blueprint, raise funds and establish a private school and it was hoped a lot would develop from this exercise.

This, he told me, did not take off. I did not ask for reasons. Clearly, commitment was wanting.

The current situation regarding education is that the townships do not have decent teaching and learning taking place. Those who can be described as middle class and thus have money can afford to send their children elsewhere.

The result is that a class distinction is created where the worse-off will remain so and the not-so-unfortunate will have better educated children.

The black education problem is a very serious matter and if not addressed speedily we may see the country being run by foreigners, writes **Joe Matuna**, an executive at a major insurance company:

## Black professionals should also lend a hand by being visible

Answers need to be found very fast. Here one calls for the involvement of everyone from pupil to political leader. I think it is important to applaud *Sowetan* for creating an education awareness, efforts by the NECC and SECC to make the Government realise that blacks are capable of running their own affairs.

Organisations like the ANC, PAC and Azapo are required to join forces in ensuring that education enjoys priority. Liaison in the form of workshops, seminars involving education groups, the three above-mentioned and other organisations and noted educationists is required to draw up a blueprint that will furnish guidelines intended to restructure the current education system.

Business must throw in its weight in making facilities available both materially and in personnel. Bursaries should be made available to personnel whose children deserve to further their studies.

Support should be given to adult schools, staff with potential should be developed and training in the job situation should be such that it improves skills and results in improved productivity.

Business schools, universities and technikons should be given more muscle in terms of relevant curricula and the improvement of facilities. The upgrading of schools involves the affected community to engender a sense of belonging. More libraries should be built like the complex in Pimville.

The Government should consult in whatever it does concerning education. The current DET personnel should make way for committed and competent people. Given our highly politicised communities, the Government should be sensitive to demands affecting education. To give legitimacy to this area it is important to let the affected community decide how best it can do its things.

Black professionals should also lend a hand by being visible. They should liaise with head-

masters to assist in motivating pupils by encouraging learning and assisting in technical subjects towards exam time.

They should take time to address pupils at schools, career centres and community halls in an attempt to create an awareness about education.

There is a dire need for black educationists to join hands. Initially, they can start as an informal group brainstorming ideas with a view to eventually draw guidelines to reshape teaching and learning in the townships. We need Messrs Mathabathe, Taunyane, Kambule, Tenza, Matseke, Mazibuko and many others to throw their weight in programmes intended to improve education.

The media should carry banners that encourage learning. Radios must have programmes for education where the leaders of the ANC, Azapo, PAC, Cosatu, and so on, will speak on education. Career centres should also throw in their lot.

Teachers need training in motivation. Educationists mentioned earlier should go out of their way to encourage our teachers to resume serious teaching.

In the long term a code of conduct for teachers must be introduced but this must be handled with sensitivity. While teacher problems are legitimate there is a need to display responsibility in an attempt to express discomfort with the status quo. Teachers should realise that they are responsible for shaping the future and minds of their pupils and are thus required to lead by example.

Any government that takes over should recognise that remuneration is productivity-driven and teachers should be paid according to results they deliver but not on Sesotho or Biblical Studies majors. Also we should recognise that teachers should be paid decent salaries in keeping with the responsibility they carry on their shoulders. Paying highly qualified people meagre salaries will demotivate them and this will have an effect on the end result namely, education and also the pupil.

Schools should be run by good administrators. A headmaster is not necessarily a good administrator.

The education problem is everybody's problem and not just a black problem. If not addressed, its negative effects will be far reaching and perhaps we shall have a situation where foreigners will be running this country for us.

# Multicultural fish in a Potchefstroom pond

Adele Newson is a visiting Fulbright professor, the first at an Afrikaans university. Why would a black American choose Potchefstroom? She talked to **BARBARA LUDMAN**

**A**MERICAN academic Adele Newson believes in an open door policy. A few weeks ago a young teenager walked into her lounge. He'd been arrested and released after a demonstration and needed a rand to get back to the township; he came in to ask for money because her door was open.

She gave him the rand and a cup of tea, and pondered her privileged status. The only black academic at the traditionally conservative University of Potchefstroom, she's not shaken by barefaced insults or dumbfounded stares, because there aren't any. What strikes her as odd is the deference of her students — very different from the Americans she teaches as an associate professor in the English Department at Florida International University in Miami.

"Most English professors are long-winded," she says. "In Miami if I go overtime people will pick up their briefcases and backpacks and a watch will go off to interrupt my performance."

"This has never happened here. These people will be attentive until you close." She doesn't attribute this display of good manners to an upbringing more repressive than Americans are used to, even though she's noticed a reluctance here to challenge the lecturer or to ask questions. "I think that's due to a certain embarrassment in using English," she says.

She came to Potchefstroom by default. Her first choice as a Fulbright visiting professor was Benin, because it was useful for her research into African woman writers, but neither her husband nor her children could handle the malaria pills. When Potchefstroom came up, she asked the advice of South African exiles, and one of them summed up the general reaction: I don't know that any South African writers are going to talk to you, knowing that you're associated with Potchefstroom.

So she refused, even when the rector phoned — until she had a phone call from Professor Annette Combrink, head of the English department, who said the right thing: "We women must stick together." Newson and children arrived in mid-January.

Hurricane Andrew decimated south Miami in August which meant Newson's husband, an engineer, had to stay back for the reconstruction. All the same, she hasn't regretted her decision. She's in South Africa at an historic moment, and events at Potchefstroom seem to be tracking events countrywide.

"I travel this country and I encounter people from English universities, and from the 'bush' universities, and they can't believe I'm at Potch. They say 'You're where? Doing what?' and after I assure them I'm there, it's 'Why?'"

"I invariably mutter about not wanting to teach to the converted."

But to hear her describe the enlightened world she moves in, that's a specious argument. "I don't know that the new South Africa is represented at Potchefstroom. But I think the process is evolving," she says, "and it's coming out of the English department."

She credits Combrink with moving the department out of its ivory tower and taking with it the rest of the arts faculty.

Earlier this year members of the department decided to change its name to reflect a shift in emphasis, from literature only to literature and language teaching; there are, for example, 40 students enrolled for an MA in English as a second language, and half of them lecture at black teacher training colleges. The new name, the Department of English Language and Literature, is an important acknowledgement, in Newson's view, that the department is located not in the English countryside but in southern



Adele Newson ... 'It's hard to write home and say I'm having a wonderful time'

PHOTOGRAPH: LUANNE CADD

Africa — and that it is not an elitist operation but an inclusive one.

She hasn't stopped teaching since the day after she arrived — and whether the writers she intended to see for her research are willing to talk to her is irrelevant, because she hasn't had time to find them.

So instead of doing her research, she's been throwing herself into her host university's efforts at change. She delivers papers at other universities, she speaks to groups of parents or other community members, and she's an enthusiastic member of the Faculty Discussion Group — a fortnightly formalisation of the discourse that resulted from a tearoom shared by members of the language, Biblical studies and philosophy departments.

"I've felt ambivalent about my stay here, and a bit like what African-American writer Trey Ellis calls a 'cultural mulatto'. It has to do with being a person of colour who is able to navigate his way through the white world. In some ways, I think being a cultural mulatto makes one innocuous because it becomes very easy to understand everyone's point of view."

"For me it's uncomfortable to be privileged but to identify myself with a black group. I've had a wonderful time in this country, met some very good and well-meaning people, people who will honestly say 'this is what I believe', and honestly engage in discourse."

"But deprivation hasn't been a part of my experience. There's a bit of guilt associated with it. It's hard to write home and say 'I'm having a wonderful time'."

But she is, and it's probably due as much to the wry spin she puts on life as to the excitement of being part of a changing world.

Someone she's met briefly wanders into her office in the middle of the interview (after all, the door is open) asking for her opinion on a paper. On her way out, the visitor pauses before a crayon drawing of a fish with a green body, purple tail, orange fins, burgundy lips and yellow eyes. It was done by her five-year-old daughter, Newson says, and smiles wickedly: "It's a multicultural fish."

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## FOCUS ON MIXED SCHOOLS

# Multilingual children have the advantage

(50) WM 13-19/8/93

**L**ANGUAGE lies at the heart of the debate about how South Africans are to live together in a society which not only recognises but also values the rich diversity of its people — a society where everyone shares equal status and equal access to power.

While most black schoolchildren are still trapped in a separate, unequal education system, the rapid change in the complexion of formerly whites-only schools has left teachers grappling with a myriad of issues.

Schools have gone from being segregated to multicultural virtually overnight — bringing all the conflicts and tensions inherent in South African society into the classroom.

Managing this diversity is the biggest challenge for teachers today — and has far-reaching implications for the kind of society South Africa will be.

There are few resources to help teachers. English and Afrikaans-speaking teachers find themselves overloaded; they may have little or no training in teaching their subjects as a second language and don't speak the languages of the pupils they are trying to help. There's also a need for expertise in the special skills needed to break down the barriers of racist attitudes towards skin colour, language and religion.

In black schools, African teachers have to teach in English from Standard Three upwards — yet very few have English as their home language. In a survey published in the latest issue of *Edusource Data News*, Monica Bot says most teachers would prefer to teach in another language, while over 60 percent would like to use two or more languages in the classroom — a reflection of the many different languages spoken by their pupils.

In South Africa, English is the language of power. Yet less than nine percent of South Africans speak it as their first language — which effectively cuts off the majority from access to information, services and resources.

The immediate solution would appear to be to teach everyone English. But research shows this could be disastrous, according to Kathleen Heugh, a socio-linguist attached to the National Language Project (NLP) and the Project for Alternative Education in South Africa (PRAESA).

She cites studies showing that in African countries which have adopted the languages of their former colonists, only between five and 20 percent of people are able to use the official language well enough to have power.

Western-orientated curricula, the stigmatising of indigenous languages and cultures mean that inequality between those who can speak the dominant language and those who can't remains entrenched.

European and North American interventions have also

Most parents want their children to be taught in English — but their first language skills should not be ignored, reports

**GAYE DAVIS**

failed, she says. "Second-language programmes just provide survival skills, equipping people for access to the job market at the lower end of the scale. There's this myth that English is the access point to power but people can never get there."

Much of this has to do with how language is learned. Studies of children's cognitive development show that before competency in another language can be achieved, children first need to thoroughly understand the way their own language works and their first-language skills must be sustained while they're learning the second language, says Heugh.

In Department of Education and Training schools, where the medium of instruction abruptly changes from mother-tongue to English at the end of Standard Two, children have little chance

**'Racism falls away as pupils learn that other languages are as organised as their own'**

of ever becoming proficient in English because the building blocks that knowledge of their first language provides in helping them learn a second language are simply not there.

In open schools, the attitude seems to be one of expecting children with different languages and cultures to adapt to the prevailing ethos.

Pupils are discouraged from speaking their own languages on the assumption that it will help them learn English faster — yet research shows this assumption is erroneous, Heugh says.

Multiculturalism is interpreted narrowly, in terms of token nods: Eid gets celebrated along with Easter, for example. Yet, says Heugh, this simply turns cultures which are not mainstream into curiosities. True multiculturalism would validate, rather than trivialise, other languages and cultures.

In schools where assimilation is practised, pupils whose first language is not English are identified as "problems" — while their proficiency in their mother tongue and other languages are not recognised.

Small wonder that teachers find themselves having to deal with isolated, marginalised, unhappy pupils in their classrooms.

But there's hope. Work being

done by the NLP shows how giving African languages a role alongside English will not only improve people's access to resources and services but will also help redress the material and psychological disadvantages created by decades of apartheid rule.

Last year University of Delhi linguistics professor Rama Kant Agnihotri ran a training course at NLP on multilingual teaching, showing how having children speaking many different languages in one classroom is a valuable resource, rather than a problem — and how racism falls away as pupils learn that each other's languages are as systematic and organised as their own.

First he debunked some myths — such as the one suggesting children will become confused if expected to deal with more than one language. Studies in Canada and work done in India, said Agnihotri, showed that multilingual children have better cognitive skills and will perform better at maths and science.

Inspired by his approach, Cape Town teacher Ruth Versveld introduced language activity classes at the school where she was teaching. These were geared not to teach pupils a specific language, but rather to learn about language.

She shows how children can learn Xhosa even if there's no money to employ a teacher — by using Xhosa-speakers in the class as a resource, and the teacher as facilitator. One week of intensive teacher-training is all that's required to start using the method.

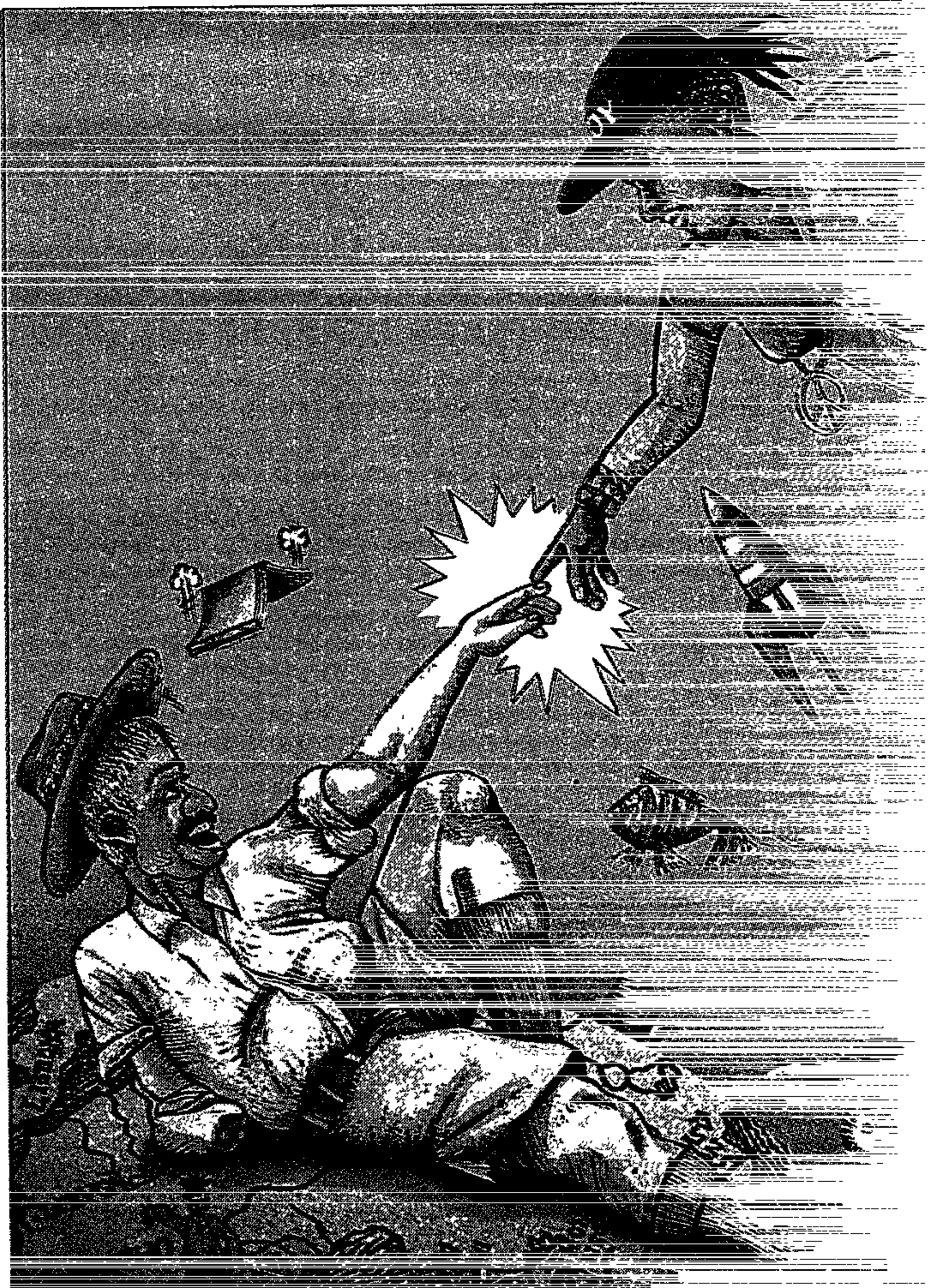
In another development in multilingual teaching, NLP staffer Tholakela Maphalala is now teaching in English, Afrikaans and Xhosa at a small Catholic primary school in Paarl. When she arrived, the Xhosa-speakers spent breaks huddled among themselves. Two months later, they were mixing freely.

For Maphalala, the "biggest value" lay in the way racism was broken down. And, by using Xhosa-speaking pupils as a resource — getting them to translate for their English and Afrikaans-speaking fellows — Maphalala gave them real power as effective individuals.

Gerda de Klerk, co-editor of the NLP's quarterly language review, *Bual*, says no one model of multilingual teaching will work for everyone.

But basic principles — pupils' learning and sustaining basic skills in their first language and recognising the different languages spoken in a school and encouraging their use — should apply.

Versveld, now at the University of Cape Town's Teachers' Learning and Resource Centre, believes it's time to move away from trying to assimilate: "Standards may not only shift but, as some educational institutions are now discovering, they may even improve."



## 'Starting afresh' isn't always

**W**HILE leaders, journalists and academics narrowly focus on the macro-political situation for answers, realistic solutions can be found in non-political organisations that have been tackling these issues for years.

As an American teaching at Barnato Park High School in Johannesburg, I have realised that our school is one such organisation. Like the South African population itself, 80 percent of the student body is comprised of African students, with the other 20 percent being an even mix of white, Indian, and "coloured" pupils. Partially subsidised by the government, the school is able to maintain comparatively low fees and a solid base of financial aid for those in need.

The school has been experimenting with multi-racialism for almost four years now — it has endured never-ending difficulties, but it has also made substantial progress. Our problems are many. Firstly, most of our students come from the disruptive environment of the townships, where violence and intimidation are ways of life. Simple things such as transportation become enmeshed in the web of political chaos. Dependent on overcrowded minibus taxis for their transportation, many of our pupils were stranded in the townships when taxi drivers went on strike.

Recent strikes by township pupils caused another spate of problems for Barnato Park. Labelled as sell-outs, many of our students were verbally harassed and intimidated for not obeying the "stay-away".

And even when life is relatively tranquil in the townships, it is still not conducive to the learning process. A pupil once explained that he was unable to do his homework because he had spent the whole of the previous night with his father on a neighbourhood safety patrol. With students

Even at integrated schools, black pupils are affected by the legacy of apartheid, writes **TIM MCKEE**, an American teaching at Barnato Park High School in Johannesburg who have such demanding priorities, getting down to the basics of education can be a task.

And even when our pupils' home lives stabilise temporarily, other problems surface. Although apartheid has retreated, its wretched vestiges are still clearly visible in the educational backgrounds of most township pupils. Township schools were underfunded and understaffed, and education came to replace instruction and learning.

After decades of such a strategy, it is impossible to simply "start afresh". Critical thinking is obviously integral to any sound education. This is also hard to instill in a 15-year-old who has only been taught to regurgitate meaningless, trivial facts. Many of our pupils still define learning in this way, copying detailed fact-phrases straight out of a book rather than forming their own conclusions or opinions.

Such academic problems are not enough, but the pains of adjusting to apartheid South Africa also manifest themselves socially. When I first began teaching at school, I thought that the race problem was solved simply by bringing the races together.

I quickly realised how naive this was. The school is multi-racial, but that does not mean that our students socialise across racial lines. Coloureds tend to gather in one corner of the school, and even many of the black students separate according to ethnicity, with Zulus

# Attitudes at home are more important

by Pamela Dube and Carol Gales

It seemed as if the sunny Sacred Heart College schoolyard was governed by an informal Group Areas Act. Three white girls sat together on the ground, leaning against the school building. Seven black girls lounged on a wooden bench, talking and laughing. Under a tree, a group of black boys talked about sports. The unspoken rule of segregation was broken by a white boy who stood with them, his black girlfriend hugging him.

Inside the classroom, teachers are striving to teach students a new culture of living together. But it doesn't affect the way pupils interact.

Sacred Heart has changed its curriculum to accommodate its black population. At Northview High School, a government school that has not, relations between black and white are neither better nor worse than those at Sacred Heart.

Pupils at both schools agree that attitudes at home — and not those promoted at school — have the strongest influence on attitudes towards race.

Sixteen-year-old Terence Neale, of Sacred Heart, is more at home with blacks. He attributes his attitude to his mother, an active member of the African National Congress. "Parents play a big role in influencing their children. We grew up having blacks around us, so much that it is natural for me to have black friends," he says.

Sacred Heart organises regular "encounters" where pupils from different backgrounds spend evenings at each other's homes, experiencing first hand how "the other side" lives.

Most agree that the younger children are more colour-blind. At the school, seven lower primary pupils of all races run around the playground, fleeing a black boy. They all seem to have one fear — boys. "He's disgusting, he kisses everyone," says Georgia (6).

Asked whether they date white boys, the group of girls sitting on a bench in the Sacred Heart schoolyard seemed amused. "Would you?" Lesego Momo asked instead.

Two of Mmapitso Rangaka's children are pupils of Sacred Heart. "My kids are great, they don't see colour anymore," she says. But it's different for her generation. "It's hard to accept other races because of the situation we were brought up in. We were taught to resent each other, and for us to change overnight and accept each other as equals, no, people will be asking too much."



Natural ... Sacred Heart pupil Terence Neale and his girlfriend Bianca Miles

PHOTOGRAPHS LUANNE CADD

# Assimilation versus multiculturalism?

WHEN black pupils passed through the doors of Northview High School for the first time in 1991, the all-white teaching staff had no idea what to expect.

"Never in my entire life had I had an opportunity to even speak to black children," says Rob McGeoch, principal at Northview. In a school where parents had voted to change the student composition to 20 percent black and 80 percent white, there was a kind of hostility, a fear, a feeling of "Why should they be here?" McGeoch remembers.

But within three weeks that feeling was gone. "One day I suddenly realised — I'm teaching children, I'm not teaching black children," he says. "We suddenly realised — we're not threatened, we're not frightened. We have to make changes."

He won't reveal what portion of the student body is now black ("We teach children here; we know there are differences but we're not drawing attention to it"), but a look around the grounds shows blacks hold a majority.

Northview, in Highlands North, is one of many previously all-white government schools adjusting to the fact that suddenly most of their pupils are black.

Some, like Northview, have changed into fully state-funded Model D schools, which can bar only students who lack proficiency in the language of instruction. Most have opted for Model C — partly funded by the state, and able to set admission requirements.

Despite drastic changes in student composition, few formerly white schools have made major revisions in curriculum to suit the different needs and worldviews of the new pupils. Teachers adhere to the same syllabus they always have used.

In education circles, this approach is known as "assimilation". A child coming into a classroom is expected to conform to the values, language and outlook already in place at the school.

But some South African schools are adopting a multicultural approach, which teaches students to appreciate their own cultures while seeing the importance of others.

Some suspect multiculturalism is finding favour only now because whites realise their children will soon be a classroom minority, and want to ensure they aren't overlooked in a more African-oriented style of education. Curricula developer Emilia Potenza of Sacred

Heart College in Observatory cautions that multiculturalism is not an end in itself. "Although people with the best intentions advocate multiculturalism as a response to racism, it has been found to be inadequate. It's a consensus model that says every group, entitled to its own religions, practices and standards, should be exposed to cultural differences and encouraged to understand and respect them," she says.

But it doesn't take into account that we live in a society that is riddled with conflict. Somewhere we have to confront racism head-on and the fears and suspicions that racism causes.

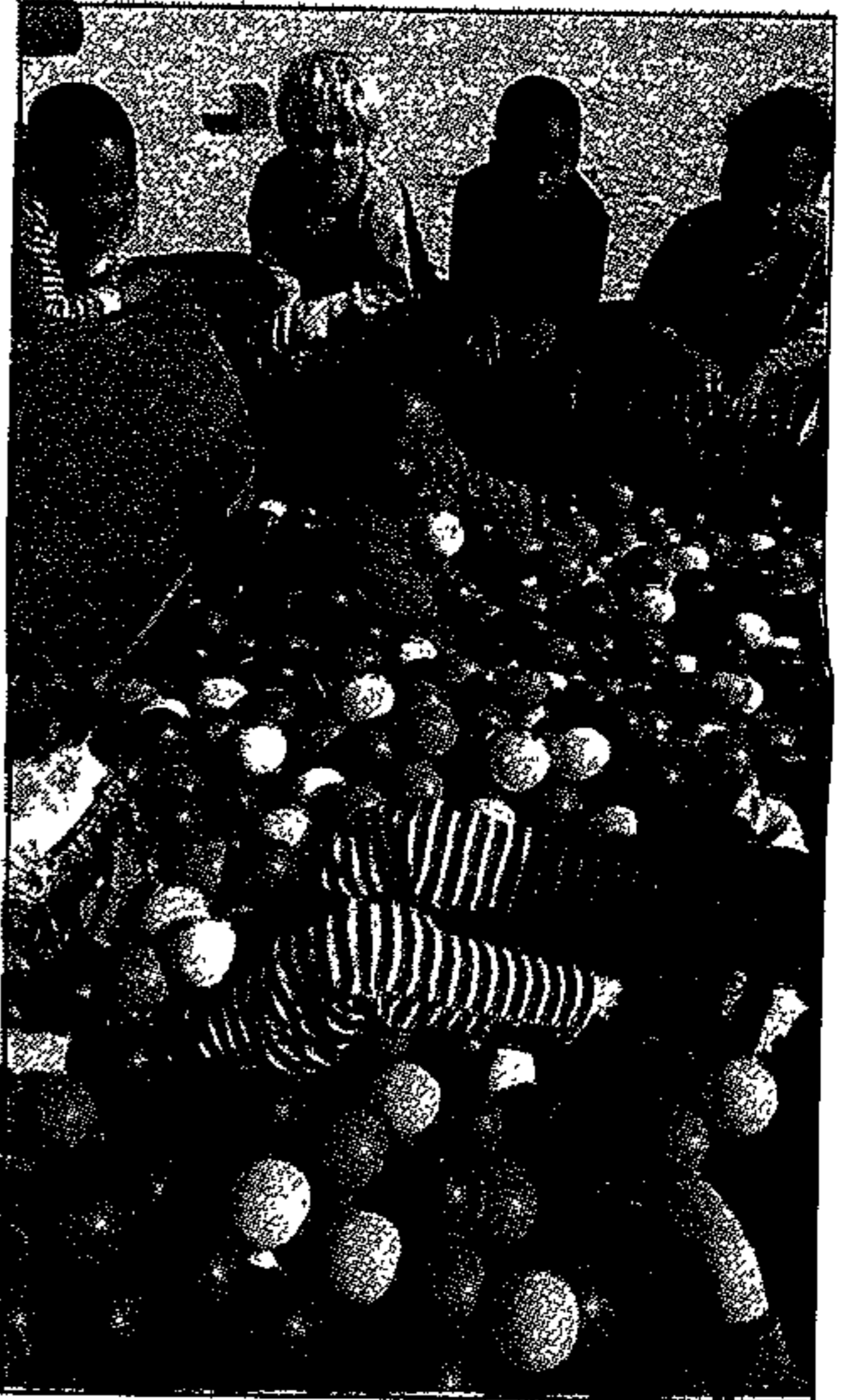
Sacred Heart, as a private school that has had 16 years to adapt its programme to a nonracial student body, offers a good contrast to what is being done at Northview.

It accepted its first black students in 1977. Today its black population seems similar in size to that at Northview — though officials here also say they don't pay attention to the percentage.

"The demographics of the country are reflected here," says principal Brother Neil McGurk, "and the whole programme has had to adjust to that reality."

But Sacred Heart teachers felt their approach had to change once the proportion of blacks in the student body reached 30 percent. Beginning in 1987, three teachers spearheaded a move to change the curriculum. One of them was Marjan Cummins, now deputy principal at the primary school.

What emerged was an "integrated studies" approach for Standards One to Seven. Instead of taking geography, English, science and health courses, students learn and employ skills from these disciplines while focusing on themes like food and farming, communication through the ages, or running a business. "Content became a vehicle for



Adjusting to reality ... Youngsters at play at Sacred Heart College in Observatory

teaching the skill," Cummins says.

English teachers, meanwhile, are more conscious of providing relevant background if the class is reading a story set in Europe. Black South African literature has been added to the syllabus. Teachers have tried to eliminate texts with offensive racial terms. With the help of black educationists, they have chosen some new networks with a black South African perspective.

Although some believe that teaching pupils in their own languages is basic to true multicultural education, instruction at Sacred Heart is in English. "English is the language of empowerment," McGurk says. "The parents want it."

Sacred Heart does require Zulu lessons for students in Grade One through Standard Five. Pupils learn through traditions, games, songs and food. "It's one of our very popular subjects," Cummins says. She feels the school should add some black teachers to its overwhelmingly white staff, but notes that there are too few properly trained black teachers.

At Northview, the school has hardly adapted to its new pupils. The staff is still all white, and headmaster McGeoch says he thinks it doesn't matter, as long as teachers are qualified. The only languages offered are English and Afrikaans — something

**Not easy**

... and so on. With a history of ... such divisiveness and insular ... is hardly a surprise. This legacy cannot be ...

... students leave class for break, they ... each "home language", regardless ... may be ostracising. In this light, ... is understandable; who would ... to spend her time with a group of ... are speaking in a language she does ... understand? Language, not ideology or race, ... is a powerful force at our school.

... profound problems, substantial ... is not easy. Teachers and pupils alike ... but there is a commitment and ... of this school that I have never experienced before. Despite the setbacks, we are ... together to make a difference — the ... eagerness on our pupils' faces show ... know the odds are against them, ... this seems to inspire them even ... of our pupils are overcoming dis ... environments and learning to think crit ... literally, as our debating team has ... the rest of Johannesburg. From ... beginnings, this team has managed ... from all over the area, from ... multi-racial schools to middle ... and urban white schools. Each ... the team is a victory for the school. ... ability, friendships are being forged ... racial lines at the school, especially ... classes that have been at the ... years. These gains may be small and ... they are much more durable and ... than the much publicised yet viti ... progress that politicians claim to

Continued on page 8



# Teaching peace in a hostile environment

**E**DUCATION for peace is now being taught in South Africa, and more widely in other countries, notably in Australia. But it is no different from other school programmes brought in to address social problems. They all operate in a fairly hostile adult environment.

It's hard to teach road safety when those who make cars boast about how fast their vehicles can go. Drinking is praised as socially desirable in countless "plugs", and drug pushers still seem to flourish; how then can teachers be credible in exploring with their pupils the dangers of alcohol and drugs?

We make arms and sell them to any people or governments that pay us. People who publicly incite hatred are hardly ever prosecuted even

## IN MY VIEW



By FRANZ AUERBACH

though they inflame passions that lead others to see killing as a solution. In such a society, peace education must have an uphill struggle.

And yet humanity longs for peace. There will always be conflicts in the interaction between human beings, but they don't have to be solved

by bashing each other or by insults, divorce or war. There are other ways of managing and of resolving conflicts, and some of these can be learnt.

Some argue that conflicts have to be violent because people are by nature aggressive. But we know that former enemies can become friends, both individually and nationally, and that threats can be removed by reasonable negotiation. So Unesco's preamble remains true: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." One of the defences of peace we need to construct in the minds of children is the knowledge of certain basic facts which many human beings don't

accept. These can be taught.

Let me list only three. Ethnic origin does not determine character.

Natural disasters like lightning or earthquakes, or epidemic diseases, are not caused by the wickedness of individuals who cast spells or plot evil against their innocent neighbours.

And what happens in history is the result of many factors, altogether too many to have been planned by a small group of conspirators plotting to rule the world. That, too, continues to be believed by many adult human beings who cannot be persuaded that this is both false and absurd.

Using personal experience, history and the facts of science, we must teach all young people that these beliefs are simply not true — else these and similar beliefs will remain permanent seedbeds of conflicts that lead to murder and war.

Another need in the struggle to reduce tension and conflict, especially in South Africa, is for children from different backgrounds to meet. This happens more often now than it did a decade ago. But such encounters are still on a very small scale. Many people have gone beyond these efforts in developing peace education. Their work was discussed at two peace education workshops last month, as part of the End Conscription Campaign's Peace Festival.

In South Africa such efforts have been stimulated by the prevalence of violence not just in society but in the children's environment.

In teaching the important field of conflict resolution, five key steps should be handled: building self-esteem; the acceptance of differences; effective communication; co-operation, and creative conflict resolution. These topics can become part of the teaching programme in various subject areas, and should be reflected in the general climate of teaching and learning and human interaction in every school.

Major problems identified in conflict resolution were the handling of conflicts in which the children became involved, and ways to deal sensitively with children who had been victims of some violence, often during the weekend just ended.

Professor Cedric Taylor of Port Elizabeth suggested seven interrelated themes in a peace education curriculum: peace; conflict-resolution; mediation; human rights; democracy; prejudice reduction; and social consciousness.

It was most encouraging to learn that a recent publication lists no fewer than 22 institutions that have started peace education initiatives in South Africa.

Co-operative Research Programme: South African Youth by Valerie Botha and Adele Kirsten (Centre for Intergroup Studies, Cape Town) reports a large-scale study and includes both descriptions of what is being done and detailed suggestions on what more could be done. The book recommends both peace education in the home ("parenting for peace") and in our schools, and makes specific suggestions for this.

If the initiatives in teaching peace education in schools and through structures like youth clubs and in homes become more widespread all over South Africa, then perhaps the culture of peace and harmony that so many people are hoping and working for may yet take off in our country. September as a peace month, just announced, will certainly help to spread these ideas.

Dr Franz Auerbach is an education consultant

## Cosas to launch Aids awareness programme

Pamela Dube

WM 13-19/8/93

AN Aids awareness campaign is to be launched in schools next month by the Congress of South African Students (Cosas).

The launch, initially planned for last month, was postponed because of financial constraints, said Cosas national organiser David Serekwane.

The idea for the campaign came about during the organisation's national workshop held for the leadership in May.

"It's of vital importance that this programme gets off ground. South Africans are still in the dark about Aids. Before the workshop I was among those who dismissed Aids as non-existent," he said.

"We feel that as a student body, it is our duty to educate our members on the subject since it is not part of our school curriculum."

For effective implementation Cosas hopes to:

- Organise creative activities to promote Aids awareness
- Ensure that every school has pupils trained in Aids education who will be expected to impart the information to their peers
- Ensure that pupils have the knowledge and means to protect themselves against HIV, and make sure that condoms are accessible
- Involve parents and teachers in the implementation of the awareness programme
- Broaden awareness campaigns into the wider community.

The project is not only planned for school pupils, but for out-of-school youths and communities in general, Serekwane says.

"Our next step will be to engage our parents and the unemployed youths. We are also planning to engage health workers in the running of workshops and seminars at local and regional levels."



War paint but peace talk ... Members of the Mzimhlope Pioneers

PHOTO: KEVIN CARTER

## Pioneers change the face of Soweto's stations

Philippa Garson

THE Mzimhlope Pioneers are blazing a trail for community-based youth education. The group of 300 children, aged between seven and 14, from Mzimhlope and surrounding areas in Soweto are involved in activities ranging from computer instruction and journalism to cultural activities like gumboot dancing.

They recently dazzled subdued Soweto streets by painting murals on the walls of Mzimhlope railway station as a curtain-raiser to a "peace exhibition" displaying works from their July holiday courses. The pioneers are

scheduled to paint other stations throughout Soweto and will embark on clean-up campaigns, collecting tins to raise money to expand their activities.

The five-month old organisation was originally formed under the auspices of the African National Congress Youth League's Young Pioneers but became less politically orientated in response to community needs. Many of its members come from households aligned to different political groupings.

Anyone interested in giving financial assistance to the Mzimhlope Pioneers can contact Kevin Lethoko at (011) 330-7346 or 330-7396.

## KHANYISA COLLEGE TEACHERS

The College requires the services of suitably qualified and experienced Junior and Senior Secondary teachers of the following subjects, from January 1994. The ability to teach a combination of these subjects would be an advantage.

- \* SCIENCE
- \* ACCOUNTANCY
- \* MATHEMATICS
- \* ENGLISH

Khanyisa is a developing complex of independent, non-racial, co-educational, primary and high schools, situated near Giyani in the North Eastern Transvaal Lowveld. Applications for any of the above posts from individuals or couples who wish to be part of an exciting and rewarding teaching environment, should be forwarded as soon as possible to the address below. Please enclose a CV and the names of two contactable referees.

The College Headmaster  
Khanyisa College  
P O Box 2422  
Giyani 0826

Enquiries: (0158) 23602 Phone/Fax



## MMABATHO HIGH SCHOOL VACANCIES - 1994

The following vacancies exist for graduates with energy, imagination and a love for children:

- Std 5
- Mathematics
- English First Language
- Info Tech & Computer Studies
- General Science/Biology

Closing Date: 27th August 1993

Applications, preferably by fax, with full CV, including telephone numbers should be sent to Mr Mike Erskine, Mmabatho High School, Private Bag X9, Mmabatho 8681.

Telephone (0140) 23340, Fax (0140) 841381.

Further information can be obtained from Mrs Howden at the above address.

## Study accounting from your home

JUTA and an international accountancy body, the Chartered Association of Certified Accountants (Acca), have launched a new joint venture into further accountancy education.

The "open learning programme" will give students the opportunity to study accounting on an informal basis and, by linking with Acca, receive internationally recognised accreditation.

The programme allows students to study in their own environment, at their own pace, and in their own time.

For more details phone Mashudu Romano at (011) 484-7736/7/8/9.

## EDUCATION BRIEFS

■ SACHED'S secondary adult education programme, entitled "A Secondary Education Curriculum for Adults (Aseca)", is due to get off the ground next year with a pilot study of 3 000 students. The project will preference women, marginalised youth and adult breadwinners with dependants.

■ NEST PUTHING High School will host a talk by Professor Louise Tager on the skills shortage and importance of technological training as part of an holistic approach to education at a cheese and wine function at the school on August 18 at 5.30pm. Phone (011) 464-1905 for details of how to get there.

■ THE Namibian Department of Education has prescribed *Voices from Young Africa*, an anthology of writing selected from a Sached publication, *Upbeat* magazine, as part of its secondary school curriculum. The new setwork book is published by Sached/Macmillan Boleswa.

■ A ONE-DAY conference on schools in transition will take place on September 14 at the Rosebank Hotel, Rosebank. The conference, targetting educational decision-makers, will explore constructive solutions to the problems encountered in the country's rapidly changing school system. Phone (011) 883-1820 for registration details.

■ THE National Literacy Co-operation, an umbrella body for 58 literacy and adult basic education NGOs, is holding its Fourth International Council from August 16 to 19 in Bloemfontein. The theme is "Literacy for democracy, development and peace". For more information phone (041) 54-6670.

■ THE Forum for the Advancement of Adult Education is holding a two-day workshop on presentation skills on August 20 and 21 at Sable Centre, 3rd Floor, 41 De Korte Street, Braamfontein. A certificate of attendance will be awarded after the course which costs R100. To register phone Promise Rapudi at (011) 339-6322.

■ A RESEARCH journal entitled *Perspectives in Education* is launching the Matthew Goniwe South African Education Essay Competition for undergraduate and postgraduate education students. Prizes of R1 000, R500 and R250 will be awarded. Entries must be submitted by August 31 to Nazir Carrim or Lesley Hudson at *Perspectives in Education*, Private bag 3, P.O. Box Wits, 2050. Phone (011) 716-5088 for more details.

## Assimilation versus multiculturalism

Continued from page 5

McGeoch says he can't change until there are 25 pupils at each level interested in taking an African language so he can hire a teacher.

He is cautious about making big curriculum changes. "We are not in a position to experiment," he says. "I am not in a position to make policy. What the TED (Transvaal Education Department) says, I do. It would be nice to have greater flexibility, though."

Although Northview has not changed its curriculum, individual teachers have developed their own approaches to dealing with pupils who know little English and have come from poorly run black government schools. Teachers move more slowly through material, repeat things more often, emphasise certain aspects more and give more background. While black students fear they won't be able to keep up, whites fear they will be slowed down, McGeoch says.

Margaret Scroope, an English teacher, finds she must prod to get the student feedback she once got when her classes were all white. Students repeat her interpretations instead of putting forward their own. With prodding, she sometimes sparks debate in her classes.

Margaret Freemantle, who has taught history at Northview for 10 years, says she sometimes has difficulty getting pupils to talk about politics in her class — even though it is relevant.

"I try to use history as a basis to bring the races together, rather than push any particular ideology. I try to make them realise that there are contributions that are negative and positive from both sides."

Meanwhile, at Sacred Heart, Grade One teacher Jenny Rainsford says she can see that black pupils are benefiting from their new approach and from being a comfortable majority.

"When kids colour themselves, the black kids used to use a white crayon," she says. "Now they use brown."

SO WM 13-19/8/92

# White schools urged to aid disadvantaged

RETIRED SACS teacher Douglas Brown, who pioneered a scheme to secure places for disadvantaged pupils at the school, has urged other schools to follow suit.

Mr Brown, 65, who taught for 42 years, said his scheme could help alleviate the crisis in black education and show that white schools, many of which had enormous resources, were no longer "sitting and watching" while their fellow citizens had a second class education.

The Model C schools could also set up trust funds to help pupils with items such as academic and boarding fees.

In an interview Mr Brown said: "Kind words about the plight of black education are not enough. Concrete action is what is needed."

In 1991 Mr Brown organised places at SACS for three Langa pupils, two of whom had failed matric at Langa Comprehensive High School.

Leading white schools should set up trust funds to help pupils from disadvantaged backgrounds gain access to them, says retired teacher Douglas Brown, who helped pioneer such a scheme at SACS.

(50)

AKG 14/8/93

VUYO BAVUMA, Weekend Argus Reporter

They included Langa cricketer Morgan Mfobo who toured the West Indies with the SA Under-19 cricket team and played for Western Province B side.

Two of the former Langa Comprehensive pupils, who started at SACS in standard 9, passed their matric last year while Morgan has to write an English supplementary exam.

Mr Brown said: "In normal circumstances, the guys would have not been able to come over because of their academic results and a lack of money. Initially, they had tremendous adjustment problems but they succeeded and became fully part of school life."

"It was certainly not a quick-fix or a

Bantu education system.

"These pupils are, like any children, hungry for education but they are unable to fulfil their aims because of the constant crisis in black education."

In the late 1980s Mr Brown began his crusade when he took Langa pupils to the Grahamstown English festival.

"After that I got to know some people in Langa. I arranged for groups to visit SACS and we used to discuss many issues including the ANC — in the days before President De Klerk's speech in February 1990."

The deputy principal of Westerford, James Bissett, welcomed Mr Brown's ideas.

"This year we have taken in one pupil. Our parent and pupils structures are discussing the matter with a view to improving the intake, but no final decision has been taken."

"We have a problem of space but this seems to be a worthwhile exercise."

**Late risers can see test**  
DURBAN. — Rugby fans will have the chance to relive the agony or the ecstasy of today's second test match between the Springboks and the Wallabies when the match is rescreened at 1.30pm.

The test starts at 7am and TV1's build-up to the match begins at 6.30am.

Viewing times for next Saturday's final test are expected to be the same as today's.

Radio South Africa will also broadcast the tests live.

## Secondhand syringes

AMANZIMTOTI. — National Health Minister Rina Venter has appealed to patients to insist that doctors break the seal on syringes in their presence. Speaking at the Natal National Party congress, she said the department had learnt that certain doctors, particularly in underprivileged communities, used syringes more than once, increasing the risk of spreading Aids. — Sapa.

PHOTO COURTESY OF THE NATIONAL PARTY



## NP: Don't worry about survival of 'die taal' <sup>(S)</sup>

**AMANZIMTOTI.** — Afrikaans-speakers should not worry about their language rights in the new South Africa, National Education Minister Mr Piet Marais said yesterday at the NP congress here.

CT 14/8/93

He said Afrikaans was understood by about 43% of the population, and if it lost its official status, many would not be able to deal with the state administration in a language they understood. He pointed out that half the Afrikaans-speakers were not white.

# Students organise for peace

Star 17/8/93

■ BY JUSTICE MALALA

As schools ground to a halt in Soweto yesterday due to the nationwide teachers' strike, the township's Congress of SA Students (Cosas) branch launched a student peace programme.

Named the Soweto Students' Peace Initiative, the programme began yesterday with announcements in various schools that a culture of peace and tolerance should exist at all times.

Cosas southern Transvaal regional official Mahlomola Kekana said the programme was in response to the "culture of violence that existed in schools".

He said pupils would wear white armbands today and tomorrow the organisation would organise various interschool sporting activities as part of the programme. On Thursday there would be a concerted effort to canvass students' feelings on how peace should be achieved in the country.

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# Teachers, pupils stage protests

CT 18/8/93

(56)

Staff Reporter

MORE than 2 000 teachers, pupils and parents from schools in Khayelitsha marched to a local police station yesterday to protest against the government's rationalisation programme in education.

After handing a petition to the Department of Education and Training's Western Cape regional director, Dr Johan Brand, the protesters gathered for a rally at a local church.

In another SA Democratic Teachers' Union protest more than 200 teachers and pupils marched to Sokhulu, Sonwabo and Siviwe primary schools in Guguletu to ask the principals "not to be used by the state" to avert the strike.

A DET spokesman said there had been no intimidation of teachers in Peninsula schools.

● Tomorrow is D-Day for the exam hopes of two million pupils whose educa-

tion is paralysed by the teacher strike. That is when the outcome of bargaining between the state and the Sadtu will be known. The talks begin in Cape Town today.

The union and the Department of National Education (DNE) will attend the two-day meeting of the Joint Bargaining Forum in Cape Town, with the DNE obliged to respond to Sadtu's demands at tomorrow's final session.

# Squatter school gets welcome assistance

LIBBY PEACOCK  
Weekend Argus Reporter

HOPE is beating in the hearts and on the desks of the 260 children at the community-managed primary school in Marconi Beam squatter camp near Milnerton.

The school is a structure of wood and cardboard, which had virtually no books, a few broken desks and three splintered blackboards until yesterday.

Now, thanks to a Constantia school and an educational publishing company, relief aid has come for these children. Yesterday boxes filled with textbooks, writing paper and stationery were brought to a classroom by representatives of Herzlia Primary School in Constantia and Maskew Miller Longman publishers. Herzlia also handed over a cheque for R105.

This educational deed followed a recent Weekend Argus report on conditions in Marconi Beam where voluntary teachers who live there have been teaching children since January without compensation, as the school is not registered with the Department of Education and Training.

Maskew Miller Longman director Robert Marsh said after the existence of the school was brought to his attention he and his colleagues visited the school to assess the pupils' needs.

He said his colleagues were "tremendously impressed" with what was being done at the school and "it took no convincing at all to get us to want to give some sort of assistance — education being close to our hearts".

Principal Elda Mahlentle thanked the Herzlia pupils and the publishers and said after the previous Weekend Argus report appeared many individuals visited the school with offers of help.



Picture: DOUG PITHEY, Weekend Argus

□ **DELIGHTFUL DONATIONS:** Marconi Beam primary school pupils were thrilled to get much-needed donations of books, stationery and money from the standard four pupils of Herzlia Primary School in Constantia and Maskew Miller Longman educational publishers. Pictured are representatives of the two schools and the publishers.

# mess of 'Bantu' education

SITINGS

22/18/98

(50)

BY TENDAI DUMBUTSHENA

AN inferior education, frequently disrupted by violence, strikes and stayaways, has forced many desperate black parents to look outside the townships for schools for their children.

In their search for a decent standard of education, most parents' options are restricted by their financial circumstances. But such is the importance parents attach to education that a significant number have made enormous financial sacrifices to send their children to schools which have opened to all races.

● **MODEL C:** The state-aided Model C schools offer an alternative to Department of Education and Training tuition, but fees are beyond the means of the vast majority.

According to figures released by the Minister of Education and Culture, Piet Marais, Model C schools — which account for 95 percent of facilities under his jurisdiction — have 60 000 pupils of "other" population groups — the bureaucratic euphemism for non-whites.

It costs an average of R1 500 a year to send a child to a Model C primary school. Add to this a minimum of R1 200 a year for transport to and from the townships, and the plight of parents becomes evident.

A single parent in Soweto has enrolled her two daughters at the Eastgate Primary School in Edenvale, and is paying R1 200 each a year in addition to R300 a

## THE REAR END OF THE ALTERNATIVE TO THE DFT, BUT THEY DON'T COME CHEAP

month for their transport.

Each Model C school has its own admissions policy, and the criteria are generally flexible.

● **MODEL B:** These schools — funded by the House of Assembly's education department — are decreasing in number and have been discriminated on racial grounds in exercising their right to determine admission policy.

● **MODEL D:** Another dwindling alternative, also run by the House of Assembly's education department, and established on an ad hoc basis in response to a need for tuition in areas where "white" schools had closed as pupil enrolment dwindled.

● **HOUSE OF DELEGATES:** At present, of the 250 000 pupils in state schools run by the House of Delegates, 40 000 are black.

According to public relations officer Shri Maharaj, "the education is free and compulsory. The only requirement is that there must be space and teachers, and the child must live in the vicinity of the school."

● **HOUSE OF REPRESENTATIVES:** A spokesman for the House of Representatives said their schools were also open to blacks, but could not give

numbers. Details of costs were not available.

● **PRIVATE SCHOOLS:** The ultimate alternative to township schooling is the private school — or Model A — subsidised by the state in the form of payment of staff salaries and housed in buildings formerly used by government schools. But few black parents can afford to send their children to these.

At St Stithians in Johannesburg, annual tuition fees range from R5 445 at primary level, to R11 340 for secondary school. Post-matric students who spend a year preparing for university pay R12 600, and for boarders from Std 6 upwards, an additional R9 255 a year is payable.

Given these high fees it is not surprising that out of the school's 1 150 pupils, only 10 percent are black.

At the exclusive St John's College, fees range from R2 884 to R4 323 a term, with boarders paying an additional R2 820 to R3 388 a term. Blacks constitute 20 percent of the enrolment of about 1 000.

Fees charged at the American International School in Johannesburg are even more prohibitive — R30 000 a year at primary level, R37 000 for pupils from Std 3 to Std 6, and R43 000 each for secondary pupils. The school has 153 pupils, of whom 15 are South Africans — 11 blacks and four whites.

The German International School is slightly less expensive, but caters for its own citizens in the region and members of expatriate and diplomatic communities.

● **NEIGHBOURING STATES:** It is difficult to quantify the number of blacks who have sought education in TBVC states because close ethnic ties and continuous cross-border movements make the determination of nationality difficult.

As the deputy director-general of the Transkei's Ministry of Education, Milton Mjanekewana, explained: "It is difficult to make a distinction between South African and Transkei pupils. There are many people of Transkei origin working in South Africa whose children may be in our schools. There is no separate classification for them."

● **NEIGHBOURING COUNTRIES:** Private schools in neighbouring countries are also expensive. In Zimbabwe, for example, only a handful of blacks can afford to send their children to private schools, with the majority being assisted by companies. The famous Waterford school in Mbabane, Swaziland, is similarly expensive.

● **INDEPENDENT SCHOOLS:** There are 90 independent schools, or inner-city schools, countrywide that are mem-

bers of the SA Association of Independent Schools.

They were set up in 1985 in response to the closure of the DFT schools.

The association's executive director, Mrs Alison Papenfus, said inner city schools were a "Johannesburg phenomenon — they are set up by the community for the community".

There are 46 small independent schools in the Johannesburg CBD alone.

But Mrs Papenfus warned that parents needed to be careful about the schools they chose as many are "fly-by-nights". She recommended that parents in doubt about the viability of a school talked to an organisation such as hers. Inner city school fees vary from R200 to R500 a month.



# HOUSEHOLD SAMPLE SELECTION INFORMATION

TBVC STATE: TRANSKEI

ADMIN AREA: MBANYANE

SELECTION NO. 40896

VILLAGE: MDENI  
RHINI  
QADINI

DISTRICT: ELLIOTDALE

HOUSEHOLDS 74

DISTRICT CODE 003

HEAD: T. GANG

CLUSTER: 296

R2i: 3.1

I2i: 3.2

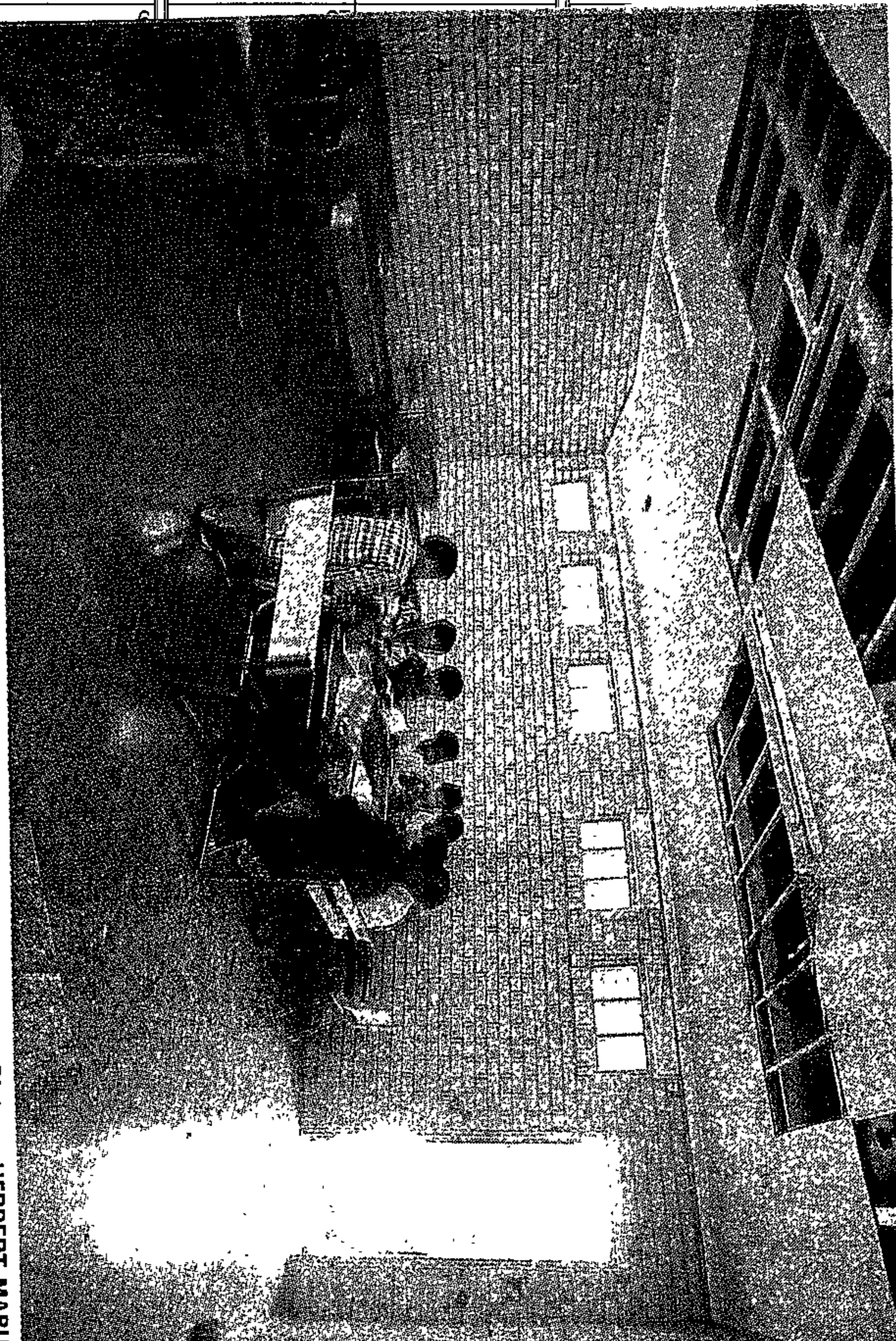
## ORIGINAL SELECTIONS

## REPLACEMENTS

SELECTION NO.	HOUSEHOLD OR LISTING UNIT TO BE SELECTED	SELECTION NO.	HOUSEHOLD OR LISTING UNIT TO BE SELECTED	SELECTION NO.	HOUSEHOLD OR LISTING UNIT TO BE SELECTED
1	3	26	83	301	
2	6				
3					
4					
5					
6					
7					
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NOTE:

DEDICATED ... Raymond's study group is hard at work despite the teachers' strike . Picture: HERBERT MABU



# Battling through the

BROKEN CHALKBOARDS, BROKEN PROMISES, BROKEN DREAMS — THE CALAMITY FACING S

# Survey shows most of the top achievers are

By EZRA MANTINI

AS South African parents dig into their pockets to send their children to private schools to escape the education crisis in black townships, a survey of top achievers this week showed — surprisingly — that most are the products of Department of Education and Training schools.

● Azapo spokesman Dr Gomolomo Mokaie, a general practitioner, said: "We are not trying to give bouquets to the Bantu Education system, but a lot of top people went through it."

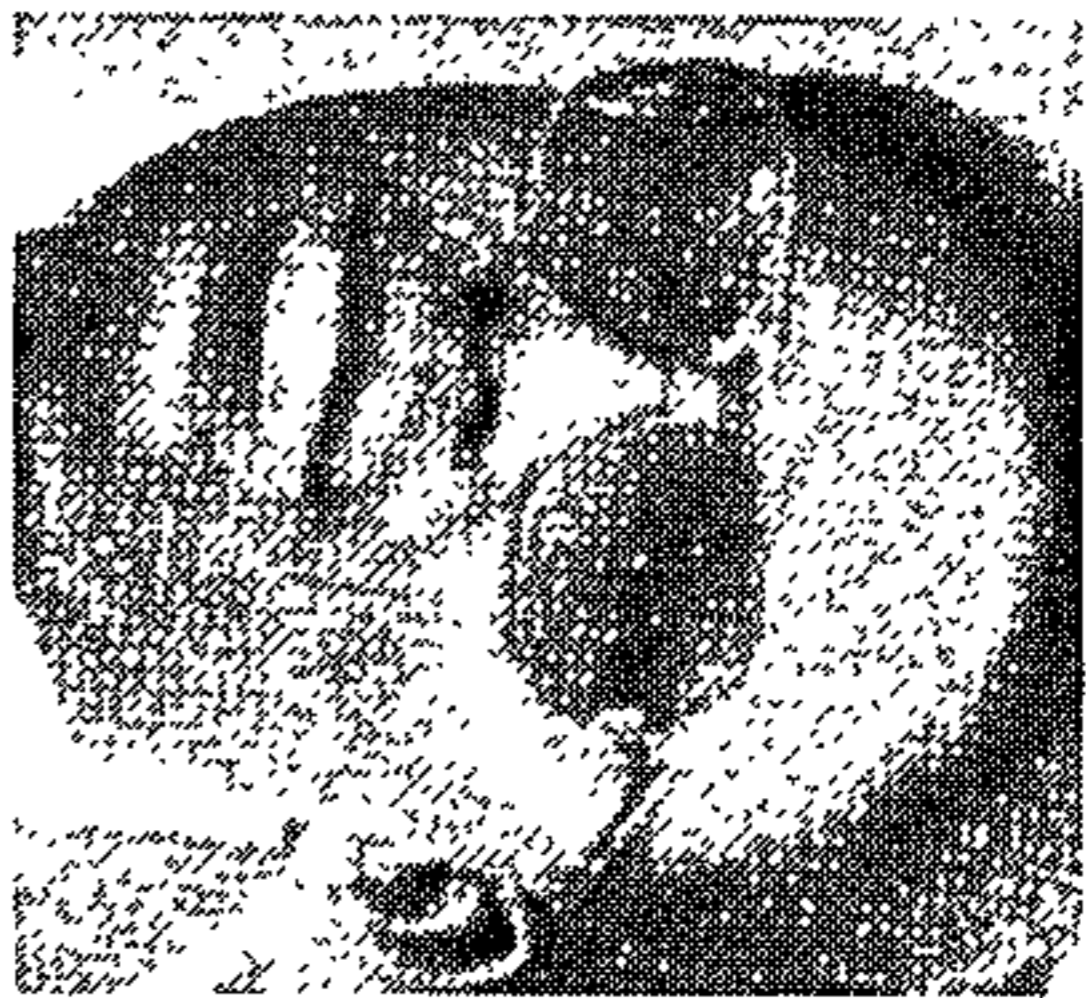
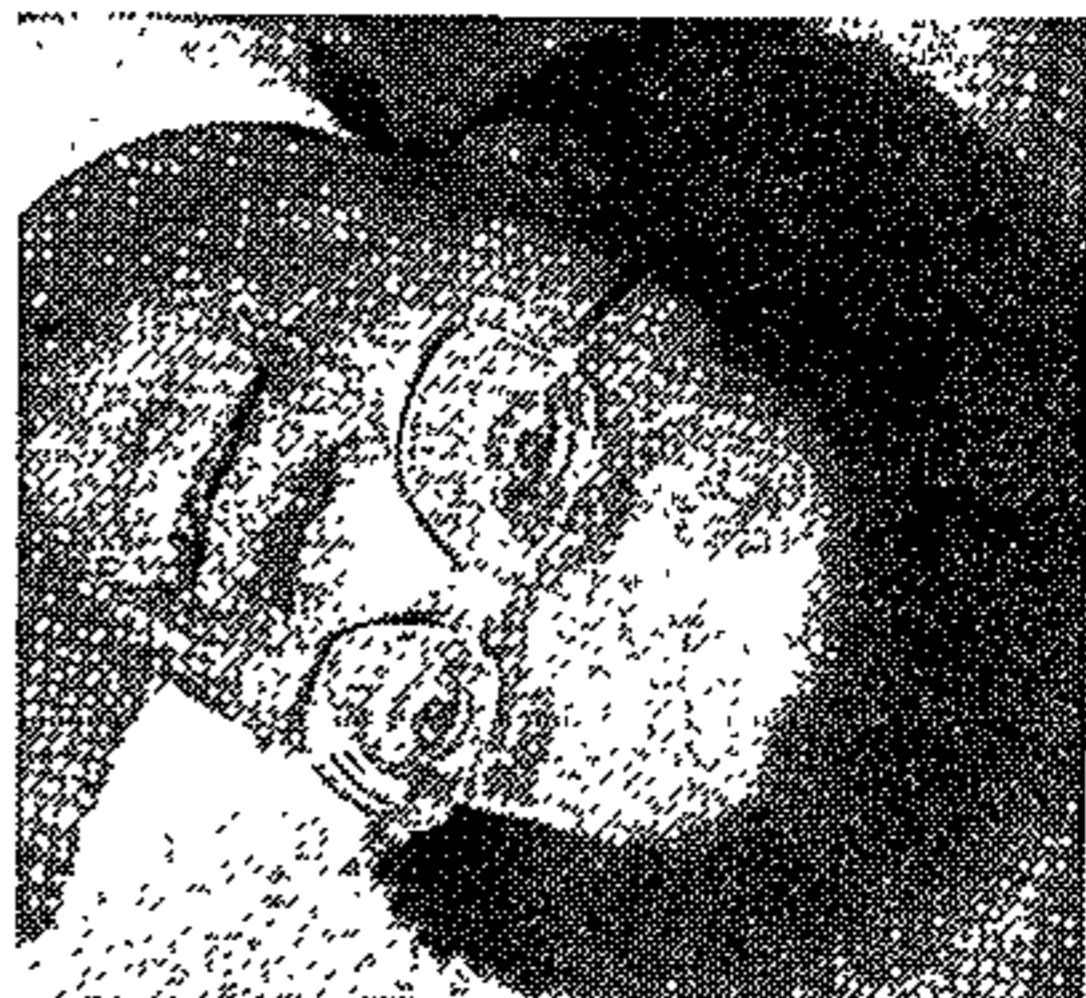
## Advantage

"We do not need an education system which is available only to a select few — we need a good education that can serve everyone."

● Mrs Khanya Mkhize, top model and daughter of Dr Oscar Dhlomo, spent most of her school years at the private Durban Girls Collegiate School, and matriculated from the private Durban Girls College.



JOURNALISM graduate Felicia Mabuza-Suttle, nuclear physicist Dr Gordon Sibiyi, Advocate Dikgang Moseneke, editor Zweelakhe Sisulu and top model Khanya Mkhize



"Private schools give you an advantage and prepare you for tertiary level, but I know a lot of top achievers who went through the Bantu Education system.

"Private schools tend to develop your creative side more than DET schools, which channel you into medi-

cine, law or some education-related career," she said.

● Her dentist husband Sthembiso believes a DET education equips people "to fight and get what you want".

"That's why so many people make it through university despite all the difficulties," said Dr Mkhize, a

graduate of the Amanzimtoti College of Education.

"A private education is good, especially to learn spoken English, but it does not guarantee you success at university. Pupils who battle through the DET system have worked so hard that they find it easier to cope at

got a private education and went to university, but now has problems fitting into society. Many products of private schools tend to look down on those who have not had the same advantages, but the real world is run by people who have a basic standard education."

● CCV talk show hostess Felicia Mabuza-Suttle, who has an MA degree in broadcast journalism, has experienced both systems of education.

## Difference

"I went to school in Dube, Soweto, then to Swaziland for matric, and I really noticed the difference," she said. "In a way, Bantu Education made you aggressive and hungry for more, whereas private schooling polished your language and built up your confidence about public speaking and presentation.

"But somehow Bantu Education inspired you to specialise in your chosen field."

tertiary level despite the setback of an inferior education," he believes.

● Mr Zweelakhe Sisulu, editor of Sunday New Nation, had a private education — at Waterford in Mbabane, Swaziland — but was reluctant to compare the benefits of this type of schooling with that of the DET.

● Dr Gordon Sibiyi, South Africa's first black nuclear physicist, matriculated at Soweto's Morris Isaacson High School, but fought hard to get a scholarship to study nuclear physics at Stuttgart University in Germany.

● Soweto educationist TW Kamuhle said: "Many of our top doctors and legal men got their grounding in the Bantu Education system, then fought against all odds and beat the system to become graduates in such demanding fields as engineering, medicine and law," he said.

● Advocate Dikgang Moseneke SC got his matric by correspondence while serving a sentence on Robben Island, then went on to obtain his law degrees through Unisa.

Mr Moseneke said that while private education was good, it was difficult to measure its success.

"A private education is out of reach for most blacks because of the expense. At the end of it, achievement depends on the individual's willingness to do something about his future," he said.

# DET products

● Mr Jackie Seroke, the PAC's secretary for political affairs, said: "I was at Alexandra High School. While we all cherish the idea of sending our children to private schools, we must guard against them forgetting their own culture.

"I know of a case where someone

SITILWOO

22 18 1992

## Cosas suspends publicity chief

JOHANNESBURG. — The Congress of South African Students' national executive yesterday suspended its Southern Transvaal publicity secretary, Mr Mahlomola Kekana, following his threat to organise an occupation of white schools. (50)

His office was also stopped from making any further public statements. — Sapa

CT 24/8/93  
● Cars burnt in support of Sadtu — Page 2

# No fee for library services

Municipal Reporter

**PUBLIC** libraries will not be allowed to introduce fees for borrowers, Cape Administrator Mr Kobus Meiring announced yesterday.

Addressing a special congress of the Cape Province Municipal Association, Mr Meiring said: "A large portion of the community would be denied the use of public libraries if user charges are implemented.

"This will be poorly received by the community, while the financial bene-

fits for local authorities will be very small." (50) CT 24/8/93

Public libraries these days had an important role to play as instruments of development in the creation of a new society in our country, he said.

Mr Meiring said the introduction of user fees at libraries had been discussed several times over the years at CPMA congresses, including in April this year.

He had been asked to change the ordinance to allow the levying of fees on borrowers, but he would not do so.

Star 24/8/93

# End strike - Cosas

BY JUSTICE MALALA

The Congress of South African Students (Cosas) yesterday distanced itself from calls by its southern Transvaal publicity secretary to occupy white schools, and appealed to teachers to end their national strike. (SO)

The call to disrupt classes in white schools and target farmers and the Johannesburg Stock Exchange was made on Sunday by Cosas southern Transvaal spokesman Mahlomola Kekana.

But as the Conservative Party reacted with warnings to white parents to be prepared to protect their children

and property with violence if schools were occupied, Cosas national co-ordinator Albert Mahlangu said Kekana's statements did not comply with the body's policy, aims and objectives.

Meanwhile, the National Education Co-ordinating Committee (NECC) plans to launch demonstrations in Johannesburg on Friday in support of striking teachers. (21)

NECC's southern Transvaal region said yesterday that if the salary dispute between the SA Democratic Teachers' Union (Sadtu) and the Government was not resolved by tomorrow, it would embark on mass action.

Members would meet at Johannesburg's Library Gardens on Friday.

Reacting to the call for mass action, Cheryl Carolus, ANC national executive committee member in charge of education, said the level of desperation and anger among parents and students was understandable due to the "intransigence" of the Government in negotiations.

■ At least eight vehicles were set alight yesterday in townships near Cape Town as pupils took to the streets in support of Sadtu members, police said. A motorist was reportedly assaulted by pupils in Khayelitsha.

# Cosas suspends official who called for occupation of white schools

24/8/93  
BIDeay

KATHRYN STRACHAN

THE Congress of SA Students (Cosas) yesterday appealed to teachers to end their national strike, distancing itself from its southern Transvaal office's call to occupy white schools.

It suspended regional publicity secretary Mahlomola Kekana, who called for the action on Sunday, and stopped the office from making public statements.

Cosas national co-ordinator Albert Mahlangu said the call contradicted the organisation's principle of nonracialism and played "into the hands of unruly elements who are only interested in disrupting nor-

mal schooling". Cosas's official call for pupils to continue their lessons in the absence of teachers remained unchanged.

Kekana had urged black pupils to target farmers, the JSE, and the "ignorant and privileged white racist students".

Sapa reports that the CP yesterday warned white parents to be prepared to protect their children and property with violence in the event of any occupation.

Mahlangu said the SA Democratic Teachers' Union (Sadtu) strike had led to many confrontations between students, parents and teachers over the past week

and a Cosas delegation would meet Sadtu today to ask it to review its strike.

"We are concerned about the tensions and the violent actions which have emerged in our own communities around the strike and we fear we will fall into the hands of government if we create confusion among ourselves," he said.

Our Umtata correspondent reports that at a weekend rally PAC president Clarence Makwetu urged teachers, children and parents to get together to devise ways of

ending the crisis.

The Azanian Students' Convention (Azasco) condemned as "irresponsible" and "selfish" Sadtu's decision to strike in the face of the concerns of blacks. Azasco, Azapo's tertiary student organisation, said the crisis could have been avoided had Sadtu consulted the black community.

Sadtu is expected to announce tomorrow whether the strike is to continue. After negotiations, government and Sadtu agreed on a R1 440 a month living wage for teachers, but the state refused to budge on its 6,7% across-the-board increase offer.

Sadtu yesterday replied to the Department of Education and Training's threats to end its recognition agreement. The DET had extended its deadline from Friday to noon yesterday.

Meanwhile, National Education Coordinating Committee (NECC) southern Transvaal spokesman Amon Msane said demonstrations would be held in Johannesburg on Friday in support of the teachers unless their demands were met this week.

"We cannot allow this situation to continue beyond this week," he said.

● Comment Page 8

B/day 25/8/93  
**NECC slams invasion call**

KATHRYN STRACHAN

50

THE National Education Co-ordinating Committee (NECC) yesterday distanced itself from a call by its southern Transvaal office to occupy white schools.

The call was allegedly made by the NECC's regional office to push government to meet the SA Democratic Teachers' Union (Sadtu) demands for higher wages.

The NECC said it was distressed by the "terrible cost to our nation" of the teachers' strike and the crisis had to be resolved immediately to restore a culture of learning.

The Congress of SA Students Natal midlands branch threatened to take its struggle to white schools — despite Cosas's distancing itself from such a call, over which its southern Transvaal branch publicity secretary Mohlomola Kekaana had been suspended, Sapa reports.

Government said yesterday it had increased its offer from R700m to R850m. This was in addition to the R2 200m already granted for the 5% general increase. Salaries of lower paid teachers would be improved.

□ Police on the Cape Peninsula were yesterday investigating the possibility that armed Cosas members had abducted a Guguletu man.

# Cosas exec rejects <sup>22</sup> <sup>25/8/93</sup> <sup>50</sup> Operation Barcelona

Staff Reporter

THE national executive of the Congress of South African Students (Cosas) has condemned "Operation Barcelona" and has said it will take "serious measures" against any Cosas members involved in the burning of vehicles and school books.

But the Cosas regional branch in Cape Town confirmed yesterday that the campaign was going ahead.

Cosas national organiser Mr David Serekwane said in Johannesburg yesterday: "Cosas does not have an Operation Barcelona campaign. The burning of school books is completely contrary to our view."

● Cosas in the Natal Midlands yesterday threatened to take their struggle to white schools if teachers' demands were not met before Friday.

● Violence flares  
— Page 2



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# Cosas suspends Soweto Transvaal official

25/8/93

THE Congress of South African Students' national executive has suspended its Southern Transvaal publicity secretary, Mr Mahlomola Kekana.

This follows his threat to organise the occupation of white schools.

In a shock move, Cosas this week distanced itself from the region's statements because these did not "ascribe to the policy, aims and objectives of the organisation".

At a Press briefing at the Ipelegeng Community Centre in Soweto on Monday, Kekane threatened an occupation of white schools and the Johannesburg Stock Exchange.

South Africa would witness the disastrous effects when the "militant and revolutionary Cosas" embarked on mass action campaigns, he warned.

Key targets would include the "igno-

rant and privileged white racist students who are in the minority", he said.

## White classrooms

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Kekana said the revolution would be taken into white classrooms and farms and "no one will stop us".

Within an hour of his utterances, the Cosas executive suspended him.

"Cosas believes that such statements may play into the hands of unruly elements who are interested in disrupting schooling and rightwing organisations," Cosas said.

Now a showdown is looming between Cosas Southern Transvaal and the national executive committee when the NEC meets today to review the situation.

Cosas secretary for administration Mr Monty Sekhukhuni said there was no reason to occupy white schools. — Sapa.

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# Focus on Schools

Sowetan 25/8/93

**H**ARARE — The current strike by teachers, which is robbing more than two million black children of much needed tuition and guidance, is another indication of the extent to which the black community is in crisis.

It is the children of the black working class, the urban poor and peasants who are being denied education in this way and condemned in the process to a future worse than that of their parents.

They are being used as pawns by the black petit bourgeoisie in its rush to catch up with its counterpart in the privileged white settler community.

One of the basic problems that has been existing in the black community in recent years is its desertion by the black petit bourgeoisie which has traditionally provided leadership.

Lawyers, doctors, journalists, teachers and others in this class have been leaving the townships in more ways than one.

With the advent of the so-called reforms, some have moved to the suburbs. Others send their children to the so-called white schools or elite private schools. When ill, most can afford treatment in prestigious hospitals or clinics. The end result is that the community of interests and the solidarity of the township is lost to the black petit bourgeoisie.

Yet, this is the class that traditionally provides the black community with leadership in the political, labour, civic and other fields. It toiled alongside the people in the townships and villages in their daily struggles against the ravages of white racism, oppression and discrimination.

The black petit bourgeoisie still claims leadership of the much-embattled blacks. But exercised as it is from the serenity and comfort of Houghton, Sandton, Dawn Park and similar places, such leadership is of questionable quality.

Very few, if any, children of the black leadership are affected by the current strike by teachers or the general decay in black education that is now legend. Their children, and those of the black petit bourgeoisie in general, attend privileged schools. This is what makes the frequent calling of strikes and chalkdowns worse than criminal.

The South Africa Democratic Teachers Union is now notorious for its total disregard of the interests of the black child. It is known that teaching in black schools is at best indifferent and at worst non-existent. If Sadtu is not calling a strike, it is encouraging pupils to make trouble under one pretext or another.

Teachers are understood to use the idle time to study for their own examinations in order to improve themselves and their earning power. Of course, their own children, including those of the Sadtu general secretary, Randall van den

The black community needs to take stock of itself if it is to solve its many problems, including the present unpatriotic teacher's strike, writes **Mosibudi Mangena**, chairman of the Black Consciousness Movement of Azania:



**One of the basic problems that has been existing in the black community in recent years is its desertion by the petit bourgeoisie which traditionally provided leadership**

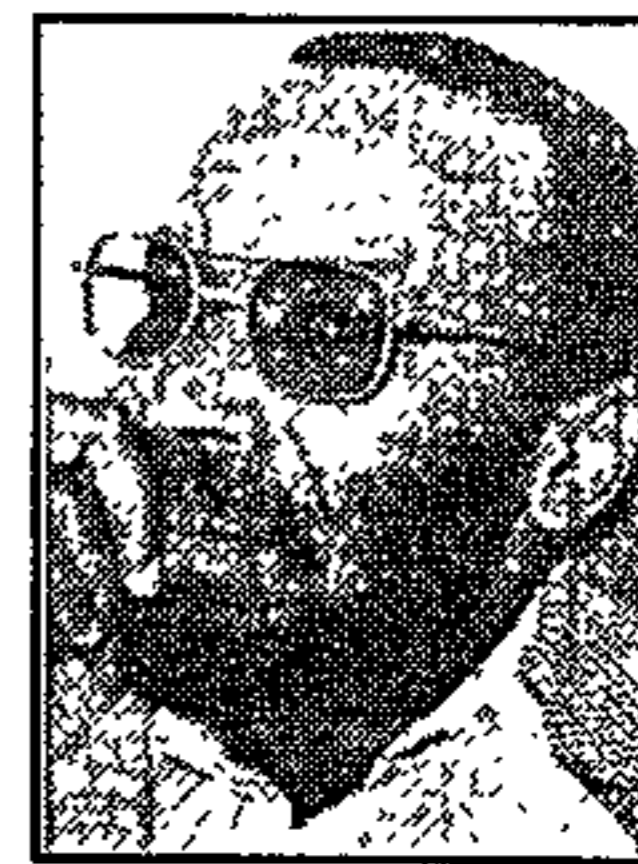
Heever, are tucked away in elite private schools. Probably the demand for more pay is meant, at least in part, to make their own privileged children in private schools even cosier.

There is no doubt that black education is attended by enormous problems such as overcrowding, lack of equipment and books, underqualified and poorly paid teachers. This ugly situation is the result of a careful design conceived and implemented by the racist Pretoria regime. It is meant to be part and parcel of our oppression.

But we do not fight for freedom by mutilating ourselves or committing suicide. The enemy is only too happy to watch us weaken ourselves and make our continued oppression even easier. The regime has nothing to lose by a Sadtu strike. Black children are being destroyed by fellow blacks while white children are quietly preparing, with the best facilities available in the country, for a future of *baasskap*.

In fact, the problem blacks face cover all spheres of life, such as politics, housing, health, land and so on. We would be foolish to try and solve such problems by sleeping in the open, allowing ourselves to die when sick and so forth.

The point of the matter is that with the repeal of the so-called apartheid laws, the black petit bourgeoisie finds the leash with which the white racist establishment controls blacks a bit lax and therefore a bit more comfortable. Avenues



which were previously closed are now accessible.

With its education and skills, this class has been able to move into better jobs with higher salaries and other benefits. This is almost naturally followed by the general trek to better houses, schools and hospitals. It is the small black capitalist class and the black petty bourgeoisie who stand to benefit most from the reforms of President FW de Klerk and his fellow racists.

The repeal of these racist laws has removed the rigid structures that previously confined the black petty bourgeoisie to the townships where it provided valuable leadership. Now it is showing signs of assuming the classical vacillating nature of the petty bourgeoisie.

Presently, the black petty bourgeoisie is tentatively making common cause with its counterpart from the white establishment. The contradictions between the two have become fewer. That is why a paly-paly relationship exists between the likes of Roelf Meyer and some black delegates at the World Trade Centre in Kempton Park.

Issues of great concern to the black majority, such as land, are not even on the agenda. In contrast, the struggles of the working class, the urban poor and the peasants continue unabated.

Some have raised valid arguments for this state of affairs. They say Azania belongs to us and we can therefore stay where we want; that we should move away from the mistaken action that blackness is synonymous with the squalor of the townships and squatter camps; that there is nothing wrong with giving yourself and your family good education and health care if you can afford it; that some of them are driven from the townships by the appalling levels of violence and the unending school boycotts.

It is all true, except that the black community is losing some of its valuable sons and daughters at a critical period which is characterised by genocide and general social dislocation.

For a start, no one should be allowed to teach black children or participate in a strike if his or her own children are ensconced in an elite private school or another education department, free from the pain of the inadequacies of black education.

*Sowetan*  
**New bill for  
teachers**

*26/8/93*  
DRAFT legislation aimed at preventing labour disputes in education, and which proposes an Education Labour Relations Council, was published yesterday.

A memorandum on the Education Labour Relations Bill says it also aims to regulate collective bargaining in the education sector. The Bill proposes that educators be allowed to establish and join the union of their choice, and allows for strikes or lock-outs. It proposes that an ELRC, representing employer and employee organisations, be given the role of preventing and settling disputes, and investigating labour policy in the education sector.

# Plan <sup>(50) (224)</sup> CT27/8/93 to end schools crisis

THE Pan-Africanist Students' Organisation (Paso) launched a "positive action" campaign yesterday to resolve the education crisis.

The president of Paso, Mr Tsietsi Telite, said at a news conference the campaign would aim to encourage teachers and pupils to return to school while parents and the community staged sit-ins at Department of Education and Training (DET) offices and ask trade unions to "be on hold" for national stayaways.

It would also have teachers and pupils stage pickets and marches after school and pressure the government in talks at the World Trade Centre.

The campaign would "engage everyone in revolutionary programmes that will enhance the revolution. Here we will use any means possible".

Township schools remained empty yesterday.

Also yesterday, the DET presented the South African Democratic Teachers' Union (Sadtu) with a document on several issues raised by the union since its illegal strike began on August 16.

## Gains

At a meeting at the DET offices in Pretoria, the department told Sadtu the main reason for the strike — salaries — "fell outside the sphere of authority of the employing departments".

Sadtu said they hoped for more gains at their meeting with the Department of National Education in Pretoria last night. However, the president of Sadtu, Mr Shepherd Mdladlana, could not say whether the end of the strike was near.

Meanwhile, the Azanian Student Movement (Azasm) has called on black students to disrupt white schools. It said yesterday there was no chance of agreement being reached at the meeting between Sadtu and the DET.

The National Professional Teachers' Organisation of South Africa (Naptosa) warned that a drawn-out exercise by the government in resolving the strike would fan the already "serious fires of discontent and frustration". — Staff Reporter, Sapa

*Sowetan*  
**Disrupt white schools**

*27/8/93*  
THE Azanian Student Movement has called on black students to disrupt white schools.

It said in a statement yesterday there was no chance of the meeting between the South African Democratic Teachers' Union and the Department of Education and Training reaching an agreement. (50)

Azasm said black students had suffered enough and it was time for black people to direct their anger against the Government.

## Libraries for black areas

*Sapa 28/8/93*  
DURBAN — The Natal Provincial Administration has embarked on a multi-million-rand project to provide libraries to more than 50 black communities in the region. The project is expected to take about five years. The Provincial Library Services says planning will take place in consultation with local communities. The Local Library Forum was established in Maritzburg on Thursday to co-ordinate the project in its neighbouring black areas, Edendale and Imbali. — Sapa



# Cosas leadership to meet with police

By NAZEEM HOWA

THE leadership of the Congress of South African Students (Cosas) is to meet tomorrow with senior Western Cape police officers to discuss their investigation of the student organisation and its leadership. *SITimes (Cimetro)*

This was confirmed yesterday by Mr Hannes Siebert, media officer of the Western Cape Peace Committee which brokered the meeting. *29/8/93*

Tomorrow's meeting will be attended by members of the Peace Committee, police representatives, Cosas' regional leaders and lawyers representing the student organisation. *(50)*

Mr Siebert said Cosas had agreed to attend the meeting following an undertaking from the police that no arrests would be made until they had completed their investigation.

Police had initially started the investigation of Cosas' Operation Barcelona — the burning of government vehicles and property — three months ago.

Cosas announced earlier this week that it was suspending Operation Barcelona in the wake of the murder of American student Miss Amy Biehl.

**The Argus**  
**TEACH**  
**FUND**

**R20 000**  
**boost** (50)  
**from** R12 000  
**Ithuba**

**Staff Reporter**

THE Argus Teach Fund has been given a generous R20 000 boost by the Ithuba Trust which today allocated R12 million to 550 beneficiary organisations.

The contribution brings the total raised by the Ithuba Trust for charity in the past year to R22 million.

The Cape benefited from just under a quarter of this amount, with R1,4 million going to welfare, R527 000 to education, R280 000 to health and R180 000 to general social upliftment.

A special donation of R800 000 was made to the National Peace Accord for distribution to families of those who died or suffered as a result of political violence.

Trust chairman Raymond Parsons said he had hoped for a larger amount to be allocated to the many thousands of innocent people who were suffering as a result of political violence in South Africa.

"This violence has had a spiral effect which has disrupted entire communities and substantially increased already critical social needs."

Mr Parsons anticipated that a further R35 million to R40 million could be raised next year.

But the Trust has pointed out that South Africa's welfare and development needs have rocketed in the wake of a depressed economy, unemployment, homelessness, and a plague of violence.

● 16 million people live below acceptable living standards;

● 2,3 million are in dire need of nutritional support;

● 4,8 million are disabled — three quarters of whom have no access to any services.

It is estimated that more than R100 million is needed for essential health services and services to abused, abandoned and neglected children alone.



## 'Start them young on newspaper reading'

### Education Reporter

A HIGH literacy rate was the most important competitive advantage a nation could have, a visiting British expert has told a "Newspapers in Education" (NiE) seminar.

ARC 31/8/93  
Keith Harcourt, NiE co-ordinator for a British newspaper group, told a seminar at Peninsula Technikon yesterday that newspapers had an important role to play in education and fighting illiteracy.

Newspapers were "an honest and relevant resource" for use in the classroom and should be used as a building block in teaching children to read.

Pupils as young as 4½ could benefit from basic reading lessons involving newspapers, he said.

Young children also could benefit from exposure to newspapers in the home.

Research had shown that literacy was the single most important competitive advantage for a country, said Mr Harcourt.

South African newspapers could not ignore the alarming statistics on education here — for example, that about 50 percent of adults were functionally illiterate, and that 91 percent of black schools had no libraries.

Newspapers could not disregard the millions of illiterate people around the globe. "We owe them a future," he said.

NiE programmes — there were 44 around the world — had a double benefit.

Commercially, they stimulated readership among the young.

At the same time newspapers were helping to fight creeping illiteracy all over the world.

Judging by what he had seen, much of what was required for a successful Newspapers in Education programme in South Africa was already in place, said Mr Harcourt.

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# Wie se taal? Wie se kultuur?

50 WM 3-9/9/93

**W**HEN Frikkie van Niekerk went to Loftus Versfeld to cheer the Boere Republiek First XV in action against the Wallabies, he ate a mighty plate of mieliepap for lunch and snacked on biltong throughout the match. As he and the crowd streamed out of the stand, he noted happily that white school-boys from the Hoërskool Ferdi Hartzenberg were picking up the beer cans.

Ah, he said to himself at the after-match joll while moving arm in arm with Marie to the beat of the piano accordion, it's great to live in your own country.

God then appeared before Frikkie and suggested that if he was so insistent on having everything of his own he would have to give rugby back to the English, mieliepap back to the Xhosa, biltong to the Khoi Khoi, his Toyota bakkie to the Japanese and boeremusiek to the islands of the Indonesian archipelago.

"At least," Frikkie said. "I can keep my language."

"Not so fast," replied God. "You haven't seen the latest research by Achmat Davids."

It is light years from the harsh veld of the Transvaal, where the rightwing say they are mobilising for a third boer war, to the laid-back Bokaap with its steep, cobbled streets, mosques, palm trees and neat verandas with their bird's eye view of Cape Town and Table Bay. Yet this is the real cradle of the Afrikaans language.

Bokaap historian Achmat Davids lives opposite the Boorhaanol mosque in Longmarket Street. As long as anyone can remember, the sermons at the mosque have been read in Afrikaans. One day in 1985, without warning, the minister tried the sermon out in English. "The older people were shocked," says Davids, "but the young people found it extremely amusing."

The sermons soon returned to Afrikaans but Davids, who was second organising secretary at the mosque, was asked by the elders to look into the language question.

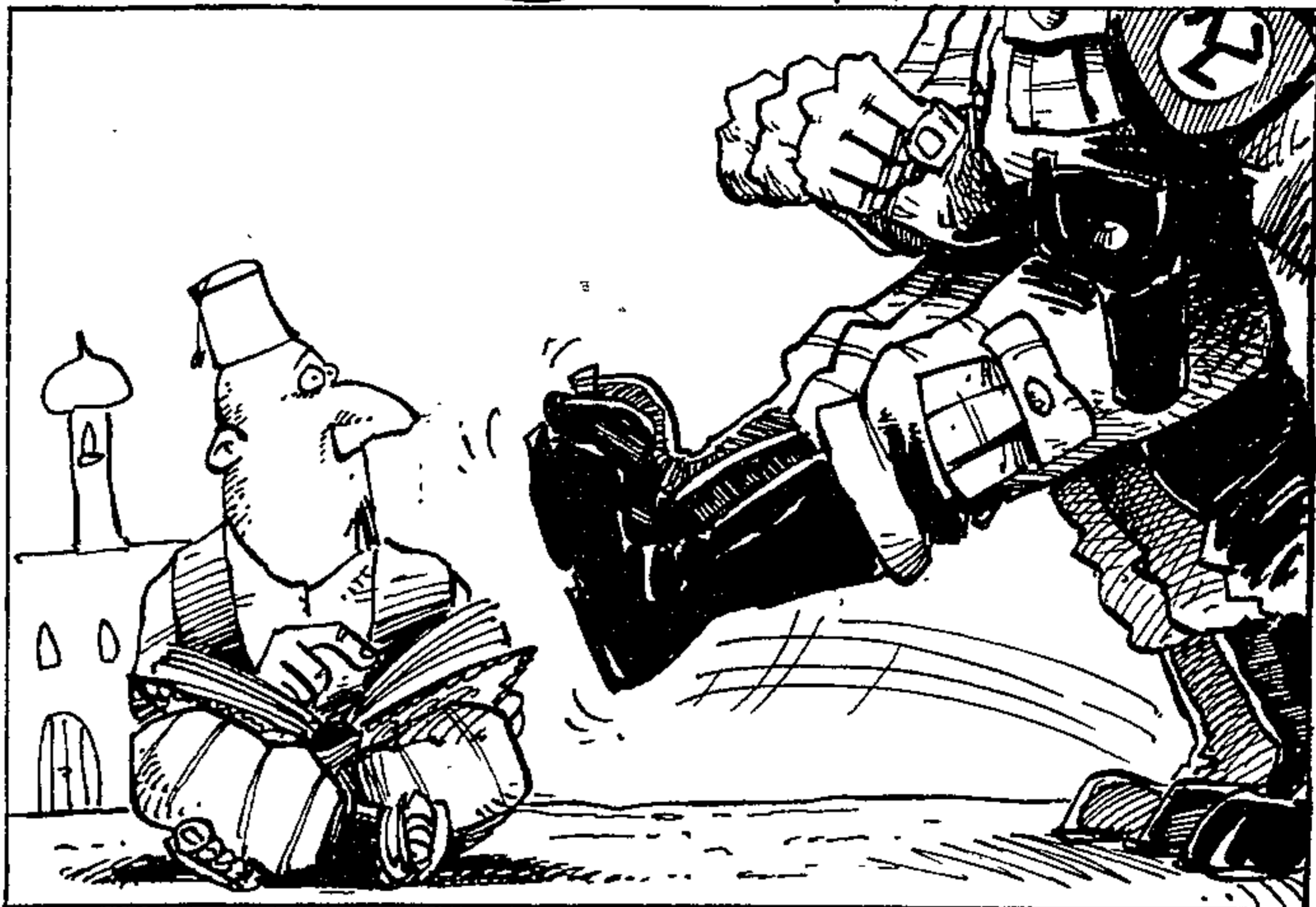
He discovered a number of books in Arabic script in a cupboard at the back of the mosque. Reading through them he realised that the language in the books was Afrikaans. "I was always aware of the existence of this very cogent aspect of Bokaap culture," he says, pointing out that the Cape slaves came from highly literate cultures. He asked the congregation to scour their houses and more and more books of religious teachings in Arabic-Afrikaans appeared.

The scripts, dating back before the middle of the 19th century, showed blacks were systematically writing in Afrikaans well before white Afrikaners, who only started to produce a literature at the beginning of the 20th century.

What Davids then started to uncover was even more subversive. He speaks English, Afrikaans and Arabic, and learnt Malayu to undertake a journey of discovery into a forgotten past of the Afrikaans language.

What was so exciting, says Davids, is that the texts were written in the Arabic phonetic script, preserving the sounds of the words as they had been spoken. "It was like capturing the language on a tape recorder."

The more he delved into the structure and vocabulary of the language, the more Davids concluded that Afrikaans, far from being a language that had started out as Dutch and somehow developed into Afrikaans, was essentially invented by the Malay slaves and the other "lower classes" at the Cape.



Davids says the slaves, who spoke 14 different languages, were "in need of a lingua franca among themselves — and they had to learn Dutch. In the process of learning, they switched words and switched grammatical structures.

"My basic theory is that Afrikaans developed through a pidgin phase into a creole. The nature of a creole is a tendency to superimpose the vocabulary of your dominant language on to the grammatical function of your native tongue."

Davids' conclusion is one of South Africa's most piquant ironies: Afrikaans, the language of the white tribe of apartheid, is a black tongue. Even Eastern Cape Afrikaans, the most Dutch of the three varieties of Afrikaans and the one from which the standard is derived, had its origin among the lower classes at the Cape.

This is no longer a very controversial statement in academic circles, but for the South African public the mythologies that went with transforming Afrikaans into the mobilising instrument of Afrikaner nationalism have never disappeared.

The culmination of the process of purifying the language, and using it in a political struggle for state power, was the construction of the Taal Monument high above Paarl.

Devised to "symbolise the wonder of our cultural and political growth which culminated in the establishment of the Republic", this large granite phallus overlooks one of the most bountiful views in Africa. Yet it paradoxically symbolises the sterility of narcissistic nationalism.

The flag of the white republic, now in its last months, still flutters sadly over the monument. The victory that the columns stretching into the sky seem to suggest was short-lived. In June 1976, nine months after the monument was unveiled by John Vorster, black students in Soweto took to the streets

to protest against the introduction of Afrikaans as a medium of instruction in their schools.

Today Afrikaans is in search of a new role in a new country. President FW de Klerk is adamant that it must remain an official language, but it is unlikely that this will meet with the consent of the black majority.

An alternative proposal has come from Afrikaans academics, such as Professor Christo van Rensburg of the University of Pretoria, that language policy be based on a regional or federal system. Each region will have its own administrative languages — English and Zulu in Natal; Sotho and Afrikaans in the Free State.

**F**ew black people in this country can make themselves understood in a court of law in their mother tongue, resulting in incalculable miscarriages of justice under the interpreter system. What a difference it would make, for instance, if all judges and magistrates in Natal were fluent in Zulu.

The backlash against ethnicity, and the need for overarching national symbols, should not blind one to the peasant in Bizana, the miner at Vaal Reefs, the shepherd in Leeu-Gamka, and the gardener in Parktown North, who neither read nor speak English.

The absence so far of a real debate on language policy at the World Trade Centre reflects the extent to which the new constitution is being drawn up by elites in a language not understood by 80 percent of the population. The Afrikaners spearheading the language movement could thus become liberators too, empowering black people.

But as long as people like Eugene Terre'Blanche and Ferdi Hartzenberg are out there associating Afrikaans with their raucous style of racist nationalism, the language is under threat.

Afrikaans' future, says Davids, depends on its becoming a language of the people again — and it can only do that by reclaiming its history and being projected as a language of the oppressed.

"If it is recognised that Afrikaans has so many varieties, that even fly-taal or tsotsi taal is part of the language, then Afrikaans has a future. If it denies that, irrespective of whether or not it remains an official language, it will die."

**● Afrikaans' future  
depends on ...reclaiming  
its history and it being  
projected as a language of  
the oppressed ●**

# Council to sue over library computers

50 OCT 7/9/93  
Municipal Reporter

THE city council intends taking computer giant Information Services Management (ISM) to court for selling it a computer allegedly unable to handle the library service workload.

Amenities and health committee chairman Mr Leon Markovitz yesterday told the first of the committee's meetings open to the press and public that consideration of this item had been moved on to the confidential section of the agenda.

It is standard procedure for the council to consider items confidentially when a court case is pending.

According to a report before the committee, 16 of the council's libraries are computerised.

Delays in computer transactions at "peak hours" last most of each afternoon, the report said.

"These delays and the unreliability of the transaction updating are totally unacceptable," the report added.

It would cost over R1 million to upgrade the system. ISM had offered to absorb more than half of this without admitting liability. But the council felt this was inadequate, because "as leaders in the field of library automation they should be accountable for the system they proposed".

The University of Cape Town, which also has an ISM system, is reportedly in a similar predicament.

PROJECT LITERACY/Advertisement Feature

# Needed: education for 15 million



SEPT 8 is celebrated internationally as Literacy Day. Across the world literacy organisations will be attempting to raise public awareness about the plight of illiterate men and women. In our own country the significance of the day is of vital importance. According to data obtained from the 1991 census and research from the Development Bank of Southern Africa, the number of people in need of Adult Basic Education (ABE) is 15 million.

Considering that less than 100 000 learners are currently involved in one or other ABE programme, the tremendous need for immediate action is apparent.

Project Literacy (PROLIT) is an independent education trust founded on a grassroots voluntary programme of 12 years. It is funded by grants from foreign governments, donor agencies, trusts, the private sector and individual donors.

Its primary concern is for the many illiterate and poorly educated adult South Africans who, for political and economic reasons, have been denied access to the education system.

Most of the illiterate adults are sadly ill equipped to earn a decent living, to contribute proactively to the betterment of themselves and their families and to help in the enormous task of national reconstruction. This task is one of such vital importance for the future peace and stability of our land that it requires the wisdom, ingenuity and participation of every South African.

At present, according to available statistics, only about 100 000 of these many functionally illiterate adults have access to education opportunities throughout the country. Project Literacy itself has planned to extend its capacity to provide such opportunities to at least another 40 000 learners by the end of 1995.

Project Literacy's original services from 1973, were the establishment of voluntary and then cost effective part time adult education centres. In 1989 they tackled yet another area, that of teacher training in the specific discipline of mother tongue literacy. By the end of 1991 it had established nine adult education centres, an effective and rapidly expanding teacher training department and a one-man embryonic research and development section.

The nine centres also provide Prolit with a living laboratory where new teaching methods can be tested, learners' needs understood and the cementing of administration and management modus operandi.

Project Literacy's underlying philosophy is that an adult education centre does not only provide reading and writing skills and formal education, but offers quality education where a holistic approach includes life skills training, job-related courses and recreational opportunities. In this way an environment is created which provides the continuity and security in which both learners and teachers thrive.

### Adult basic education

Prolit offers part time education opportunities on an ongoing basis from literacy to matric at 11 ABE centres known as the Ikageng centres which operate four nights a week. Existing buildings are used to minimise capital investment and the word Ikageng is prefaced to the host's name to avoid confusion. Ikageng is an exhortation in Sotho to learners to uplift themselves.

The curriculum at all of these centres is not the same as the Department of Education and Training but does allow learners to acquire equivalency to the formal school system and to write public examinations. Relevant job related skills are offered on a limited basis and are being systematically increased as funding is obtained. Consultation with learners ensures that the education offered by Prolit is relevant to their needs and aspirations. Says a spokesperson: "We have decided not to increase the number of centres for which Prolit has direct management and financial responsibility but rather concentrate on using established centres as living laboratories for the development of ABE prototypes which can be replicated nationally."

# 'Let qualified people decide'

South 10/19 - 14/19/93

Curricula and schools should not become the playthings of politicians, says **PROF**

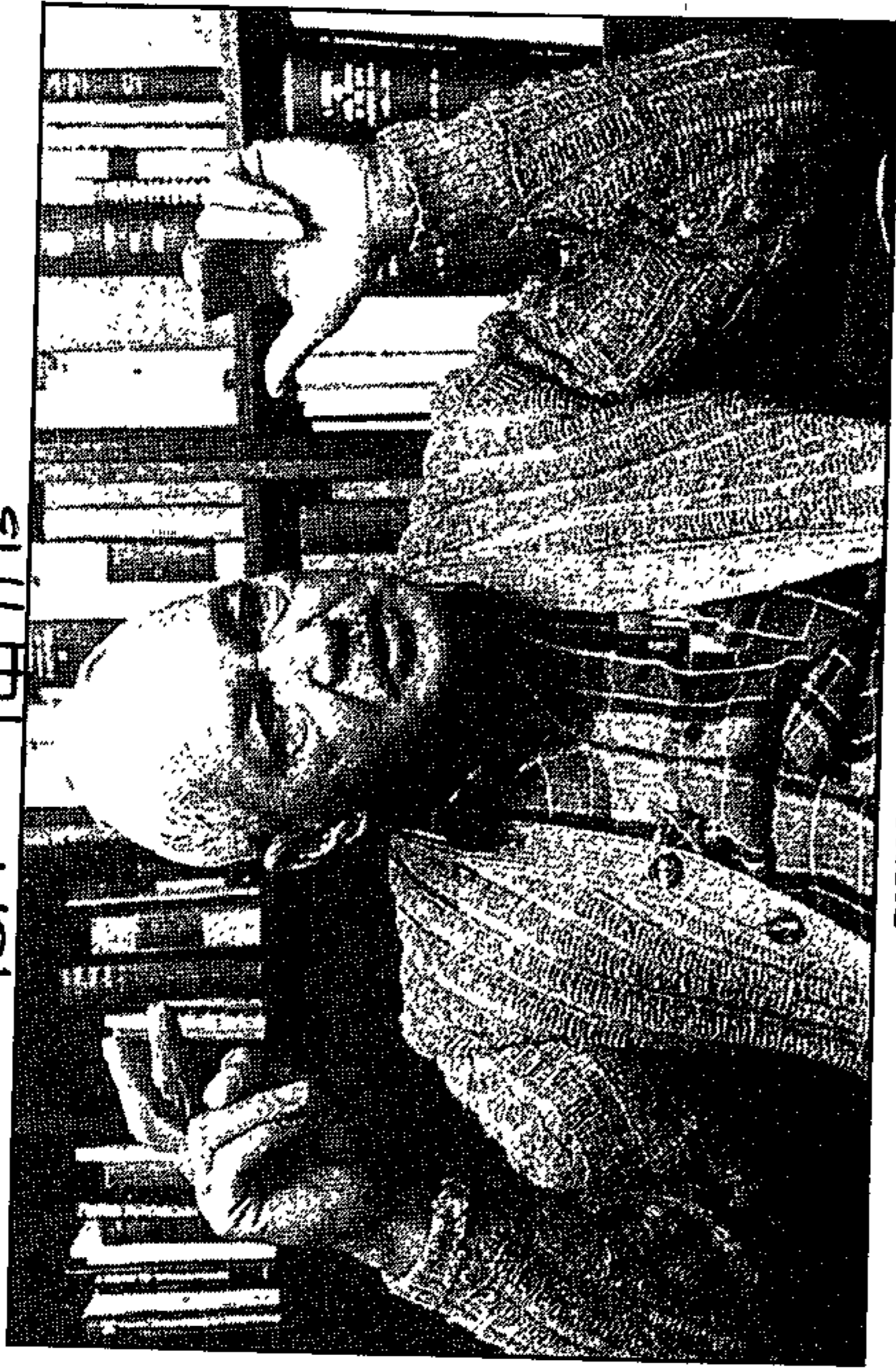
**RICHARD VAN DER ROSS**, the Democratic Party (DP) spokesperson on education. He feels student and parent involvement must be handed with care.

**W**E LIVE IN times where people increasingly demand a say on all kinds of levels. My party will be open to some of these demands. But there must be limits.

If you let people make decisions about issues for which they are not qualified, they do not serve the cause or the persons involved, in this case the pupils.

I acknowledge that this is a tricky problem. If one looks at what is happening at Wits University, where the students want the university council to step down, I say no, because what do you put in the place of the council? The board members are people with wisdom, experience and most important, connections in the outside world. They can help students get jobs later and they generate funds for the institution.

As far as schools are concerned, my experi-



**RICHARD VAN DER ROSS**

ence of being a teacher for 20 years is that school systems and curricula should not become the plaything of politics.

People say the curriculum is not relevant to the workplace and job market, but instead they come with untested and half-baked ideas. We cannot change tried and tested methods for just any ideas.

The aim of curricula is not really to get information in people's heads, but to instil in them certain disciplines, thinking patterns and methods. It is the principles behind the things they learn that help people later on.

You cannot, for instance, say that Shakespeare is irrelevant because he lived three centuries ago. You cannot replace wisdom with novel ideas.

But yes, there is space for students and par-

ents to be involved. Traditionally this was done through the churches that supported the institutions of learning. Parents had a say in the appointment of teachers and through fundraising for equipment, but through the church body.

I would like to point out that students and parents should be motivated, qualified and confident enough if they want to make a contribution. But again, this must be done carefully, so that schools do not become over-politicised. That is dangerous, because it asks for reaction.

As far as labour laws and the application of them to teachers is concerned, I think that teachers and parents should be equally informed about what they mean and what the consequences would be.

*'My experience of being a teacher for 20 years is that school systems and curricula should not become the plaything of politics.'*

For me the child is the most important in education and should never be sacrificed for anything, including the teachers.

But teachers also have a right to strike. Attention should be given to their plight, to increase their incentives, for example, through salaries and increasing their skills.

There is an old example. A carpenter can leave a half-finished cupboard and go on strike for a month. Afterwards he can just pick up where he left off and finish the job at hand.

But this is not so easy for a teacher.

While he is out on strike, the children forget, they become undisciplined and get out of control. While the recent teachers' strike was in progress, a child at a Cape school was stabbed to death by a fellow pupil. One can never prove that it might not have happened if the teachers did not go on strike.

But even so, I think that in the case of Amy Biehl (the American student killed in Guguletu recently) the incident might not have occurred if the youths suspected of the crime were busy with lessons.

We have to find a way in labour legislation that accommodates both the child and the teacher.

# Urgent need to rebuild system

WM10-16/9/93 (50)

**P**ROFESSOR Merlyn Mehl, director of the IDT's Education portfolio, hopes that the establishment of a national education and training forum will result in the reconstruction of education being accorded the importance it deserves in the national debate.

He writes: "It is clear that nothing less than a reconstruction of South African education around principles of equity and quality will bring about educational stability."

The activities of his portfolio over the past three years have been directed towards such reconstruction.

Guiding principles have been:

- Process has to be given as much weight as product.
- Respond to obvious needs by trying to address them in innovative ways.
- Recognise the importance of the non-government organisational (NGO) sector in education.
- Try to achieve sustainability in the educational sphere.

■ Challenge the notion of "State responsibility."

The major initiatives of the Education portfolio have been in the fields of educare, school building, tertiary education loans, academic support and development and NGO support. In all these areas, the emphasis has been on reacting to needs which have been brought to the portfolio's attention rather than imposing solutions.

A sum of R70 million has been allocated to educare, apportioned to five different regions. School building is receiving R300 million, channelled through nine regional trusts, while tertiary loans and academic support programmes have been granted R80 million and R50 million to date. A total of R238 million has been earmarked for the NGO sector.

Professor Mehl notes in his report: "While much has been done, the needs caused by years of neglect are staggering.

Educational reconstruction will remain a priority for years to come."



**PROFESSOR MERLYN MEHL:** Director of the Education portfolio.

## QUOTE

In spite of all our advances, can we today see any difference between a classroom and a church as far as instruction is concerned? We still have children sitting in rows and listening with (or without) rapt attention to one person! — Prof Merlyn Mehl.

## QUOTE

Good health is a priceless treasure: preserving it is a sound investment. — Professor Len Karlsson, Director of Health and Rural Development.



Picture BRENTON GEACH, The Argus.

**LOST CITY RALLY:** With his Western Cape host Allan Boesak at his side, Nelson Mandela assures a huge crowd in Atlantis that the African National Congress did not plan to destroy Afrikaans as a language.

## Afrikaans 'language of the people'

ARG 15/9/93 (50)  
**DENNIS CRUYWAGEN**  
 Political Staff

THE African National Congress not only recognised Afrikaans as the language of Afrikaners, but as the language of the people, Nelson Mandela told more than 10 000 people in Atlantis.

Winding up his Western Cape tour, he said the ANC had "no policy for abolishing or discouraging the language".

The movement had fought the government's attempts to project Afrikaans as the language of the oppressor.

Blacks had for long been portrayed in Afrikaans literature as people without dignity.

But it was encouraging that a new generation of Afrikaans writers were depicting Afrikaners as human beings.

"We say we are going to transform Afrikaans from the language of oppression to the language of freedom and liberation."

The ANC's guiding document, the Freedom Charter, made it clear South Africa belonged to all its people, black and white.

"We call for the establishment of a non-racial society, but within this context every national group which so desires can keep its own schools, language, culture and religion."

Attacking the National Party, he said President De Klerk had been quoted as saying the NP was on the march.

"I agree with him. The NP is on the march. It's on the march to destruction. The NP is disappearing behind the mountains."

He said coloured leaders had fought side by side for liberation with the ANC.

He recalled how coloured women had confronted armed white policemen in 1952 when they tried to arrest Garment Workers' Union leader Solly Sachs.

"I was still like a country boy, afraid of white men who were armed."

But he saw "something which shook me".

Coloured women fought the police and some took off their shoes to hit them.

"I've not seen whites flee from blacks as did those policemen."

# It is never too late to learn

Sowetan 16/9/93

■ **ELIMINATE ILLITERACY** School uses

*knowledge as weapon to fight past injustices:*

By Bongani Mavuso

**M**RS MINAH MACU is a 73-year-old domestic worker. The first time she entered a classroom was in April this year. That is when she enrolled at the Ithutheng Adult Centre in Parktown, Johannesburg.

Three months later, Macu can write, read and communicate in English. The project is the brain-child of Mrs Jackie Maarohanye, who is the principal of the school. A community worker who has been involved in various projects for the past 17 years, Maarohanye says she launched the school in April to try and eliminate illiteracy, unemployment and violence in the black community.

"While in exile in Lesotho, I realised that we could not conquer apartheid through the barrel of a gun only," she says. Maarohanye says the school is a "weapon" to fight apartheid by helping to educate the illiterate.

"Apartheid was designed to deprive blacks of decent education."

Ithutheng employs 13 qualified teachers who teach 160 domestic workers in Parktown and Rosebank.

and cultural activities. Macu is the oldest pupil and says she is not "ashamed" that she is still at school.

"The school provides me with the greatest gift in life which I thought I would not achieve, education," Macu says. Maarohanye says most of the pupils had never been to school before while a few had progressed to Standard 5. All the pupils said they were happy with the skills they had acquired.

Subjects offered are English, computer skills, black languages, sewing, silkscreening, child-minding, carpentry and welding. Fees are R10 a month. Students buy their own stationery but textbooks are donated by various educational organisations.

For initiation, students are taught - through the "breakthrough" method - to develop the ability to read and write, according to a teacher at the school, Mr Nathaniel Mohlala. This method continues for three months. When a student has developed the English language skills, he or she has the option of choosing a particular subject like sewing, carpentry or computer studies.

Lessons start at 7pm and end at 9pm daily except weekends, when students engage in various sporting



## First education forum meeting

JOHANNESBURG. — Government, business and teachers' representatives will gather in Cape Town this weekend for the first session of the National Education and Training Forum, established last month to find ways of resolving contentious education issues. (50) CT 17/1/93

NETF spokesman Mr Alan Tonkin said the outcome of the weekend deliberations would be crucial because it would set the tone of the NETF's involvement in the education debate.

The forum intends to help resolve the education crisis. — Sapa

# Workshop on mixed language classroom

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ARL 11/19/83

## Education Reporter

CAPE Town teachers are meeting this weekend to discuss the challenges posed by the growing mix of languages spoken by their pupils.

More and more teachers in Cape Education Department and coloured and Indian schools are having to deal with pupils who speak languages other than the medium of instruction.

A workshop, to be held tomorrow, has been organised by the National Language Project (NLP) and St Cyprian's School and co-ordinated by members of the Cape Education Department.

According to NLP researcher Kathleen Heugh, teachers will look for an interim strategy for instruction in the classroom.

Workshop co-ordinator Jen Pennink said the aim was to provide teachers in Standards 5, 6 and 7 with usable material and ideas.

These levels had been selected because political organisations were advocating an exit level from compulsory schooling after seven to nine years.

"We believe all pupils should be functionally literate and able to communicate in a number of languages," Mrs Pennink said.

Ms Heugh said most schools were adopting "a sink or swim" approach toward pupils drawn from minority language groups.

The biggest problem came in subjects such as history, geography and science. Teachers in these areas had, up to now, not viewed themselves as language teachers, she said.

These teachers needed help in how to get their lessons across to an increasingly multi-lingual class.

Research worldwide revealed that children who spoke minority languages which were not used at their school were less likely to be high achievers.

Those who spoke the language which was the medium of instruction had access to power and had better prospects, she said.

It was important that ways be found to use minority languages in the classroom, she said.

# Parents cannot settle disputes

South 17/9 - 2/19/93

Parents are not neutral in conflict between teachers and employers, says **VIVIANNE CARELSE**, national vice-president of the South African Democratic Teachers' Union (Sadtu):

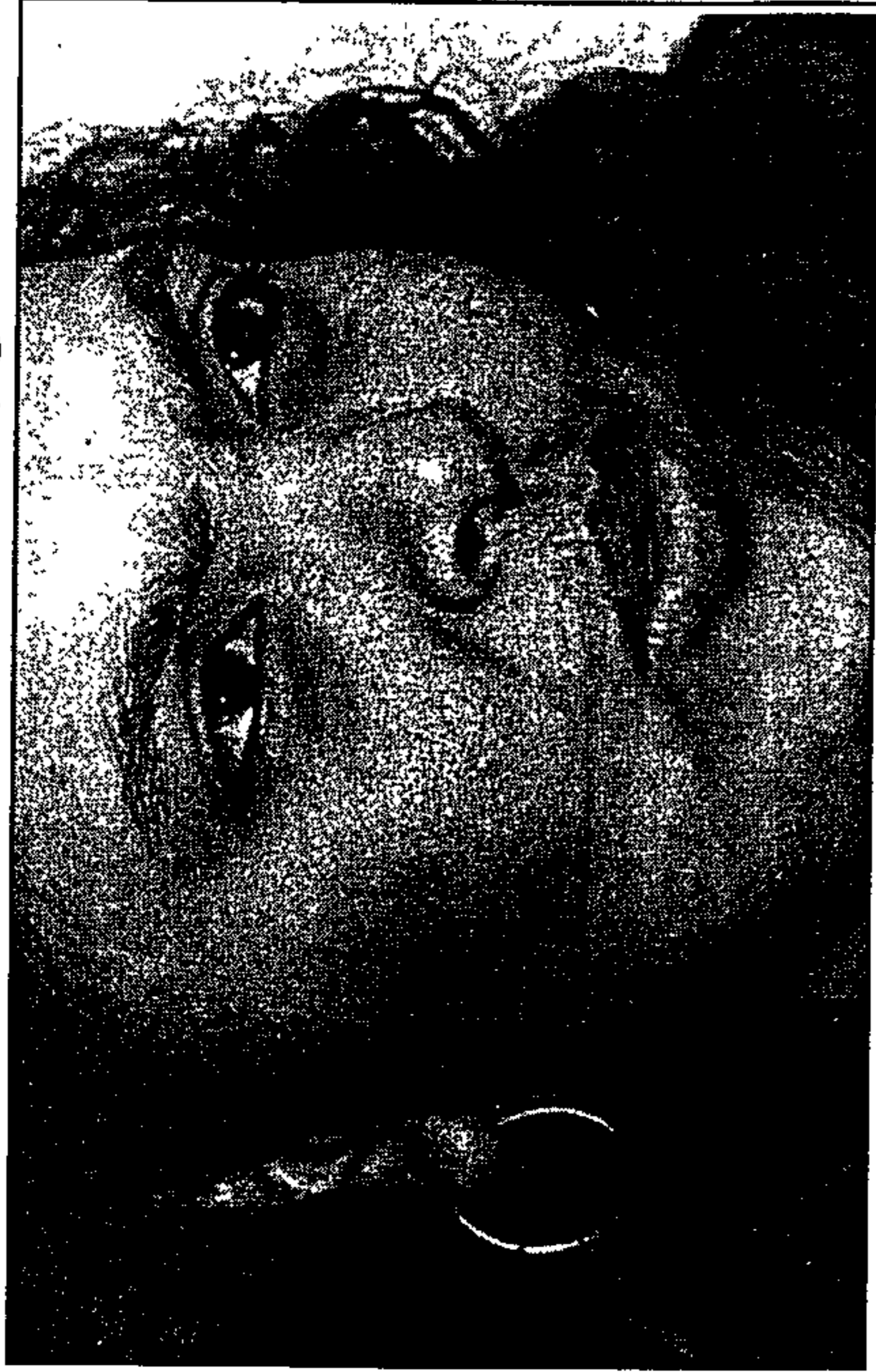
**W**E HAVE been fighting undemocratic processes in education for decades, and the only way to truly democratise schools is to involve all sectors — parents, teachers and students.

Schools are a place where parents invest in their children's future. The fact that some parents choose which school to send their children to shows they have expectations about it.

But they shouldn't just have expectations: they should participate in realising their expectations in a concrete way.

Parents have a right to determine how a school is run, the standards which apply, the discipline and its general ethos. After a democratic government is elected, democratic structures such as Parent Teacher, Student Associations (PTSAs) have to be in place to reconstruct education.

This does not necessarily mean these structures should become official organs: it is essential that they operate outside of party political interference and represent a cross-



**VIVIANNE CARELSE**

sector of parent opinion.

I differ strongly with an earlier view in this debate that these structures should have a statutory role in settling disputes between teachers and their employers.

Parents are not neutral enough to play that role. They have vested interests in one of the parties at the school — their children. If we give them statutory rights, what they decide would affect the other parties.

We need to examine the new labour legislation, and I suggest what is needed is neutral arbitration.

Parents have to realise they are not employers in the real sense of the word. Yes, they pay taxes which provides budgets to run schools, but teachers will always be employees

of education authorities.

I also disagree with the sentiment that we need strong national organisations representing parents.

If this happens the structure will risk influence by political tendencies or become bogged down in immediate crises on the ground, but will never become a cohesive grouping.

Already some PTSAs are operating as an island while others have become nothing more than control structures which are hardly different from apartheid structures.

I would caution idealists who think parents can be organised nationally. Parents are not a homogeneous grouping, schools are not homogeneous and communities will never be.

I also want to caution parents who are

swayed by the government's argument that parental control goes hand in hand with financial control of schools.

Sadtu is vehemently opposed to privatisation of education and believes it is the state's duty to provide education.

What will happen if this system is imposed is a stratification of education. Parents able to send children to schools where they pay high fees will have more of a say in education than those who cannot afford to pay.

And it does not follow that if people are forced to pay for something they are automatically given the right to develop their own set of rules.

Sadtu is opposed to privatisation because it allows too much room for the haves to dominate the have-nots.

Today, parents are being called upon to take more responsibility for their children's education.

We hope the parental participation we saw during the action against the crisis in education sparked off by the rationalisation programme will not wane.

In the past parents have been too passive, too satisfied with being spectators in their children's education.

They are highly motivated when there is a crisis, but as soon as it is defused, interest wanes.

Parents must ensure that the government takes greater responsibility for the financial burden of educating their children.

Redressing the legacy of apartheid education is not the responsibility of parents, it is the responsibility of the state.

Parents must begin to organise and demand democracy at every school, so that their children are ensured a bright future in the new South Africa.

control the PTSAs as was the case with the National Party at white schools.

PTSAs should be independent and I

# What the others say ...

# Educationists plan for coming century

Staff Reporter

50  
CT 18/9/93

THE first strategic planning meeting of the National Education and Training Forum (Netf) is being held this weekend to determine the type of education and training system needed to take South Africa into the next century.

Those present will include ANC education department head Mr John Samuel, UWC's Professor Jakes Gerwel and Mr Franklin Sonn, rector of Peninsula Technikon.

The government will be represented by Dr Bernhard Louw, director-general of National Education, deputy director Mr Clive Roos and Dr Huw Davies. Business will be represented by Dr André Dippenaar, Mr Brian Phillips and Mr Alan Tonkin.

## Suspended Cosas activist pardoned

JOHANNESBURG. — The Congress of South African Students (Cosas) announced yesterday it had pardoned regional student activist Mr Mahlomola Kekane who was suspended because he urged violent protests at white schools.

Cosas also said here it would suggest that year-end examinations be postponed for 30 days to allow pupils to catch up on time lost in unrest in township schools.

This follows the South African Democratic Teachers' Union threat of another strike after rejecting the latest government pay offer. — Sapa

CT 18/9/93

# Mugabe: Govt will not yield

HARARE. — The Zimbabwe government would not surrender "the people's right to land to a greedy bunch of racist usurpers", President Robert Mugabe said yesterday, lashing out again at white commercial farmers opposing his land acquisition policy.

Mr Mugabe said farmers who sought to challenge through the courts the government's decision to acquire land were engaging in a futile exercise.

He was speaking at the ruling Zanu (PF) party's central committee meeting.

"I want to assure you that my government shall remain unyielding on the issue of land," he said.

Mr Mugabe said that just as white settlers had taken land without paying for it, the government could take it from them without paying for it or entertaining any ideas of legality. — Sapa

CT 18/9/93

282



# Georgians ho

TBILISI, Georgia. — Georgian rebels shattered...  
Minister Mr Venancio... Council national di...



# Forum on education agrees on 'integration'

B/Say 20/9/93  
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CAPE TOWN — Agreement on an integrated education and training system was reached at the first session of the National Education and Training Forum held in Cape Town at the weekend.

Attended by representatives from government, business and education sectors, the weekend's proceedings focused on long-term strategies for the restructuring of the education system.

Steering committee spokesman Andre Dippenaar said the meeting had been very successful in consolidating the forum, which previously met on an ad hoc basis.

He said the forum was a powerful body in that it was perceived as a legitimate group working together.

All the major players in the education field were represented and it would be "difficult to ignore". Although it was not a statutory body, there was an agreement between parties to implement decisions made by the forum.

Dippenaar said while the forum needed

Own Correspondent

to address crisis situations, the focus for the weekend had been on beginning to develop long-term strategies.

The forum members had sought, too, to familiarise themselves with the different constituencies represented.

The Cosas demand for exams to be postponed and the threat of a renewed teachers' strike had not been debated.

Dippenaar said they would not intervene in situations unless asked to.

But they did have a "flexible" role.

Players across the spectrum took a major step towards resolving the education crisis when they launched the forum in August. It was promised by government that all restructuring in education issues would be referred to it.

The long-term goal of the forum would be the creation of a single nonracial education system, Dippenaar said.

# New approach to education

Dr. ...  
ET20/9/93  
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Staff Reporter

AGREEMENT for an integrated education and training system characterised the first session of the National Education and Training Forum held in Cape Town at the weekend.

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## Integrated system is forum goal

legitimate group working together. All the major participants in education were represented and it would be "difficult to ignore".

Although it was not a statutory body there was an agreement between parties to implement the forum's decisions.

Dr Dippenaar said there were constituencies and different ideas which often seemed to be

opposed to each other, but this did not prevent them working together.

### Flexible

He said that while the forum needed to address crisis situations, the focus at the weekend had been on beginning to develop long-term strategies and familiarise themselves with constituencies.

The Cosas demand for exams to be postponed or the threat of a renewed teachers' strike had not been debated.

Dr Dippenaar said the forum would not intervene in situations unless asked to, but they did have a "flexible" role and could advise and assess the position when situations were becoming explosive.

News in Brief

**Tricameral minority**

50  
CT 22/9/93

ONLY one third of MPs speak English as a home language, according to a schedule published yesterday by the dying tricameral Parliament.

# Book shortage in black schools — a national strategy needed

## Education Reporter

A NATIONAL strategy is needed to tackle the chronic shortage of textbooks in black schools, according to a study by the Education Policy Unit (EPU) at Wits University and the National Education Co-ordinating Committee.

Researcher Mareka Monyokolo writes that Department of Education and Training policy is that pupils are entitled to one textbook for each subject.

But the system of textbook provision in the department was beset by serious difficulties and had not worked properly for a long time, he said.

Schools had tried various ways of coping with shortages. The most common approaches were sharing among pupils and relying on teachers' notes.

Often there were four to five pupils to each textbook, while in some schools textbooks were rotated from one class to another — usually weekly.

The DET consistently failed to get all the necessary books to schools on time, while some schools were sent books they had not ordered.

The DET's requisition system did not meet the needs of schools.

Principals were normally pressured by parents and local communities to enrol pupil numbers exceeding the school's capacity.

This meant that departmental records did not match actual pupil numbers.

Principals and community organisations therefore argued that textbooks should be based

on headcounts rather than official figures.

Black schools lack book storage facilities, which makes it impossible to preserve textbooks, said Mr Monyokolo.

The DET supplied pupils with textbooks free on loan, but many pupils did not return the books.

This contributed to making it impossible to operate a cost-effective re-use system.

Large numbers of books were stolen and teachers on textbook committees found it difficult and time-consuming to retrieve the books from pupils.

Mr Monyokolo proposed training for those involved in textbook management and said there was a need for supervision and regular inspection of schools.

## Food price steadying

ALIDE DASNOIS  
Business staff **AR 23/9/93**

FOOD price inflation slowed further in August, holding the inflation rate down to less than 10 percent over the year.

Figures released today by the Central Statistical Service show the consumer price index rose 0,5 percent in August, compared to 0,8 percent in July.

The index has risen 9,3 percent since August last year. But, food prices have risen only 3,4 percent over the year.

Prices of vegetables, fruit and nuts, fish and sugar actually fell in August.

Economists said retailers had been holding prices down because of lack of consumer demand.

Most retailers reported lower sales in the third quarter of the year, a survey by the Stellenbosch Bureau for Economic Research shows.



AND CREAN





# 15.11.93 IDT school programme ahead of state

Education Reporter **SO**

THE Independent Development Trust is succeeding in its aim of delivering schools to communities faster than the state is able to, according to IDT education director Merlyn Mehl.

Professor Mehl outlined the IDT's R300 million community-owned school building programme, designed to tackle South Africa's 50 000 classroom backlog, at an Oxford University conference this week.

He argued that the success of the scheme demonstrated the important role non-governmental

organisations could play in improving the functions of the state in a democratic South Africa.

From the outset, the IDT had aimed to improve on state performance in its delivery of schools, he said.

It took less than 12 months from approval to delivery of an IDT school of 24 or 42 classrooms. This was about a third of the time the state required, Professor Mehl said.

IDT schools were also cost-effective: three could be built for the cost of every two state-built schools. **ARC 29/9/93**

In addition, about 40 percent of the cost of building the school stayed in the immediate community through wages paid to those involved in construction.

The future role of significant non-governmental organisations like the IDT was one of the issues which had to be resolved in a South Africa under a democratically elected government, he said.

International experience suggested that organisations such as the IDT should continue to have a role in a democratic South Africa.

## 'Fair' school system not easy

UITENHAGE. — It would be far easier to get agreement on a new constitution for South Africa than to create a just and fair education system, National Education Minister Mr Piet Marais said on Saturday.

*11/11/93*  
Mr Marais said that of the country's approximately nine million schoolchildren, more than seven million were black and it was estimated 1,7 million more black children should be in school. (50)

He said it was necessary to eliminate apartheid in education which had resulted in 14 separate departments.

By the year 2000 it was hoped that 20% of all teaching would be done by correspondence or distance teaching.

# focus on education

Sowetan 1/11/93

THE establishment of the National Education and Training Forum on August 1 1993 represents a milestone for the National Education Conference but not its destination, writes **Oupa Ngwenya** of the Centre for Labour and Community Research:

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**Initiatives which would be perceived as having no sympathy for the 'New SA' shall be cast in the mould of rebels with a cause which should not merit any support from funding agencies**

Cabinet to non-statutory forums like NETF will further bedevil its operations. The State President's announcement of the Cabinet's final decision to maintain the seven cents per litre petrol increase places beyond doubt the supreme legislative authority of parliament.

Along with this, foreign governments, development and funding agencies will be expected to kowtow to all initiatives which in the main express an acceptance or tentative moves towards a 'New SA' as baptised by the present parliament.

Initiatives which would be perceived as having no sympathy for the 'New SA' shall be cast in the mould of rebels with a cause which should not merit any support from funding agencies.

Most of these agencies now wait to receive the delivery of the anticipated dispensation as promised by April 27 elections.

Outside the borders of this anticipated dispensation, the struggle for human liberation will become an unattractive desert whose adversity will be endured only by the few who possess an inexhaustible zest for genuine change.

Within the borders of the unfolding dispensation, "the struggle for democracy" will reflect the glorious prosperity of sufficient consensus — a decision-making mechanism which has become the omnipresent factor of SA politics.

What remains true though, is that the problems which the NETF is called upon to resolve are concrete and evident for all to acknowledge. The onus therefore lies with its prospective members to equalise education, opportunities access and to impress safe and sound education governance.

In this context, the specific question confronting the NETF is how to change the status quo — with its co-operation — for common good, prosperity and peace about a fulfilling educational system in line with the liberative agenda of human deliverance from the unrelieved conditions of subordination.

Signatories to the NETF's founding agreement that the answer is not impossible to

THE National Education and Training Forum consists of the private sector, education departments from central government and TBVC states — with the NEC being the pivotal catalyst for its establishment.

The NEC consists of liberation movements along with their student organisations, the exception being PAC and Paso. The NEC also draws its members from trade union federations, teacher trade unions, tertiary organisations and civics.

The battles for a single ministry and one educational system, which constitute the core of the NEC objectives, are yet to begin in earnest. For the hopefuls, these battles have potential for success within the ambit of the NETF.

For those who hold a different view, the NETF, like all other similar forums, will serve as a political shock absorbers towards which all grievances will be channelled until parliament is persuaded otherwise. They point to the manner in which the recent petrol increase was managed to substantiate their claim.

For its credit, the NEC — which was launched in March 1992 at Broederstroom — has to date managed to enlist a collectively broad-based approach to problems which had threatened to tilt black designated education to total collapse.

Had it not been for the NEC, the state of education would have been much more deplorable than is today the case.

The operative motive to the NEC member organisations was to think, speak and act collectively in defence of education. Given the oppressive element of this denial, the NEC's goal constituted a part of the greater struggle of a quest for a true humanity — where giving and receiving of education should ultimately occur between liberated people.

Within this conceptual framework the NEC assigned itself the following objectives:

- To impress core values to inform a future educational system;

- To attend to cyclical factors (latent and manifest) to the educational crisis;

- To develop safe and sound mechanism for arriving at a new educational system which should also provide for the improvement of conditions of service; and

- To set in motion broad guidelines for a desirable code of conduct with a view to obtain a conducive learning environment for education.

Similarly, the focus of opposition forces may in the process become blurred as the coveted hearts and minds of "the people" appear to be up for grabs as the swinging electioneering scales respond to the desperate bid for popular support by competing political parties.

Through all this electioneering razzmatazz, a voice of reason should serve as a constant re-

minder that the education process is as endless as life itself for its value to be made contingent upon the hearts and minds which may be won or lost, or upon "right" or "wrong" parties which may be voted in or out of power.

All established forums seem poised to be tied to the contentious Transitional Executive Council.

If — as the public is made to believe — the TEC main function is to see to free and fair elections, the exigent issues which brought the NETF into existence do not appear to be anywhere near the intended agenda to be transacted.

Whether this observation is true or false, chances for the TEC receiving universal acceptance from the NETF members as drawn from both sides of the present political divide do not appear bright.

Non-establishment forces which remain committed to the liberative agenda — no matter how obsolete the mission may appear to be to TEC adherents and anti-sanctioneers — may not be persuaded affirmatively towards the TEC.

The condescending attitude displayed by the

## Nearly 500 000 more pupils enrol at schools

B/Day 8/11/93  
KATHRYN STRACHAN

PUPIL enrolment figures in SA increased by almost 500 000 last year, a new study by Free State University's research institute for education planning shows.

The institute calculated that about 500 new schools and 12 000 new classrooms were needed in the immediate future to accommodate the growth. (50)

There had been constant growth of about 5% in the country's pupil enrolment, said the institute's acting director, Japie Strauss.

The highest growth rate occurred in black education with a growth rate of 5,4% in total and 9,7% in secondary schools during the past five years. Coloured and Asian enrolment figures each increased by about 1%, while there was no increase in white pupil enrolment.

"Forecasts indicate that black pupil enrolment will reach 10-million by 1996 — a year earlier than previously indicated," said Strauss. At the current rate of increase the 15-million mark would be reached by the year 2001.

The study showed a small decrease in the number of teachers in white, coloured and Asian education, but an almost 6% rise in the training of teachers in black education. An area of concern was the large number of black teachers who were regarded as unqualified.

Last year's pupil-teacher ratios indicated a 40:1 ratio for black pupils, 23:1 ratio for coloureds, 21:1 ratio for Asians, and a 18:1 ratio for whites.

# ANC, government clash on Afrikaans

(3047) (50)  
ARCT 10/11/93

## □ Hopes for settlement on constitution fade

### Political Staff

JOHANNESBURG. — The chances of meeting this week's deadline for reaching a settlement on constitutional negotiations at the World Trade Centre faded today as the African National Congress and government clashed over the status of Afrikaans in a new dispensation.

The Negotiating Council today began tackling a mammoth agenda to settle outstanding issues which were due to have been completed tomorrow night. At the same time, ANC and government negotiators were locked in a crucial meeting to try to resolve the language row.

"We will not compromise on this," said a government negotiator.

The government is holding out for English and Afrikaans to be the official national languages, while the ANC has proposed that up to 11 languages should be used in such institutions as parliament.

Both agree that there could be regional differentiation.

The government negotiator, emerging soon after 10am from a meeting with the ANC which began at 6am at the World Trade Centre, said little progress had been made in

seeking a compromise.

An ANC source said that it had become clear that the government intended making a stand over Afrikaans.

If neither side budes in this and other bilateral meetings — scheduled to continue throughout today — the chances of reaching a settlement in talks this week would appear to be almost zero.

Already negotiators are talking about having to sit on Monday.

Other ANC/government meetings today were focusing on the future of the police, a new defence force, the Electoral Bill, local government and the mechanism that will be used to break deadlocks while parliament is writing a final constitution.

While negotiators lock horns at the World Trade Centre, President De Klerk has indicated that progress is being made in talks between the government and the parties which have excluded themselves from the Trade Centre negotiations.

Mr De Klerk said last night there had been a moving together between the government and the Freedom Alliance which could result in "fairly important developments within four or five days".

The alliance consists of rightwing parties, the Inkatha

Freedom Party and other homeland leaders opposed to the trade centre talks.

The president was speaking at a Pretoria press conference after a nine-hour special cabinet meeting.

In spite of Mr De Klerk's upbeat remarks, however, there is growing scepticism in political circles over the likelihood of reaching rapid — if any — agreement with the alliance, and his comments may have been directed partly at those who attack the government for not taking the alliance into account.

Asked whether the alliance parties could become "the Savimbis of South Africa", he said they had "the capacity to become an important security risk. But the Savimbis of South Africa? I don't think so".

Earlier yesterday, at a Foreign Correspondents' Association gathering in Pretoria, alliance member and Afrikaner Volksfront leader Constand Viljoen called for the November 22 session of parliament — due to pass the interim constitution — to be postponed until the beginning of January.

But Mr De Klerk told the briefing that the parliamentary session would go ahead on November 22, saying other legislation had to be dealt with.

# Call for new look at teachers' salaries

Star 11/11/93

BY JUSTICE MALALA

The Urban Foundation yesterday called on the National Education and Training Forum to establish a committee that would develop a new approach to teachers' salaries.

Unveiling a policy perspective on teachers' salaries, the foundation's Education Policy and System Change Unit said certain assumptions behind the present approach to teachers' salaries needed to be reviewed.

The report, presented by senior policy analyst Dr Jane Hofmeyr, said the existing approach was based on outmoded salary scales, and past discriminatory policies and strategies that failed to take account of long-term consequences.

This, she warned, would damage the education system and compromise the development of the country as a whole.

Teachers' salaries constituted 78 percent of South Africa's education expenditure.

Education absorbed 23 percent of the national Budget and accounted for 7,7 percent of the gross national product, the report said. (50)

Hofmeyr cautioned that a continuation of this trend would drive these figures to unsustainable levels.

Areas that needed urgent review were the salary structure, the assumption that salaries should be driven by qualification rather than competence, and that teachers were badly paid, the report said.

The report recommends that a new approach should be based on a national policy on teacher supply, utilisation and development, a sustainable salary structure, and the reduction of disparities in salaries between poorly paid teachers and those earning average salaries.

## '11 languages for new SA' deal

JOHANNESBURG. — South Africa will in future have 11 official languages, including English and Afrikaans, according to a deal brokered at multi-party talks yesterday.

This was agreed during talks between the government and the ANC at the World Trade Centre in Kempton Park. If approved by the two parties' principals, the proposal should be passed by the 21-party council. — Sapa

# Language agreement 'symbolic'

By ANTHONY JOHNSON  
Political Correspondent

THE ANC/National Party agreement to have 11 official languages had sent an important symbolic message that language discrimination should be ended in the new South Africa, the National Language Project (NLP) said yesterday.

The NLP said the agreement affirmed the need to end the current situation where speakers of languages other than

English or Afrikaans were being marginalised because of their home language.

"It is more a victory for the ANC than for the NP because although Afrikaans retains its official status, it loses its position of most privileged language alongside English."

However, the NLP pointed out that in the absence of a workable strategy for implementing such a policy, the ANC/NP agreement to have 11 official languages

ran the risk of remaining only a statement of intent.

"At present, neither the NP nor the ANC have a strategy for implementing a policy which would do anything other than entrench the status of English," the NLP said.

The Democratic Party also raised questions about the enforceability of the agreement but acknowledged negotiators' difficulty in arriving at a workable compromise on language policy.

CP 12/11/93 (50)



# Preventing children falling through cracks in the system

**W**HAT will a new dispensation bring for a streetchild like 14-year-old Bongani, who has never set foot in a classroom? Or for 12-year-old Nomsa who lives with her family in a shack, takes care of the smaller children and never goes near a school?

At a first-of-its-kind conference on "primary education for all" a range of organisations from around the country came together in Johannesburg recently to put the plight of an estimated 2.5-million out-of-school children on the national agenda.

A new government may attempt to redress the imbalances in education — where whites have one of the highest education attainment levels in the world and African adults an average of five years' schooling — by introducing compulsory subsidised schooling, but today's out-of-school children are more than likely to slip through the cracks if policy-makers continue to ignore their plight.

Hosted by Sached's Education Resource Project, the National Children's Rights Campaign, the South African Council of Churches Children's Ministry and the Children's Movement, the conference has led to the establishment of a broad national forum with a steering committee to speak with a

(50) WM12-18/11/93  
A recent conference highlighted the need to get primary education to all.

By PHILIPPA GARSON

"stronger voice" for the education of these children.

Most out-of-school children are the children of farmworkers, children living in informal settlements and streetchildren.

But there is little research on the phenomenon and conference participants resolved to lobby for more on-the-ground investigation to seek ways of curbing it. According to research published this year by the United Nations Children's Fund, an estimated 130-million children in developing countries — 81-million of whom are girls — are not enrolled at primary schools. And of those who enrol, at least one third do not complete primary school "because of a combination of poverty and other socio-cultural disadvantages of children and their families, and the poor quality of educational programmes".

Unicef's research showed that attempts by nations to solve the problem by simply expanding the formal school system overlooked "the different contexts and needs of the population, the actual teaching/learning conditions and processes and ultimately, the

learning results".

Unicef pinpointed the need for a more diverse system including non-formal learning to integrate with the regular school system.

The conference identified the need to boost existing non-governmental organisations (NGOs) providing non-formal education for out-of-school children. Participants also resolved to pressure education policy-makers to come up with a flexible system that accommodates formal and non-formal pathways to accredited education qualifications. While non-formal education for adults is a top priority for policy-makers devising an open learning system, little thought is being given to out of school children of primary school-going age.

Delegates also noted a link between the high primary school dropout rate and inadequate provision of preschool education. Boosting access to pre-school education will go some way, they believe, towards addressing the problem.

One of the major global goals adopted at the UN's 1990 World Summit for children is that by the year 2000 at least 80 percent of primary school-age children will complete their education. With an many children out of school, South Africa still has a long way to go to meet that goal.

# Scramble for the vernacular frontline

50 WM/28/11/93

Publishers are jumping on the bandwagon to get African writing in the vernacular into print  
**HAZEL FRIEDMAN reports**

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**A**FTER years of neglect, the local publishing industry is finally putting financial muscle behind African-language fiction writers. Authors writing in the vernacular are being wooed with spectacular prizes and the chance to get their works accepted as supplementary reading in secondary schools.

Leading educational publisher Maskew Miller Longman has been holding its annual African Heritage Literary Awards since 1992. In October this year, a whopping R90 000 was awarded for the three best manuscripts in each of nine African languages.

Not to be outdone, Macmillan Boleswa recently launched its "Stories of Struggle, Stories of Hope" award, which includes the category of best drama in the vernacular. Heinemann, publishers of the African Writers' Series, has also set its sights on promoting multilingual literature.

In the past three years, Oxford University Press has published pictorial books for children written in the vernacular. Even M-Net has hopped on to the bandwagon with an annual award of R50 000, which includes a prize for the best indigenous-language novel.

**A**nd as this literary rage gains momentum, rival publishers are snarling at one another in the fight for top-dog status. George Twala of Maskew Miller Longman has asserted his publishing house's pre-eminence.

Mary Reynolds, commissioning editor for African languages at Oxford University Press, says that in the 1960s and 1970s Oxford was already promoting African-language fiction as supplementary reading in schools. In the 1980s, censorship and a shift in Oxford's management put a lid on these efforts, she says, "but our policy has always been to develop materials that counter discrimination in any form and to dissolve the barriers between books for school and books for pleasure".

Glen Moss of Ravan Press points out that Ravan was promoting fiction in the vernacular long before it became "politically correct".

Mothobi Mutloatse says Skotaville was doing this before anyone else and offers the company's impeccable anti-apartheid credentials as proof. Accusing his counterparts of opportunism and tokenism, he advises writers to "grow up" and resist the lure of lucre.

Twala regards this new publishing trend in a more positive light: "In the past, there were no incentives for African writers and apartheid made certain African languages were not accorded their national status. The only books written in the vernacular were translated — often poorly — from English.

"Now the country is opening up, Maskew Miller has taken the principled stand of providing financial support for the flowering of African languages and

encouragement of a culture of reading."

His view is supported by Nick Evans, sales manager at Heinemann, who advocates a "forward-looking policy" which will focus on "multilingual publishing of new themes, particularly for regions where there are more than one language".

A more pragmatic approach comes from Moss, whose ventures into vernacular literature for children have yielded disappointing returns: "The problems with promoting books in the vernacular are that there are few accessible markets, very few competent and available black language editors, and a limited availability of appropriate material."

Moss also points out that the direction of African-language literature will depend on the restructuring of language policies in different regions, a factor that many publishers seem to have overlooked in their race for the frontline.

But there is one area of consensus within the publishing industry, and it concerns the language boards which prescribe reading material for secondary schools. Complaints are levelled at the boards' insistence on linguistic purity (a poorly concealed euphemism for linguistic separateness), their aversion to controversial literary themes and their tendency to prescribe the same books 10 years in a row.

"They're a bunch of geriatrics and it's time they retired," says Mutloatse. "The problem is compounded by publishers who ignore the fact that there is an adult readership outside schools. By focusing on books in the classroom they are subscribing to the censored imagination, perpetuated by the cosy language boards who have monopolised the system for far too long."

(Mutloatse, it should be noted, has formed a controversial tripartite alliance with Macmillan Boleswa and Thebe Investment Corporation, the African National Congress-linked business, which has been accused of attempting to monopolise the industry.)

Says Molly Bill, who lectures in the African Languages department at Wits University: "We are still caught in the prescriptive ideas of what language and literature should stand for. It's obviously in the interests of publishers to opt for inoffensive material. It stands a better chance of being prescribed in secondary schools, which means money for both publishers and writers."

Which helps to throw some light on why the who's who of local publishing, many of whom have built their profits on the back of Bantu Education, are now lining up for a slice of South Africa's new literature pie.

# Year-end exams — and disaster!

50 ARCT 13/11/93

**SUSAN MILLER**  
Weekend Argus Reporter

**HUNDREDS** of students at private colleges and schools countrywide face potential disaster as the end-of-year examinations continue.

Only now, after the start of their examinations, do many of them find their colleges or schools are not even registered with a department of education and are not even authorised to administer examinations.

They find they have wasted an entire year of study and fees.

Many private colleges and schools are well-run, dedicated institutions with expert staff members — however, their images are being tarnished by too many “fly-by-night” operations.

Numerous allegations of malpractice against a number of these institutions have been made by students and their parents in Durban alone.

In the past three years students and parents, and sometimes even teachers at the colleges and schools, have demonstrated outside the buildings and protested to the relevant education authorities.

They allege that many of the schools lie about their facilities, the number of staff they have, the qualification of their staff and the record of their results.

Another problem seems to be that parents do not examine the small print on their contracts carefully enough and thus often find themselves in serious financial trouble as well.

Sbu Sithole, regional general secretary of the National Education Co-ordinating Committee in Durban, yesterday issued a warning to students and their parents to find out all the information possible about these institutions before registering.

“We have had so many of the same problems recurring every year. People must start checking the qualifications of the staff and whether the colleges and schools are registered with a department of education,” he said.

Mr Sithole said he had been approached by a group of students from a college in the centre of Durban.

About nine matriculation pupils were being refused permission to write their examinations for a variety of reasons.

The pupils were also upset that the college, which has been operating for two years, was allegedly “lying” to prospective students in advertisements about equipment, numbers of

teachers and conditions of study.

“We were shown sophisticated computer equipment by the principal when we were with our parents, but when we had actually enrolled in the school we were told that this was for the computer school down below us and not for the college,” said one student.

The fees at the college are R7 400 for a year's study and one of the students' concerns is that students who had arranged to pay the fees in monthly instalments were “suddenly” expected to pay the balance of their fees in October this year.

“Pupils who could not pay all this money were refused permission to write the examinations, which will mean their having to spend another whole year studying before they get their matric,” said a member of the student representatives council at the college.

He alleged that the college had marketed itself in the black community at the beginning of this year by advertising extensively on Radio Zulu.

“They did have some white and Indian students last year, but they were disgusted by the conditions at the college and word seems to have got around in their communities. Perhaps the college also thinks it is easier to hoodwink black students and their parents,” he said.

Mr Sithole said the NECC had issued some guidelines for parents and students to follow when contemplating registering at private colleges or schools:

- To make sure the college or school is legally recognised or registered with an existing department of education or authorised to administer examinations.

- To satisfy themselves that the college or school does in fact have adequately equipped libraries and laboratories.

- To check the conditions of the premises and whether there are health hazards or fire risks.

- To check who controls and owns the institution and how to trace them.

- To assess the fees and prospects of success and also compare the institution with others.

- To read and understand all the clauses and conditions which will be binding for them.

- To seek advice or clarity on anything one does not understand from a person or source other than the principal or staff of the college/staff.

Mr Sithole urged students and their parents to contact the NECC if there were problems.

# 11-language plan approved

Political Correspondent

JOHANNESBURG. — The 21-party Negotiating Council yesterday formally endorsed an agreement that there should be 11 official languages in the new South Africa.

However, the Negotiating Council also endorsed an

amendment to the Chapter 1 of the interim constitution in terms of which at least nine more languages will be promoted by an independent Pan-South African Language Board.

The board will be responsible for "promoting respect for and the development of" Arabic,

Greek, Gujerati, Hebrew, Hindi, Portuguese, Urdu and "other languages" used by communities in South Africa, as well as for religious purposes.

The 11 languages officially recognised are: Afrikaans, English, Ndebele, Pedi, Sotho, Swati, Tsonga, Tswana, Venda, Xhosa and Zulu.

Fm 19/11/93

differentiation, and that parliament (guided by these principles) will pass legislation to deal with the practical aspects.

Under the policy all these languages will have official status somewhere in the country: English throughout the land; Afrikaans everywhere except Transkei; and the African languages' official status is restricted to particular regions. The idea is to extend and build them up so that they have functional equality and not just national equality, says Sachs.

(50)

Each region can have its own language policy and decide by a two-thirds majority which should be its official language. Practical questions concerning the language of record, interpretation, multi-lingualism and so on will be dealt with by legislation within the framework of those principles.

Parliamentary debates could be in any of the 11 languages, explains Sachs, adding that appropriate translation and recording facilities would have to be arranged. Similarly, in terms of the gazetting and publication of laws, parliament will have to decide.

"One can take it that English and Afrikaans will certainly be used at this stage in terms of national legislation. In principle all the languages should be used for the laws. But parliament will have to consider some notices that don't necessarily require being published in 11 languages if the cost is too great in relation to results to be achieved."

In dealings with the national government, he adds, everybody has the right to use his or her language and to receive communications in that language.

There's also a provision that other languages — like Gujerati, Portuguese and so on — should be acknowledged and their use encouraged. But they will not have the status of official national or regional languages. One could have, for instance, an Islamic school where Arabic is taught or a Jewish school where Hebrew is taught. "And that will be encouraged, not simply tolerated."

Concerning schools, a separate clause in the interim constitution gives parents the right to choose the medium of instruction, where practicable.

Whatever else the compromise achieves, it is certain to cost a lot of time and money. ■

## COMMUNICATION

Fm 19/11/93

**One man, one language**

**Choosing the** official language of the new SA threatened to be one of the most divisive and emotion-laden issues in the negotiation process, which is why it was left to the end.

But consensus was achieved — at least until the PAC perversely popped up to say it intended pushing for equal rights for Gujerati and three other minority Indian languages as well.

(50)

The agreement has created "a glow of goodwill," says the ANC's Albie Sachs, chief architect of the language policy agreed to by government. It was due, along with other outstanding matters, to be formally debated by the deadline-pressed negotiating council this week.

It makes the following 11 languages official: English, Afrikaans, Sesotho, Siswati, Xhosa, Zulu, Tsonga, Venda, Pedi, Setswana and Ndebele.

According to Sachs, the ANC basically designed the language policy bearing in mind the great importance of the subject to government and to ANC members. "The basic approach was not to marginalise any of them." Recognition of Afrikaans is one of the points government is using to counter charges that it has caved in to the ANC.

Sachs says the real problem was that the policy of "one (official language) plus 10 could be defended, but the policy of two (English and Afrikaans) plus nine can't be.

"The policy of 11 is obviously the best one but there are practical problems. So we opted for the policy of 11 as a principled way of not reducing the status of the two and upgrading the status of the nine, while allowing parliament to deal with the practical implications and also acknowledging that there can be regional differentiation."

The policy — a benign fudge that should be welcomed by federalists — is based on five basic principles: non-diminution of existing language rights, extension of existing rights, equality of all languages, regional

**A** FRIKAANS will survive and grow stronger in the face of current fears and prophecies of doom about the future of the language.

This was the message from veteran Afrikaans author WA de Klerk during an interview this week at his home in Paarl, the cradle of the Afrikaans language

"Afrikaans will live on because it lives in the hearts of a great many people of all races, and its roots are in the soil of South Africa," he said.

"Those who think they can get rid of Afrikaans have no idea of its richness and of its precious links with the cultural traditions of Western Europe, the Netherlandic tradition and allied languages like Friesian, Flemish and German out of which Afrikaans grew. Added to this is the Malay connection which extends the roots of Afrikaans from Western Europe to the East.

"To dismiss Afrikaans would therefore be a loss, not only to Afrikaans-speakers, but to the whole of South Africa."

Weekend Argus spoke to Mr De Klerk in the wake of the decision at the World Trade Centre, Kempton Park to make Afrikaans — together with English — one of 11 official languages in the new South Africa. The other official languages are to be Pedi, Sotho, Tswana, Ndebele, Swazi, Xhosa, Zulu, Venda and Tsonga

This plan — part of a reported deal between the government and the ANC — has led to fears and speculation that Afrikaans may be phased out by an ANC-dominated government as "the language of the oppressor"

Others predicted a new Afrikaans "language struggle" to fight for the survival of the language

The language move resulted in stirrings even in the Afrikaner Broederbond which, for the first time in its history, placed an advertisement about the future of Afrikaans in certain newspapers.

The secret society, in its advertisement, claimed for Afrikaans the same rights in a democratic non-racial South Africa as the other 10 main languages would enjoy

Who are the Afrikaans-speakers?

Contrary to claims by rightwing politicians that only they and their followers — the "Afrikaners" or "Boere" — were the custodians of Afrikaans, the language has proved to be the main means of communication for people of all races across the political spectrum.

In fact, those who speak and write Afrikaans range from members of the ANC and the South African Communist Party to members of far-rightwing movements such as the Afrikaner-Weerstandsbeweging (AWB), to Democratic Party members and other liberal-minded groups

Claims that Afrikaans is "the language of the oppressor" because it was the language of members of apartheid governments are therefore false claims, according to Mr De Klerk

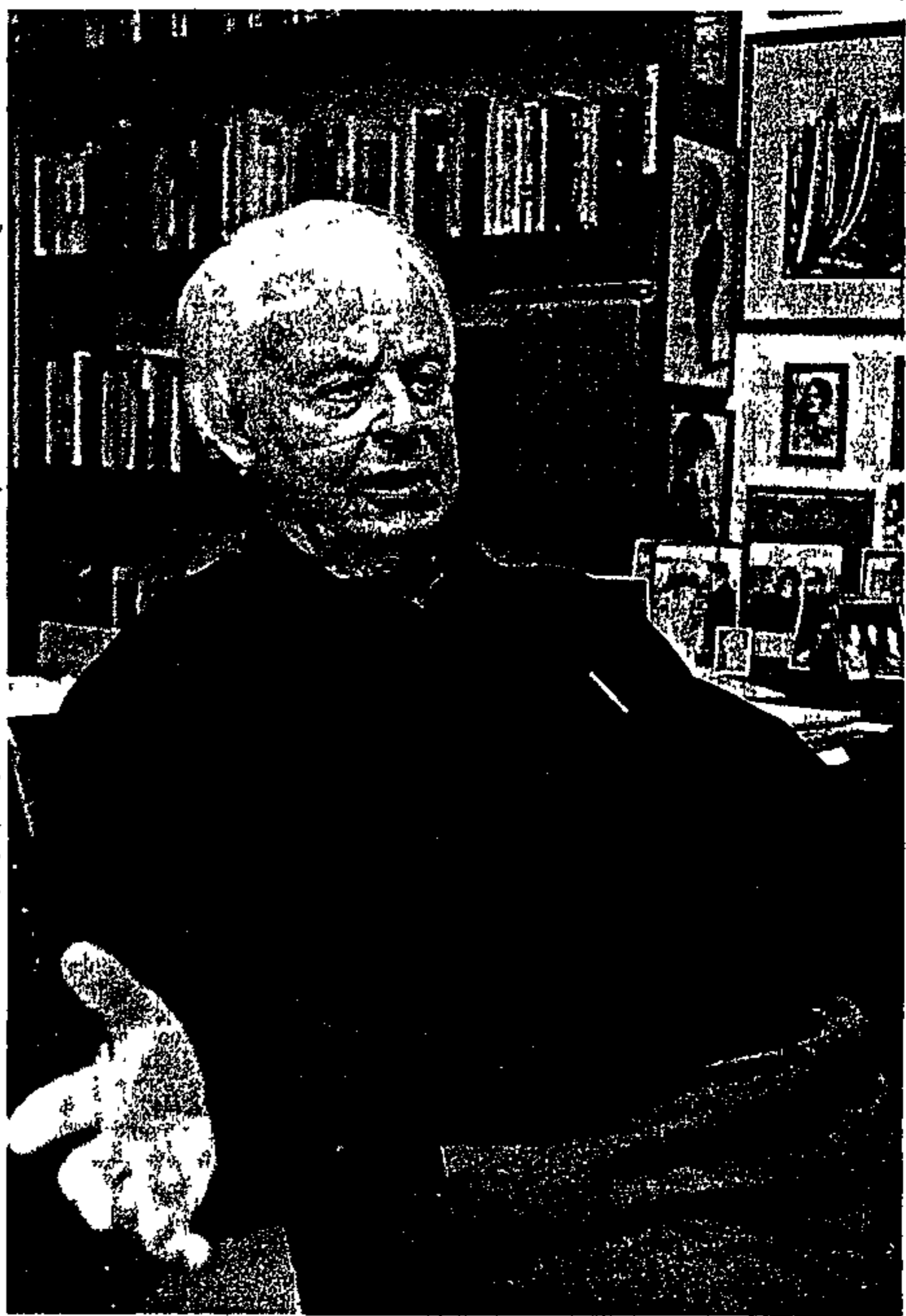
On such issues he said: "The strongest resistance to Afrikaans radical politics, which was apartheid, came from Afrikaners themselves."

Mr De Klerk named the late André Ma-

# 'The Taal will live in new SA'

50 ARG 20/11/93

■ Can Afrikaans survive as one of 11 official languages in the new South Africa? Weekend Argus Political Correspondent **FRANS ESTERHUYSE** interviews Afrikaans author WA de Klerk.



□ **WA DE KLERK:** Contrary to claims by rightwing politicians that only they and their followers — the "Afrikaners" or "Boere" — were the custodians of Afrikaans, the language has proved to be the main means of communication for people of all races across the political spectrum.

lan Hugo, former professor of classics at the University of Cape Town, as "a great Afrikaner who had no time for any kind of radicalism, especially when it came to apartheid"

One of Mr De Klerk's books *The Puritans in Africa*, which has had five international editions, in which he examined the rise of apartheid as an ideology that led to tyranny and injustice, was dedicated to Professor Hugo

At an early stage of the apartheid programme Mr De Klerk himself warned that apartheid was "just another ideology that will go the way of all radical politics in spite of its great intentions to restructure the world."

On his view of the future of Afrikaans, he said this week

"Afrikaans is used daily by about 12-million people, including many blacks, coloureds, whites and Indians, not only in South Africa but also in Namibia and elsewhere

"Most of the people of Namibia, for example, still use Afrikaans as a means of communication"

Mr De Klerk said that in 1953, while returning from a journey in South-West Africa, now Namibia, he came across Finnish missionaries who were teaching Afrikaans to Ovambo people who had accepted it as their second language. The missionaries had learnt their Afrikaans at the old Huguenot University College in Wellington

"The fact remains that Afrikaans grew out of the soil of South Africa. You cannot dismiss a language that grew in this way. An amazing fact is the rapid development of Afrikaans since its official recognition in 1925"

Lately there had been a sudden upsurge of Afrikaans literature, including novels, poetry and other works

While Mr De Klerk does not foresee a new language struggle and seems unconcerned about any political threat to the continued existence of Afrikaans, he is worried about the effects of radio and television on both Afrikaans and English

"We are overwhelmed by television, much of which is in the form of eternal and never-ending soaps and an impoverishment of cultural traditions," he said

Regional radio services of the SABC were imbalanced and of poor quality, with too much English, too little Afrikaans, and a flood of pop music which, he said, appealed to only a section of listeners

Mr De Klerk seemed somewhat puzzled by the negotiated language deal for the new South Africa, involving 11 official languages including Afrikaans and English

"I have appreciation for all the tribal languages," Mr De Klerk said "But one hard truth is that there is no black language which can easily be learnt for common use if one does not grow up with it since childhood. Primitive languages are not simple — they are highly involved Let

them all be used where it is practical, but the languages of record should remain Afrikaans and English"

Afrikaans was unique in the world. There was no other part of the new world outside Europe where any new language developed out of one of the established traditional languages of Western Europe

Afrikaans was especially a richness which belonged to the whole of South Africa in that it "opens many windows to the whole vast Germanic tradition of which English is also a part." Other parts of this cultural heritage included German, Flemish, Dutch and also the languages of Scandinavia.

It was in the Paarl region, at Dal Josaphat, where Afrikaans had its origins when a group of young wine farmers in 1875 formed the Genootskap van Regte Afrikaners which set in motion the Afrikaans language movement

Mr De Klerk notes that a fundamental contribution to the development of Afrikaans came from the Malay slaves from the Dutch East Indies who became part of the farming and general community.

"That is why we have about 100 Malay words that are used daily in the Afrikaans language wherever it is spoken or written — words like *baie*, *piering*, *tronk*, and many others"

Today the Oxford Dictionary contained about 800 Afrikaans words which had become part of the English language

## Afrikaans basks in world glasnost

ONE of the results of the changing political climate in South Africa is the increasing interest in Afrikaans at universities abroad

Afrikaans is now recognised as a language component in many Dutch and Germanic studies departments at overseas universities, including Moscow, St Petersburg, Budapest, Warsaw, Wroclaw and world-renowned universities in the Netherlands and Belgium, including Leuven, Leiden and Amsterdam.

This emerged from a recent international conference hosted by the department of Afrikaans and Neder-

■ Afrikaans is now being studied in many major universities abroad, reports Weekend Argus Political Correspondent **FRANS ESTERHUYSE**.

lands at the University of Natal, Durban.

A campus publication, Focus, reported that with the new political developments in South Africa, stronger contacts had been made by South African academics with their European counterparts

The recent seventh international conference on Dutch Studies, held in Durban, had as a theme the issue of language and literature in

transition.

Rouston Gilfillan, head of the Afrikaans and Nederlands department on the Durban campus, said the academic endorsement of a language was not enough. If speakers of Afrikaans were not granted their language rights in a new dispensation, the language had no future

Although there seemed to be consensus that Afrikaans would not disappear, there was a justified fear

that the language was vulnerable, taking into account the phasing out of Afrikaans from schools, radio and television in Namibia

"If this has to happen in South Africa, then surely those whose mother-tongue is Afrikaans have the right to protest. After all, language rights are a basic human right," Professor Gilfillan said

What he saw as "the most hopeful sign" was the vitality of the language in the black community

"Afrikaans is alive and well in the mouths of our darker compatriots," he said

Afrikaans is alive and well in the mouths of our darker compatriots.

# Whither Afrikaans?

Star 20/11/93

**AFRIKAANS** as a language could be "on the road to decay", a linguistics expert has warned.

However, Professor August Cluver of UNISA says the threat to South Africa's indigenous black languages is even greater and that they too could be swamped by English dominance in the years ahead.

"English is being perceived throughout the Third World as the way to a better education, a better job and prosperity. In the process, the native languages are being pushed aside."

Cluver warned that the current emotional debate over the position of Afrikaans in a democratic South Africa — where it would have to step down from the status as "equal partner" official language — might obscure the threat to indigenous tongues. "We should be working now to formulate a language policy where indigenous languages will be allowed to play a major role at least at local levels."

## INDIGENOUS African tongues could become redundant if the Third World trend towards speaking English takes root here.

**BRENDAN SEERY reports.**

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Cluver expressed doubts about whether the proposed Pan South African Language Board — approved this week by negotiators at the World Trade Centre — would be able to promote all the South African languages outside the cultural sphere.

He said efforts should rather be devoted to expanding the functions of black languages by, for

example, creating technical vocabularies which would be uniform across the two main black language groups, Sotho and Nguni.

He predicted that the "instrumental value" of Afrikaans — its usefulness in everyday life — would decline in the new South Africa.

The new civil service would focus more strongly on English.

Many schools — particularly in black areas — were already teaching in English and there was a noticeable trend among urban Afrikaans-speakers to send their children to English-medium schools.

Perhaps the biggest threat to Afrikaans came from the lifting of sanctions.

During the years of isolation, the language was effectively protected, said Cluver.

"Many foreign companies disinvested or their local operations were taken over by people here. With the lifting of sanctions, businessmen are streaming back

here. And the common denominator among them is English. Afrikaans could disappear from many boardrooms."

Afrikaans, added Cluver, was a victim of the "language myth" that it, solely, was the language of the oppressor.

"English is perceived as the language of liberation, economic opportunity and access to world information. This hides the fact that English has been the most oppressive language in the history of the world."

He warned South Africans not to be to hypnotised by the lure of English at the expense of

their mother tongues. He quoted the example of an experiment in Nigeria, where two sets of school pupils were tracked through their academic careers.

One group of children was taught in English from the beginning, while the other was taught in the mother tongue with English as a second language, up to the age of 10, when all tutoring was done in English. Tests conducted on the children at the equivalent of Standard 8 found those instructed in the mother tongue early on had "dramatically better" scores in mathematics and English.



CONTAINER CLASSROOM: CPA chief community liaison officer Salome Meyer gets to know the children at Wallace-dene's Etlakeni Primary School as teacher Maria Saas gives a pupil some one-on-one attention. This classroom is made from two containers joined together side by side.



DESIGNER CONTAINERS: Four containers at each corner of Noordhoek's Ukhanyo Primary School provide the inter-gral support structure with walls and windows filling in the spaces. This building will eventually become a hall when the school is developed further.

# Shipsnapper Schooling

AR20/11/93

(SD)

Shipping helps squatters' education crisis

A GOOD dose of initiative, combined with plenty of creativity — and Sarmarine's generosity of course — and the result is a wave of container classrooms, crèches and clinics throughout the Peninsula's squatter camps.

The containers, which at the end of their freight life fetch about R4 000 each, are instead being donated to assist in the provision of essential services in these marginalised communities.

In effect, the containers are being creatively turned into cool classrooms and crèches — the insulation which previously meant they could transport perishables now benefits the pupils — and these provide vastly improved facilities for the squatter children.

One of the first to recognise the containers' potential was the Cape Provincial Administration's (CPA) chief community liaison officer, Salomé Meyer, whose eyes light up and hands get moving as she explains the endless possibilities for such development.

In early 1992 she first asked for free containers for community facilities from Sarmarine and this week Ms Meyer showed Weekend Argus just a few examples of the results of the relationship.

At Wallace-dene's Etlakeni Primary School children work happily in classrooms built from two containers each, side by side. Sixteen containers were turned into eight classrooms and two more are lined up for next year's influx of Sub A pupils.

This, says Sarmarine's community affairs liaison officer Maurice Boshoff, is the simple model which caters for 40 to 45 children in each classroom.

The Department of Education and Training provided equipment like the desks and chairs, and the whole commu-

Container conversions, classrooms and crèches in Cape Town's squatter camps provide unique new opportunities for education, child care and clinics in these impoverished areas. **DI CAELERS** reports...



Pictures: HANNES THIAFT, Weekend Argus.

CONTAINER CRÈCHE: The crèche at the Driftsands squatter camp is made of four containers in a square with a floor and roof enclosing the central area. The arrangement allows for a separate kitchen and finally, a separate section for the babies. Here teacher Primrose Shlali has some fun with the children.

nity got in on the conversion process which saw the containers joined together, doors and windows inserted, and finally, plenty of coats of paint," he said.

Next stop was Driftsands, near the N2, for a look at their brand new crèche made from four containers arranged in a square, with a floor and roof enclosing the inner "courtyard" to provide extra space.

Mr Fanie Naudé, CPA's community services regional director, said Sarmarine made available 12 containers for the settlement, six of which were converted into the school and more containers were being used as temporary training fa-

total of 2 500 containers were involved.

"Sarmarine's modus operandi with regard to its container utilisation programme is to work with established organisations like the CPA and other government and non-governmental bodies. Since June 1992, 1 200 containers representing 200 individual projects have been allocated and more than 1 000 units have been committed to date."

Ms Meyer represents the CPA on the Sarmarine Forum, formed early this year with representatives from all possible donor organisations which discusses issues around container development.



IT IS astonishing how much store is set by schooling and academic qualifications when searching for candidates to fill positions, especially managerial and executive positions. And yet — almost in the same breath — the SA education system comes under fire as having "serious flaws" when it comes to developing those skills crucial to success in business.

No one ever stops to think why the education system is flawed in this respect, or to consider that perhaps the imperfections of the system can be ascribed to a lack of positive involvement on the part of the corporate world in the education process. "On-the-job" training, with the accent on skills and "competence-based" modular training, has become common practice. Comprehensive training programmes are developed, based on the acquisition of the skills needed to deliver the required output.

The approach is laudable. Whatever else you do, say the big corporates, make sure you spend plenty of money on skills-orientated training. And there is a collective sigh of relief, for no one doubts the skills or the value of teaching them.

However, precious little is still being done about "before-the-job" skills training. Corporations donate large amounts to social responsibility projects, which include anything from the establishment of pre-primary facilities to university bursaries, but with the attitude of leaving "them" (the educationists) to "get on with the job". Actual assistance in the form of objective-related guidelines, skills-based material training programmes, and so on is not forthcoming.

Worse still, somewhere in the unconscious recesses of the collective mind, "skills" have been relegated and limited to the competence and proficiency required of the ordinary worker. Skills is not a word which flows easily from the tongue when referring to people in the upper echelons of the company. Academic edu-

cation, yes — skills, no. Yet, all too often, the person whose resume boasts an impressive array of degrees, on which grounds he or she was hired to fill a managerial position, turns out to be a loss to the company in terms of production and output — not because of a lack of intelligence, but because the person has not acquired the skills needed to be a success in the specific position, or even the specific company. And for this, the blame easily falls to the schooling/education system.

On the other hand, there are countless successful executives in top positions who hardly use the academic knowledge they acquired through educational institutions, but who most certainly apply the skills acquired in the process, either deliberately or by accident. We all know of qualified advocates running newspaper chains, engineers who head up large short-term insurance enterprises and so on.

One cannot denigrate the value of academic qualifications in the recruitment process, if only as a means of identifying the necessary intelligence. But there can be no doubt that these are not necessarily valid criteria of competence for a particular position, or in a particular company.

The time has come for a shift in educational emphasis, from acquiring theoretical knowledge for its own sake, to acquiring theoretical knowledge aimed at developing the skills indispensable for success in a highly competitive corporate world.

The question, of course, is: which skills? Or, more to the point, who should determine and define these essential skills? Can schools, educationists and academics with their focus on learning and their limited experience of the corporate world be expected to formulate the skills required to succeed "out there" when they have little or no contact with the world out there?

A study of position requirements from about 900 executive searches defined the fundamental executive skills in simpler terms, and called them the "critical skills". These five skills, when defined, are amazingly simple — and we have heard them all before — but they are seldom actually taught.

In a nutshell, they are: communication — the ability to put ideas across from your head into the heads;

of others, which includes being able to listen and receive ideas from others; logical thinking — the analytical process whereby you absorb the facts, draw conclusions, develop findings and make recommendations; time management — being able to set priorities and decide which of the 10 things which need doing are the most important, and then doing them and getting by on the others; teamwork — being able to work collectively as a member of a team; and production — being able to "make things happen", whether it is as simple as designing and building a home-made kite to designing and building the highest quality car in the world.

"Elementary, my dear Watson!" you may say. Why then, do we persist in placing academic knowledge at the top of our list of priorities when considering candidates for a position?

One US company conducted a survey to establish a skills profile through multiple interviews with their most successful executives. It concluded that knowledge of the business (commonly a prerequisite for employment) was not a necessary criterion, whereas intelligence and certain personal qualities were.

# Corporates' role in education must go beyond funding

BDOY 26/11/93

TREVOR WOODBURN

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Critical skills underpin every aspect of the business, from the top of the corporate ladder to the bottom of the pyramid and, once defined, they must necessarily significantly alter the company's recruiting and training practices. Tailor-made training programmes then become possible, which in turn offer groups that have been previously neglected in both education and training, a better chance at succeeding in the company environment. In the SA context, this is one way of ensuring "affirmative action" without running the very real risk of appointing unskilled people in token senior positions, ultimately to the detriment of the company.

Taking the premise of core skills one step further, if CEOs and corporations are prepared to think about the needs of the company in the long term, it would follow that they should be able to play an active and positive role in shaping and strengthening partnerships between business and the entire education system.

One store in Illinois, for example, works in close co-operation with the Illinois-based Critical Skills Foundation to tailor its own store training programme to its own set of critical skills, and it offers local schools an education programme consistent with their needs. The objective, eventually, is to make participation in this programme a condition of employment.

In SA, with its vast mass of uneducated, untrained and decidedly unskilled people, and a dire lack of management material, corporate involvement of this nature is becoming even more essential. The education system is too overloaded and simply not equipped with the know-how to deliver the goods needed in the business environment. Nor do they know what "goods" are needed.

Merely fobbing the problem off with financial assistance, to allay our feelings of guilt about a serious lack of education is no longer good enough.

Woodburn is an executive search and management consultant and Woodburn Mann MD.

# Think for yourself!

## Rote-learning SA's downfall

■ Generations of South Africans have been educated via the "by heart" method — and if that doesn't change so that students understand rather than simply absorb knowledge parrot-fashion, the country could be headed for a major decline.

**DI CAELERS**

Weekend Argus Reporter

SOUTH Africa is slipping fast in international competitiveness — and will slide out of the picture unless drastic changes are made in its education system.

This warning comes from experts in the field of cognitive education — a relatively new concept here — who are not simply talking about redressing educational inequality, but of a vital switch from "by-heart" teaching styles to much more understanding and analysis on the part of pupils and students.

They were reacting to news earlier this month that South Africa had slipped from eighth to 11th place in 1993 in a 15-state comparison of emerging industrial nations — being pipped at the post by Chile, Hong Kong and Singapore, among others — in the latest World Competitiveness report.

South Africa appeared at or near the bottom of the list in the categories of people, government, worker motivation and education. Commentators said people responsible for productivity were the country's greatest asset and that South Africa would remain at the bottom of the international competitiveness scale until there was an improvement in literacy and education, and a stable government.

"The only way South Africa will become a winning nation is if we do something about educating our people and developing our human resources," said Anita Worrall, a representative of the newly-formed International Association for Cognitive Education in South Africa.

The ability to think for yourself, according to Dr Worrall, was not taught at all in South African schools where, instead of being taught thinking skills, the art of comparison, solving problems and analytical perception, pupils were simply expected to regurgitate information.

## Farmers in workers' fund row

**SHARON SOROUR**

Labour Reporter

DISGRUNTLED farmers, who were threatening to boycott obligatory payment of Unemployment Insurance Fund premiums, have obtained permission from the Manpower Ministry to postpone registering with the fund until April.

Compulsory registration was postponed to April 1 after the SA Agricultural Union (SAAU) met Manpower Minister Leon Wessels, the union said.

This follows a row between farmers and UIF commissioner Koos van der Merwe after the Transvaal Agricultural Union (TAU), an SAAU affiliate, decided it was "irresponsible" to advise its members to contribute to the fund.

Mr Van der Merwe asked farmers to comply with their obligations to protect their workers. He said the decision of the TAU's general council was "in conflict with agreements from organised agriculture".

# Federation a key to language labyrinth

50 ARK 4/12/93

■ People felt more strongly about their mother tongue than about the national flag and the anthem — and the concept of 11 official languages “was not from a different planet”, Dene Smuts, Democratic Party representative at the Negotiating Council, told Weekend Argus this week.

**LIBBY PEACOCK**  
Weekend Argus Reporter

**UYAYIQONDA intsingiselo yalamagama? Do you understand what those words mean? If not, spare a thought for half the population of South Africa who don't understand English.**

The Negotiating Council has endorsed an agreement that there should be 11 official languages in South Africa: Afrikaans, English, Ndebele, Pedi, Sotho, Swazi, Tsonga, Tswana, Venda, Xhosa and Zulu. In terms of an amendment at least nine more languages, including Arabic, Gujarati, Hebrew and Portuguese, will be promoted.

But, this is not an idea from a different planet and does not mean that everything official will be duplicated 11 times. Democratic Party MP Dene Smuts told Weekend Argus this week: “It would be ‘arrogant’ for English first-language speakers to think that just because English was an international language, it had to be the norm in South Africa.

Half the country's population — about 20 million people — did not know English, she said.

“People who happen to be English speakers in South Africa mustn't fall into the trap of thinking that language is simply a matter of practicality and communication in the most mechanical sense of the word.

“It's far more than that — it's the carrier of cultures. Language is a matter of principle in a deeply divided multi-cultural society like ours and people feel even more strongly about it than about the flag and the national anthem . . . .”

“It's the federation that makes it possible for languages to be fully official.

“It is not that our provinces divide up into ethnic states with separate languages. However, it is true that there are three distinct areas of the country where given languages are dominant, such as Zulu in Natal, Xhosa in the Eastern Province and Kei area and Afrikaans in the Cape Province.”

In many other areas there was a greater mixture, but in most of those areas fewer than 11 languages were spoken.

On a provincial level it could therefore happen that three languages could be used for road signs and official records.

In parliament, in principle, people had to be able to speak in their own languages. This happened in the European parliament where 13 languages were used and delegates made use of simultaneous

translation services.

“Here, I imagine, we'll see what the demand is. It might happen that there are translation services for say four languages. It can be done, but the point is that it's costly. I'd say, let's see if there's a demand.”

The main issue was recognition of “our language tapestry” and whether what happened on a practical level could “sort itself out”.

People should be able to approach government departments in their own language and expect an answer back in that language.

“Not every language will be used for everything official. Again, the federal element will make it possible,” said Ms Smuts.

# Focus on education

**S**CHOOLS under the Department of Education and Training closed officially last week after a tumultuous year in which black education faced a total collapse.

This year was marked by teacher and pupil protests, lawlessness, disorder and violence in some instances.

DET schools had just opened for the new year when pupils — alleged to be members of the Congress of South African Students — in Soweto went on the rampage, assaulting and expelling principals from certain schools.

The principals were accused of “demanding” the R48 exam fee and refusing to admit new pupils. The boycott against the fee started in the PWV schools but later spread to other parts of the country.

Principals in Naledi, Soweto, were allegedly confronted by pupils from other schools and told to admit them. Scores of teachers in the area fled their schools.

Teachers and principals were terrified to relate their experiences to the media. At a meeting which was held in Soweto, a principal related how he had to duck bricks thrown at him by pupils chasing him out of his school.

When the educators acceded to the pupils' calls and stayed away from schools, rampaging youths took the boycott to the streets.

Delivery and private vehicles were stoned and some set alight in the West and East Rand townships. Lives were lost and several students arrested for various offences which included, in most cases, possession of petrol bombs.

Schooling during the first quarter of 1993 was disrupted by the pupil demonstrations. The boycott was suspended after the Department of Education and Training had promised to suspend the exam fees.

Various student bodies then made calls to pupils to return to classes. As pupils trickled back to school, the SA Democratic Teachers' Union threatened “mass action” over salaries and the “unilateral reconstruction” of education.

## Talks deadlock

The union's “mass action” which followed took various forms and further disrupted schooling. Attempts to redress the teachers' demands “failed”. Talks between Sadtu and Government ended in deadlock on several occasions and school attendance deteriorated further.

Sadtu national leadership suspended a national strike four days before it was scheduled to start. However, in some regions like the Western Cape and Soweto, teachers continued with strike action.

Angered by the teachers' action, Soweto parents told teachers “to go to hell” with its strike. A Sadtu delegation attending a meeting at Soweto's Regina Mundi was almost assaulted when it told the meeting parents had no “business challenging the strike and had to support it”.

Following the meeting, the union's national

Soweto 6/12/93

Black education suffered and continues to suffer. **Bongani Mavuso** looks at how pupils and particularly matriculants have been used as footballs in play where too many young people are being hurt:



**MILITANCY ... A lot of schooling this year was disrupted by pupils making demands of the education authorities.**

leadership called on its Soweto members to return to school and teach. The Soweto branch openly defied the call.

Instead, branch members manned a peak-hour blockade in Orlando. Police dispersed the teachers by unleashing dogs.

The DET decided to apply the “no work, no pay” policy by deducting money from the salaries of teachers who failed to report for duty during the strike.

The department's move signalled a new confrontation between the union and DET. Class disruptions, especially in Soweto, became frequent when teachers attended meetings to discuss ways of “fighting” the DET to refund teachers from whose salaries deductions had been made.

The union embarked on a campaign of forcing principals out of schools. Sadtu members told principals to confront the DET and force them to reimburse affected teachers.

For several weeks, scared principals in some areas of Soweto stayed away. There were reports of intimidation and many threats of violence against the principals.

However, principals, led by the Soweto Prin-

cipals' Forum, met and vowed to report for duty despite the threats and intimidation.

Sadtu suspended its action after the ANC intervened and meetings between the movement, Sadtu and the DET had been held. The department then allegedly promised it would refund teachers' money.

However, the DET later denied it had made the promise to Sadtu. The union's Soweto branch retaliated by embarking on a “total onslaught” campaign against the department to force it to refund the money.

The campaign included the withholding, by the union, of internal exam results, picket demonstrations and marches.

The DET said in terms of the new Education Labour Relations Act, the union's withholding of internal examination results constituted a strike.

These are but some of the education disruptions which led matriculants to sit for their final year exams two weeks after the scheduled date.

Sadtu has indicated that it would “continually” review its “total onslaught” next year until its demands are met. Black education seems set for another disastrous year in 1994.

# Move on Afrikaans 'commercial matter'

□ But Small and CP condemn cans decision

**TOS WENTZEL  
and MICHAEL MORRIS**  
Political Staff

MOST political parties said today the dropping of Afrikaans from soft drink and beer cans was a commercial matter that had nothing to do with the principle of language equality.

But poet Adam Small described the decision as "disappointing" and said the arguments in its favour were of the "old-fashioned colonial money-grabbing kind".

The Conservative Party also condemned the move, predicting protests from Afrikaans speakers.

They were commenting on the decisions of Coca-Cola and South African Breweries to use only English on their cans.

National Party media director and MP Marthinus van Schalkwyk said it was not for parties to interfere in business decisions.

The multi-party agreement on official languages was taken to accommodate all South African languages and not to establish a unilingual country.

"Part of the decision is that no language should have fewer rights than in the old South Africa, but in the business sphere it is up to the language groups to advocate and protect their language rights.

"The government and politicians can only create the framework."

Democratic Party spokesman Dene Smuts said: "One has to draw the distinction between use of language as a matter of principle — which applies in government — and its use in the sphere of commerce.

"It is quite acceptable for a company to make a market-based judgment on how few or how many languages to use in marketing a product."

Companies were perfectly within their rights to use whatever language or languages they chose to reach buyers.

Poet, playwright and academic Adam Small called on SAB and Peninsula Beverage Co. to reconsider their decision because "Afri-

kaans is probably the most powerful linguistic medium in the country for reconciliation".

He was not impressed with the argument that English was an international language.

Pan-Africanist Congress spokesman Patricia de Lille said she had no "problem" with the dropping of Afrikaans if it was to facilitate moves into the export market.

ANC Western Cape regional treasurer Ebrahim Rasool said the decision was a commercial one which should not become a political issue.

Conservative Party deputy leader Willie Snyman said his party condemned an "injustice" being done to Afrikaans. As far as the CP was concerned, Afrikaans and English remained the official languages.

The CP predicted there would be protests and pressure from Afrikaans speakers similar to those which had recently led a motor manufacturer to continue producing its manual in Afrikaans.

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08 DEC 1993

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50 C/F 8/12/93

## Breweries, Coke Can Afrikaans

Staff Reporter

THE giant SA Breweries and the local bottler of Coca-Cola have decided to drop Afrikaans from their cans, it was announced yesterday.

This follows the furore in the Afri-kaans press last week when Toyota announced they would stop publishing owners' manuals in Afrikaans.

After sharp criticism, Toyota withdrew the decision.

Mr Peter Childs, spokesman for the local bottler of Coca-Cola, Peninsula Beverage Company, said yesterday that, with the imminent prospect of having 11 official languages in South Africa, it

made good sense to use only English on cooldrink cans "for the sake of uniformity".

He said the export market for soft-drinks was growing rapidly, which also meant that it made sense to drop Afri-kaans.

When asked if he anticipated criticism from the Afrikaans community, Mr Childs said: "I hope not."

"When consumers grab a can of Coke they normally just pull the ring and drink."

"How many read the ingredients?" The marketing director of SA Brew-eries, Mr Barry Smith, said cans of beer

without Afrikaans were already on sale in Natal, and would be introduced throughout South Africa by June next year.

"We moved to a can with a new shape, the graphic design layout had to be modified."

"Dropping one language gave us more room to facilitate the design," Mr Smith said.

The new shape, with a smaller alumin-ium top, meant a saving of about 2c a can.

He said another reason for dropping Afrikaans was that with the lifting of sanctions, SA Breweries was moving into a R100 million-a-year export market.

"English is an international language. By dropping Afrikaans from the cans we cut down on the number of permutations required," he said.

Mr Smith said he appreciated the sentiments of the Afrikaans community, but these had to be weighed up against the prospects of the international market.

Marketing manager of Shoprite/Checkers, Mr Brian Weyers, said his com-pany had no intention of dropping Afri-kaans from labels on their "no name" brands.

Pick 'n Pay's Mr Gareth Ackerman said yesterday the company had not consid-ered dropping Afrikaans from its pro-ducts' labels.

Meanwhile, ANTHONY JOHNSON re-ports that the proceedings of yesterday's first historic session of the Transitional Executive Council (TEC) were almost en-tirely in English.

Even Latin was used briefly by Trans-kei representative Mr Zam Titus to illus-trate some of his arguments, but nobody spoke Afrikaans.

The dominance of English as a medium of communication in the TEC follows the same pattern of debates in the multi-party negotiating council.

The interim constitution, which Parlia-ment is expected to start debating next week, makes provision for 11 official lan-guages in South Africa.

# Right-wing slams Taal deletion

50 CT 9/12/93

HOWLS of outrage have greeted the decision by South African Breweries and Coca-Cola to drop Afrikaans from their cans.

The right-wing Boerestaat Party said the decision to drop Afrikaans would cost their manufacturers dearly.

BSP leader Mr Robert van

Tonder said yesterday that the move would see Afrikaners on the right and left of the political spectrum join forces in a language struggle.

The Federasie van Afrikaanse Kultuurvereniging's executive member, Professor Pierre Theron, said the argument that English would be

used on the products because they were exported, was invalid.

He said products for export and those for the domestic market should be separated.

● Meanwhile, it appears as if local authorities will continue to use both English and Afrikaans well into next year.

The Cape Town City Council said yesterday it had no intention of dropping Afrikaans.

Council public relations assistant Mrs Dolce Perks said yesterday the municipal ordinance stipulated that notices must be published in English and Afrikaans. — Staff Reporter, Sapa

## SAB defends English-only cans decision

JOHANNESBURG. — SA Breweries has defended its decision to limit the number of languages on the packaging graphics of its beer and Coca-Cola cans, saying it was a long-standing policy and the lifting of economic sanctions against Pretoria had given it urgency.

But the Boerestaat Party threatened protests against the giant manufacturer, saying the move would fan opposition among Afrikaners to the emergent new South Africa. ARG 9/12/93

SAB beer division marketing director Barry Smith said the decision to limit graphics to one international commercial language, English, dated to the eighties.

"This decision was motivated by a desire to keep the label design less complicated and less cluttered — yet still relevant to consumers both inside and outside South Africa," he said.

"Consistency of brand image and pack design, especially in sub-Saharan Africa, is preferable." (50)



# ANC: A workable choice to Model C must be found <sup>(50)</sup>

JOHN VILJOEN  
Education Reporter

A WORKABLE alternative to Model C schools would have to be found under a new education system, ANC former assistant Western Cape secretary Willie Hofmeyr has told an ANC people's forum.

Addressing the meeting in Mowbray last night, Mr Hofmeyr said the ANC did not regard Model C as a good system.

It had been hastily conceived and forced into place, and would have to be "revisited and rethought".

However, ANC education planning allowed for government-assisted schools which would be similar to Model C in some ways.

The new government was going to face resource problems and would not be able to spend as much on education as it would like, Mr Hofmeyr said.

"We have not come up with a final answer yet."

Model C schools would be involved in negotiations on the system's future and efforts to find a workable alternative.

An aspect of the Model C system which the ANC rejected

ARG 9/12/93  
was the requirement that at least 50 percent of pupils be white, University of the Western Cape rector Jakes Gerwel told the meeting.

The movement's policy was that admission to schools should not be determined on a racial basis.

The powers and functions of Model C governing bodies would not be changed without negotiation, he said.

Quizzed on a future curriculum for South African schools, Professor Gerwel — a member of the ANC's education committee — said this issue was being debated at the National Education and Training Forum.

The eventual national curriculum would be the product of negotiation.

Asked to give an ANC position on corporal punishment, Professor Gerwel said such action contradicted principles of human rights on which education was based and corporal punishment had a negative impact on a child's dignity.

ANC national executive committee member Steve Tshwete told the forum the new government would aim to improve conditions in education.

## Block revision

(50)

The controversial white education system's Model C schools are again in the spotlight, thanks to a determined attempt by the Natal Teachers' Society to block the privatisation of some of them.

Its campaign has been triggered by decisions of about five such schools to withdraw from the State education system under the pretext of maintaining standards. Under existing law, Model C schools can convert to Model A (private) status without making any payment to the State.

Though the legislation has been in place for some time, the society believes applications are being made now as school governing bodies try to batten down the hatches for fear Model C schools will be forced to admit different quotas of children under a new government. Opting for Model A will, they feel, allow them to set their own admission criteria, which may not necessarily be bad.

But their success hinges on whether National Education Minister Piet Marais has actually signed any orders agreeing to two of the most recent applications. If not, it is understood a moratorium may be placed on any restructuring because of pressure from the National Education & Training Forum's crisis committee.

The 41 800-member society, the province's second largest teacher body, tabled the issue at the forum's most recent crisis committee meeting. It has also taken the campaign to the Teachers' Federal Council and written directly to Marais.

Society president Bruno van Dyk says moves to privatise State-aided schools are immoral, indefensible and ill-timed. "Privatisation represents an unacceptable restructuring of the system and a direct challenge to any future government. State schools were built with public funds for the

According to Van Dyk, there is no need for such moves unless there is another agenda. Nor can there be any valid reason for selling school property to groups of parents at prices which are not market-related.

Furthermore, he says the proceeds from selling school grounds and buildings will go into general revenue and be lost to education.

"Our long-standing philosophy is that educational facilities built from the general exchequer should not be handed over to particular communities. This latest move is, in a sense, an attempt to continue the elitism in education under a different guise."

Van Dyk explains that the State-aided system (Model C) allows parent bodies to participate in decision-making and control over their children's education.

It also gives to parents the right to set admission criteria but may not preclude the attendance of children subject to compulsory school attendance from schools nearest their homes.

Nevertheless, he says, while the State-aided system has allowed schools to adopt "open" admission policies, it has sometimes also allowed the exclusion of pupils on the grounds of thinly disguised racial restrictions. Typically, these include testing only black pupils seeking admission, applying racial quotas and restricting entry to children of ratepayers.

"Parents intent on establishing private schools should buy suitable property at market-related prices, build their private school and vacate their current school so that it continues to be used by children in the area it was designed to serve. We cannot allow the removal of government schools from the sys-

tem so that children in a particular community can be barred access to education," says Van Dyk.

(50)

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**No Coke** (50)  
CT 10/12/73  
**volk warns**

THE decision by SA Breweries and Coca Cola to drop Afrikaans wording from their cans was a slap in the face of the Afrikaner volk and could lead to a boycott, Mr Andrew Gerber (CP, Brits) said yesterday.

He said in a statement that these companies apparently did not regard the Afrikaner volk as important enough to take their strong feelings about their language into account.

"The question arises whether this decision was made to try to win the favour of the ANC-SACP alliance," he said.

Despite its impoverishment by the present government, the volk still possessed strong buying power which could be used in its struggle for recognition of its language, he warned. — Sapa

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# Language question in new Parliament

A TEAM of five translators worked around the clock this week preparing an Afrikaans version of the 270-page interim constitution. **CT 10/12/93**

Conservative Party members of the parliamentary standing committee on constitutional affairs blocked consideration of the bill on Monday when they discovered it was available only in English.

It has been confirmed that CP committee members are likely to insist that every clause of the interim constitution is discussed in committee before it can be finalised and passed on for formal debate.

The government has accused the CP of trying to stall the Bill.

With only two weeks of the parliamentary session remaining and at least six major pieces of transition-related legislation to be considered, MPs agreed earlier this week they would sit from 10am every day, instead of the usual 2.15pm, and would meet on Saturdays.

MPs were tight-lipped about the prospect of having to consider every bill in the new South Africa's 11 official languages.

# Education boost: SA calls for zero tariff on books

Weekend Argus Reporter

SOUTH AFRICA'S proposal to the General Agreement on Tariffs and Trade (Gatt) talks in Geneva to bind the tariff on imported books at zero percent is good news for education.

It seems the storm over an application by the Printing Industries Federation (Pif) to the Board on Tariffs and Trade to institute a 20 percent import duty on all books has abated.

Charl Nel, spokesman for Deputy Minister of Trade and Industry David Graaf, told Weekend Argus yesterday there was an adaptation period for countries to comply with Gatt. This adaptation period could take up to five to eight

years.

"Eventually, when Gatt gets into operation, we will have a zero tariff on books. In the meantime, the status quo stays."

Up to now, most books have had a zero tariff, while certain categories like directories, yearbooks, guidebooks and handbooks relating to South Africa were subject to a 20 percent tariff.

Mr Nel emphasised that the Pif had merely made an application, which had to be investigated by the Board of Tariffs and Trade. After that, the board would make a proposal to Mr Graaf, who would either reject or accept it.

"When considering the pro-

posal, the board will take the Gatt proposal into consideration. South Africa is a signatory to Gatt and has proposed that there be no tariff."

Later, Weekend Argus spoke to Mr Graaf, who said anybody could make an application to the board and that the application by the Pif had to be fairly investigated.

But, he added: "A tax on books is a tax on knowledge and knowledge is the most important commodity in any society."

Publishers Association of South Africa chairman Mike Peacock said: "Very rarely has any issue created such an outcry from the public and educationalists."

ARG 18/12/93  
The reason for the printers' application was that they had to pay a 10 percent import duty on paper, while publishers printing books outside the country could bring the books in with no tariff.

But, the total value of books printed overseas by South African publishers probably did not constitute more than one percent of the total publishing turnover in South Africa, he said.

■ South Africa's offer to Gatt was part of the country's submission to the final meeting of the "Uruguay round" of Gatt talks aimed at reducing tariffs around the world and breaking down trade protectionism.

# Language changes at schools probed

Star 20/12/93

BY HELEN GRANGE

Proposed changes to the school syllabus — effectively compelling schools to teach at least three official languages in terms of a new language-teaching formula — are enjoying top-level attention at discussions to be finalised this year.

A committee consisting of the heads of the various education departments is looking into proposals contained in a document that emerged from an investigation into the school curriculum commissioned by the Department of National Education in the House of Assembly.

The investigation was completed in 1991.

The document proposes that pupils be exposed to at least three official languages — English, Afrikaans and an African language — with the option of taking two of the languages in stages rather than the current situation which compels pupils to learn the second language until matric.

This would mean that white English-speaking pupils, while having to be taught Afrikaans at some stage, would no longer have to learn Afrikaans up to matric level.

## Compulsory

The opposite would apply to Afrikaans-speaking pupils.

However, it would be compulsory, at some stage, to learn one of the nine other African tongues to be made official languages under the new constitution.

Black pupils — who are generally being schooled in English — are currently compelled to take Afrikaans until at least Std 7.

The proposed new system would provide more flexible alternatives for them too, possibly allowing for them to be schooled throughout in their indigenous language, while learning Afrikaans and English in stages.

A source at the Department of National Education said the proposals indicated a far more flexible attitude to the language syllabus than had existed in the past.

Worrying, however, was the fact that some of the African languages to become official under the new constitution did not meet the international criteria of official languages in that they had no established written versions, the source said.

## Private schools 'help the state'

KATHRYN STRACHAN

PRIVATE schooling helped fund education in developing countries as it relieved the state of expense, national director of the Independent Schools' Council Mark Henning has argued in a new publication.

There was growing agreement that there remained a niche for private schools, he said in "The case for private schools", despite anxieties about elitism and a belief that strong central government would be necessary to unify SA. *BIDON*

But the issue of whether such schools should continue to receive state grants or subsidies remained unresolved. *Zalle*

Henning said a case existed not only for the statutory right to establish private schools but also for their subsidisation.

For if a small subsidy to private schools caused them to flourish, the state would save even more money. Another reason for encouraging private schooling was the saving in state administrative costs. *(50)*

Henning said the simplest way of financing private schools was through a per capita subsidy. But a problem arose when bureaucrats and politicians regarded a subsidy as a reason to "bully the recipient".

Alternatively, the subsidy could go directly to the person concerned as a voucher for education that could be redeemed only by schools or be deducted from their tax liability.

As well as mobilising additional resources for education, the expansion of private education would increase competition between private and public schools and improve the standards of all, he said.

Good-quality state schools had nothing to fear from private school competition, because they would always be cheaper. But parents would weigh the cost of private schooling against the difference in quality of the education they provided.

Henning said the critical education need in SA required a more open state of mind. Arguments about the sphere of private schooling were frequently based on emotional and ideological positions, he said.

# New deal likely only after polls

Sowetan 3/12/93

■ **TIME SNAG** It's business as usual for 3 present education departments:

By Glenn McKenzie

**S**TUDENTS AND TEACHERS MAY have to wait until well after the April elections for a new combined education department, a Department of Education and Training spokesman said yesterday.

Currently many education staffers from the Education Coordination Department and other departments are planning the new unified department, which had originally been scheduled for the April elections.

But according to a DET spokesman, the job of combining the DET with the other education departments is difficult and complicated and may take more time than originally expected.

The Education Co-ordinating Department is expected to hold a media briefing in March to discuss plans for a single countrywide education system. Until

now there has been one department each for black, coloured, and Indian students. There are several departments for traditionally white schools.

"The question of when (a combined department) will happen is really the best kept secret in education. Nobody has any idea when that will be achieved," said DET spokesman Mr Armini Dupisanie. (50)

"Until we know differently it will be business as usual for the DET and the other departments."

● The DET announced that statistical analysis of DET exam results will be made on January 11. Exam results will be released to the public the next day.

● In Johannesburg, the Northern Transvaal, and Natal, DET pupils will hit the books again on January 10. Teachers are due to return to work on January 5.

In the Cape and Orange Free State, DET schools will resume on January 19.