

EDUCATION — Primary Schools

1992



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

# Security tightened at multiracial schools

Bloubaai 6/11/92  
 51

VERA VON LIERES  
 and GAVIN DU VENAGE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Acid test for Model D schools

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

**T**HE NONRACIAL Model D schools which opened their doors for the first time today might offer what their Model B counterparts failed to provide — classrooms for education-thirsty blacks.

The Model D schools have thrown their doors wide open for hundreds of frustrated townships, which have seen a constant depopulation from their restrictive admissions policy applied in Model B schools.

The municipal Government schools in the Transvaal started enrolling pupils last week and thousands of pupils are expected to enrol.

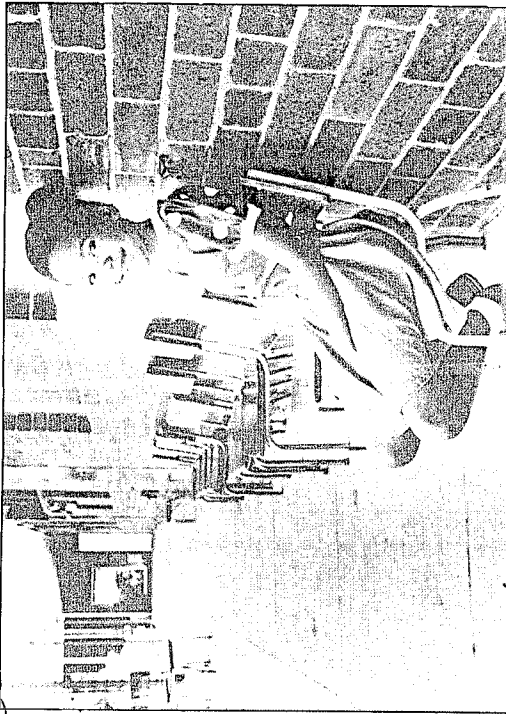
While Model B schools are increasingly becoming out of doors for many black candidates because of the admission criteria, Model D schools have the same screening test for pupils of all population groups.

The main criteria for admission to these schools are age and ability to do the tests of English, because all subjects will be taught in that language.

Teachers and parents agree that the Model D schools are a desirable alternative to the Model B admission criteria which also demanded that pupils must live in the feeder area of the school.

The three Model D schools — Orange Grove, Malvern and Transvaal — have already admitted pupils from Soweto, Alexandra, Tembisa, and other townships some 30 miles from as far as Vereeniging.

Unlike Model B schools,



Back to school . . . Ngaugeio Seboya (6) awaits her turn to be admitted to Orange Grove Primary School in Johannesburg. Picture: Stephen Davimes

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

The move is another small but significant step on the road to the integrated schools which previously admitted only white-only schools is prompted by the desire to move away from overcrowding and disruption and the perception

than that they offer inferior education.

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

Orange Grove Primary was well booked for the first week but I am excited that we will soon be settling down to see the numbers said Mrs Greve. For 400 pupils, Orange Grove will have only three

white pupils.

"We turned down two white pupils because of language problems. Both are from Israel and speak Hebrew and English which is our main criterion for admission," she said.

Orange Grove Primary was well booked for the first week but I am excited that we will soon be settling down to see the numbers said Mrs Greve. For 400 pupils, Orange Grove will have only three

spotlight when the National Education Co-ordinating Committee launched its "People's campaign for All People" campaign to force the Government to open schools that had fallen into disrepair and to take them over illegally.

The principal of Trovoville Primary, Rosemary Schulte, said they had received more than 100 applications and the school could take only 40.

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

Trovoville was previously an Afrikaans-medium school and there were no white applicants, she said.

The school was closed down at the end of last year because of dwindling enrolment.

While Trovoville and Orange Grove primaries are completely full, the principal of Malvern, Daniel Burger, said there were still 200 applications available from Grade 2 to Std 3.

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

Mrs Burger is confident: "We have suitably qualified teachers and a curriculum following the TED syllabus."

The only concern shared by the three headmasters is the growing threat by militant groups of opening schools to all races.

Several schools in the Transvaal have been rocked by bomb attacks in the past and are subjected to a constant threat by right-wing groups.

The schools have approached the police for protection, and hope they will be left alone to continue their normal educational form of disruption.

# Multiracial schools open 51

THE first three multiracial government primary schools will open today, but thousands of prospective pupils have been turned away as the schools are unable to cope with the surge of applications.

Orange Grove, Malvern and Troyeville primary schools, which are reopening this week as Model D schools, began registering and screening prospective pupils last Thursday. In terms of Model D, registration is open to all races without quota restrictions.

Dwindling pupil numbers forced Orange Grove to close a year ago, while Malvern and Troyeville were Afrikaans medium schools with low pupil numbers.

Troyeville Primary School principal Rosemary Schulze said yesterday the school had received more than 1 000 appli-

VERA VON LIERES

cations but was able to accommodate only 410 pupils.

Schulze said the fact that so many pupils had been turned down showed there was a need for at least three Model D primary schools in the Troyeville area. She was confident that the school would make "an absolute success" of the year and said it would be an eye-opener to many people.

Schulze said the admittance examinations had disclosed that many pupils had problems with English.

Sapa reports Orange Grove will accept only 360 pupils out of 1 500 applications. Headmistress Margaret Greve said most applications were received from pupils

To Page 2

## Schools

within the immediate vicinity of the schools. She said pupils from Alexandra, Tembisa, Hillbrow, and Soweto would also be admitted this year.

Greve said earlier this week that despite the multiracial tag associated with Model D schools, the vast majority of applicants were black.

Transvaal Education Department (TED) executive director Ken Paine said yesterday the department would look at overall statistics by about the 10th school day and

assess the success of the venture. It would then look at "possible expansion in the future". The maximum capacity for each of the schools was 420 and staffing, necessary furniture and equipment had been provided for "quality education".

Paine said last week government had no immediate plan for the extension of Model D to secondary schools. The first step was to make a success of the three Model D primary schools. Plans for more Model D primary schools would depend on communities' needs and available facilities.

From Page 1

# No eyebrows raised as black pupils move in

STAR 9/11/92

Education Reporter  S1

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

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

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

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

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

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

been made very late.

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


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

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

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

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

# Parties in school row to meet

 (S1)  
PARTIES involved in a row over the admission of pupils at a new school in Naledi Extension 2, Soweto, are to meet next week in an effort to resolve the issue.

Mr Siphso Maseko, a local civic association member, said yesterday that some members of his executive yesterday met three officials of the Department of Education and Training.

*Sowetan 9/11/92*  
The meeting follows a decision on Tuesday by the civic association to register pupils at a new school in the area after the DET imposed restrictions.

Parents who came to register their children were told that the school only catered for Sotho, Pedi and Tswana-speaking pupils and not those who spoke Xhosa, Zulu and other languages.

This angered the parents, who demanded that all pupils in the area should be admitted. The parents maintained that they were not consulted when the decision was made.

"We do not understand how the DET could come up with such an outdated policy because Naledi Extension is a new area and accommodates people of all ethnic groups," Maseko said.

A spokesman for the DET Johannesburg region said they were aware of problems at the school and the area manager was attending to them.

# New faces make school history

ARC 9/1/92

The Argus Correspondent

(51)

JOHANNESBURG. — History was made as hundreds of newly-registered black pupils reported for the official opening of the first three non-racial schools in Johannesburg.

Not an eyebrow was raised when a sea of black faces mingled freely in the "lily-white" suburbs of Orange Grove, Troyeville and Malvern.

A poster which read: "Welcome to the Reopening of Orange Grove School as a Non-Racial TED School" signalled a small but significant step towards opening previously "whites-only" schools to black pupils.

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

Although only three white pupils had enrolled at the school this year, Mr Dishy said many parents would have applied for their children at the school but the announcement was made very late.

"Wait for two or three years and we will have a lot of assimilation."

The headmistress, Margaret Greve, said it concerned her that very few white pupils applied for admission at the school but hoped the situation would improve in a few years.

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

# 'No space' for 2 000 students

By Phil Molefe  
Education Reporter (S1)

STAR 10/11/92

More than 2 000 black pupils were turned away from the three newly established non-racial model D schools in Johannesburg because there was not enough room to accommodate them, headmistresses of the schools said yesterday.

"We have had desperate parents coming in all week but we just have to say sorry," said Orange Grove Primary School principal Margaret Greve.

About 1 500 pupils applied for admission to the school, but only 370 were accepted.

Mrs Greve said all the 12 classrooms were full as the school wanted to maintain the average ratio of 30 in a class.

"At this stage, we are trying to reconsider some cases where a brother, for example, was admitted and a sister left out because she did not do well in the entrance test," she said.

Troyeville Primary School could only accommodate 410 pupils out of more than 1 000 applications.

The school's headmistress, Rosemary Schulze, said it was a pity they had to turn away many desperate parents.

"I am trying to accommodate parents who have been giving me very sad stories," Mrs Schulze said.

Malvern Primary School could only admit 404 pupils out of more than 800 applications.

Malvern headmistress Ronel Burger said parents were still coming in — long after the house-full sign had gone up.

"I was very upset to turn away very desperate parents but there was nothing we could do because it's full," Mrs Burger said.

Black parents, eager to place their children in a better education system compared with what is offered in township schools, came from as far as Springs, the Vaal Triangle and Krugersdorp.

The southern Transvaal region of the National Education Co-ordinating Committee has urged the Government to abolish model A, B and C schools — which allow a limited admission of black pupils — and to open all schools to all pupils.

NECC regional secretary Amon Msane said in a statement that if all under-utilised and empty white schools were used, this would increase the number of black pupils at schools in white areas by at least 32 percent.



# Joy for lucky few at Model D schools

*Three Model D non-racial schools opened this week. BEATHUS BAKER joined the throng at Malvern Primary School.*

**W**HEN Model D schools literally opened their doors unconditionally to all races was a hellish time, well at the end of the century, it was the Malvern Primary School which received the most attention.

Among parents moved back and forth along the wall, some crowded around parallel strips of computer printouts.

These lists, the reasons for all the activity, contained the names of those children who had been selected and those who were not. They were passed by what could determine the outcome of many black children's future education.

The old school building is wealthier but solid, although the classrooms are sparsely furnished, the desks clearly those left behind after its closure last year. Big, colourful wall charts immediately distract from this fact and make the classrooms more inviting.

For many of the black children, having a desk to write on, fewer than 40 children in a class and window panes still unbroken is enough. The atmosphere is one of relief.

As seven-year-old Lurgie in grade 1, says, "I like the new school because the teacher works in my own packets and we will operate it," says Ronald Burger, the school's principal.



Back to school... Malvern Primary School has opted for Model D and 99 percent of the parents are black. Photo: GUY ADAMS

Black children from all over the city constitute 99 percent of the school's pupils. Burger says the school was chosen to come in South Africa. "That is the way the population of this country reflects and we realise that."

"Only three white pupils having registered, we have had to turn down applications from two others as they do not meet the English language requirements we set," says Burger.

Burger puts this down to the fact that the school is re-opening too late. Like Troyville and Orange Grove, the other two Model D schools,

Malvern had as few as 100 pupils last year and it was Afrikaans-medium. This prompted the Transvaal Education Department to move these children to other Afrikaans schools in the area. The school was then turned into Model D and more than 1000 pupils are now attending in English, that make the room for new pupils.

Many parents were eager for their children to be accepted believing that their English would improve, but Burger puts this down to the fact that the school is re-opening too late. Like Troyville and Orange Grove, the other two Model D schools,

basic language as it is the one they will be instructed in.

Among the groups of hopeful parents is Betty Dike, from Pietermaritzburg, who has a five-year-old daughter Fiona. Last year Fiona passed standard one at primary school, but this year she is behind under her schooling.

"They said if Fiona does not know English so well she will have to start at a lower standard to improve, I did not want to do that," says Dike. "I just wanted to know she was in the other model school. It was as if they would accept her then, she says.

in being English.

In the hall teachers and the 400-odd pupils sat quietly at their first school assembly as their principal addresses them. "You children here to be here have been given the opportunity to be here. You are now going to be here and in the future something I believe in — that you are now what you will one day be. To prove that we have succeeded at this school we will all have to work very hard this year. That is my hope for you."

In one group of teachers is Makhilda Masuku, who is the only black teacher on the staff. Masuku previously worked at Kwekwe Primary School in the Department of Education and is now at Malvern Primary School in Pietermaritzburg. "I did not hesitate," she says. "I did not want to say much more."

Teacher Hannelie Turner has been at Malvern Primary since she first started out in the profession 17 years ago. "I love this job. The only difference is I will now teach in English, not Afrikaans."

"By selecting my staff I had several interviews and set out looking for people who had a qualification, I felt their attitude and the necessary commitment and the necessary enthusiasm. Although some of our teachers have experience in remedial teaching, it is not a stipulated requirement as we expect the new entrants to cope fairly well and not have a major problem with their progress. That is another reason for the selection."

At present the school is "not full to capacity," according to Burger, but "if needed we could add one more class. Our children's skills are anything for them. But the many dependent parents reluctantly leaving the school premises were a clear indication that the current black education is still in need of reform and that the opening of three more white schools under Model D,

UNIVERSITY OF CAPE TOWN  
**Student Affairs Dept.**

**They beat the system but they'll battle for jobs**

Only 39 percent of black matric

Staff Reporter

THE Department of Education and Training yesterday said there was "no likelihood of any expected delays" in the delivery of textbooks for black schools in the Cape this year.

Mr W A Staude, the Regional Chief Director of the DET in the Cape, said in Port Elizabeth yesterday that suppliers had assured the DET that textbooks would be delivered in time for the re-opening of schools in the Cape region on January 21.

Mr Staude explained that during February and March each year, principals submit requisitions for textbooks for the following year.

"These requisitions are then sent to the DET head office in Pretoria who determine how many books of each title per standard are required.

"Orders are then placed dur-

# 'No delay' for DET textbooks

ing September and October with the successful tenderer who is responsible for the purchase of books and their delivery to schools."

Explaining the chaotic situation last year when schools were boycotted and classes disrupted over the shortage of textbooks, Mr Staude said that during January and February of 1991, there was an over-enrolment of

pupils due to the Back to School campaign.

"This resulted in a shortage of books as this over-enrolment was not foreseen by principals during 1990.

"The department then renegotiated the purchase of additional books which were delivered in April and May of 1991."

Because of chaotic conditions in Peninsula schools last year due to shortages of textbooks, stationery, overcrowding and a lack of teachers, secondary schools reported low morale among students. Dissatisfied teachers staged "chalk down" strikes in protest against the lack of action by the DET.

Hundreds of pupils had to be turned away because of lack of accommodation and teachers and sporadic incidents of violence were reported.

# ABCs buzz at the Model D

By LULAMA LUTI

(51) (S)

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

The school had been closed by the Transvaal Education Department because of the dwindling numbers of white pupils. (1) (1) 12-11-92

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

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

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

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

Headmistress Margaret Greve said

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

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

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

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

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

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

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

**One white pupil opts for model D**

THREE Johannesburg government primary schools went non-racial this week, but few white children were among those who enrolled. (51)

No white pupils had attended the model D-status school in Orange Grove, while in Troyeville only one white pupil out of a total of 410 had enrolled.

CIPRES 12/1/92

... AND THE ONE WHO DIDN'T

# Not enough room in the new model education (51)

*S1 Times 12/11/92*  
**PATIENCE RABORIFE, 14, stood on the steps of the formerly whites-only Malvern Primary School in a black pinafore and carefully pressed shirt.**

At first glance she seemed a model pupil. In fact, she was all dressed up with nowhere to go.

Patience is one of nearly 2,300 young hopefuls who failed to find a place at one of Johannesburg's three Model D schools.

They, in turn, are a drop in the ocean. According to the Soweto Education Coordinating Committee, 75,000 children in Soweto alone will not be able to attend school this year.

## Optimism

There was space for only 1,220 pupils at Malvern, Orange Grove and Troyeville primary schools, and they were chosen after writing entrance tests.

Even though the schools are non-racial, only three pupils are white.

Patience failed Malvern Primary's entrance test, and when the school's 410 pupils started their first day of school this week, she spent the morning on the steps outside.

Now she does not know where she will go. "I feel

By **CHARIS PERKINS**

sad," she said. "I just want a place to learn."

Her mother, Mrs Constance Raborife, said it was not fair. "Patience did not pass because of the background she comes from. What do they expect from Bantu education?"

The despair expressed by the parents of the children who did not make it contrasted with the optimism inside the schools.

Malvern Primary's headmistress, Mrs Ronel Burger, her long pink fingernails flashing, was excited.

"This is such a challenge," she said. "We are pioneers. And I have been so fortunate with my 15 staff members. They are bubbly and enthusiastic. We worked right through the Christmas holidays to get the school dollied up."

The headmistress of Troyeville Primary, Mrs Rosemary Schulze, said it was exciting to be involved in making history.

"But it has been horrific to realise how many people are desperate for education. The saddest part has been turning people away," she said.

## Anger

The parents turned away from Troyeville Primary included 10 policemen who were worried their children would be victimised at township schools.

Mrs Schulze said many parents refused to accept their children had failed the entrance tests. "There has been a lot of anger from parents. I have had to ask a number to leave the school premises."

A spokesman for Wits University's Education Policy Unit, Mr. Dhianaraj Chetty, said Model D schools offered no solution.

"It is farcical to get excited about three schools in the face of the number of people without schools to go to this year, and the appalling black matric pass rate," he said.

"It merely shows the grudging pace at which the government is prepared to move."

# Parents arrested at school protest

Sowetan 15/1/92

By IKE MOTSAPI

**FOUR** people were arrested when more than 200 angry parents staged a demonstration at a Soweto school demanding the expulsion of the principal this week.

The incident occurred at Thembaletu Lower Primary School in Zone 10, Meadowlands on Monday when parents resolved to bar the principal Mrs Joyce Buko from the school.

The four parents who were arrested but later released without being charged are members of the Parent Teachers Association at the school.

They are Mr Richard Mngomezulu, Mr Paul Mashobane, Mrs Busi Radebe and Mr Johannes Sithebe, who is also a member of the Meadowlands Civic Association.

Mngomezulu told *Sowetan* yesterday that the problem at school started during April last year when Buko failed to produce the school's financial statements.

He said Buko chose to stay away from the school and nobody knew where she was.

Mngomezulu added: "During August last year Buko came to school after the Department of Education and Training officials wrote to teachers warning them not to interfere with her while doing her duties.

"By this stage the parents had taken a decision to bar Buko from the school and she was informed of the steps taken against her.

"When schools reopened we heard that Buko intended coming back to the school.

"Last week Friday she came to the school but was told she was not welcome."

Soweto police spokesman Captain Joseph Ngobeni said the matter was not reported to them.

Buko was not available for comment.

Regional director Mr Richard Mudau declined to comment.



NGOBENI

# Kaunda offered Tambo's house

LUSAKA — The ANC in Zambia had offered former president Kenneth Kaunda one of its Lusaka homes, the ANC in Lusaka said yesterday. *B/10 ay 16/11/92*

The house was the residence of former ANC president Oliver Tambo, the ANC said. *(S)*  
United National Independence Party fund mobilisation committee chairman Gen Malimba Mashake could not confirm the offer. He said he had heard of it and it was being considered, along with other offers.

ANC spokesmen in Johannesburg had not heard of the offer.

Meanwhile, the Lusaka City Council has evicted 45 ANC exiles from council houses, say ANC members.

South African Sam Ndhlovu said the council in a joint operation with paramilitary officers stormed into his house on Tuesday and ordered him out immediately.

Minister of Home Affairs Newstead Zimba said he was not aware of the evictions. Minister for Local Government and Housing Michael Sata was not immediately available for comment. — Sapa.

# Back to school call by education groups

*B/10 ay 16/11/92*  
THE National Education Co-ordinating Committee (NECC) and the Congress of SA Students (Cosas) have appealed to students and teachers to "move their struggle out of the streets and back into the classroom".

NECC chairman Monde Tulwana yesterday predicted that the crisis in education would deepen this year as black school enrolment was expected to reach unprecedented levels.

Some schools had reported up to 120 pupils per classroom and many students were being turned away.

Tulwana warned 1992 could be a repetition of the past. He said there was a shortage of schools, teachers were underdeveloped and many schools had not received books and stationery.

To address this the NECC said it would be campaigning for an "intensive learning" programme, by establishing 50 community-based learning centres and tuition programmes around the country.

The campaign also intends looking at ways in which parent bodies can become more involved.

While much of the blame for the crisis in education lay at the door of

*(S)*  
KATHRYN STRACHAN

the Department of Education and Training (DET), Tulwana said that discipline among students and teachers and "gangsterism" had been major problems in the past.

He said the NECC would not allow harassment of principals and teachers.

Meanwhile, Cosas yesterday called on students to stop paying school fees as they believed many principals were not keeping proper accounts.

Cosas also accused teachers of being unprofessional and added that some had still not reported for work.

Sapa reports education authorities attributed an abundance of unemployed teachers in urban areas to a migration of newly qualified personnel from the homelands.

DET spokesman Corrie Rade-meyer said many teachers preferred jobs in specific areas and were reluctant to be placed elsewhere.

According to reports this week, in at least one homeland no new posts existed. More than 2 000 newly qualified candidates entered the market.

# Infant deaths inquest told of drip contamination

*B/10 ay 16/11/92*  
ANDREW KRUMM

INDEPENDENT testing of a potassium-based intravenous drip solution, implicated in the deaths of 13 babies in April and September 1990, found the drips might have contained high levels of bacterial contamination and toxins, an inquest into the babies' deaths heard yesterday.

The inquest, entering its third day in the Johannesburg Magistrate's Court, heard that the potassium-based drips, known as K-Cocktails, when stored in "ideal (low-temperature) conditions", became significantly contaminated within a short period when injected with minimal concentrations of klebsiella bacteria.

Microbiologist Prof A Janse van Rensburg, cross-examined by Peter Solter, attorney for some of the families who lost babies, confirmed however, that three similar drip solutions tested under replicated conditions did not exhibit significant levels of contamination.

Van Rensburg also confirmed that the proliferation of the klebsiella bacteria took place in the "cold-chain cycle", the cold storage of the drip during manufacture and distribution.

He said a break in the cold-chain process, by exposing the drips to

higher temperatures, would enhance bacterial growth. *(S)*

Van Rensburg told Advocate B Burman, appearing for the Morningside Clinic, that should the product, manufactured by Sabax, contain bacteria and be non-sterile after manufacture, these bacteria could grow while in cold storage, for at least 72 hours.

An independent probe by microbiologist Prof Margaretha Isaacson found procedures in the microbiological laboratory to be unsatisfactory. Also, an area close to the laboratory was found to be "highly contaminated".

Local purchases and the extent of exports.

20 JAN 1992

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No. 13728

## GOEWERMENTSKENNISGEWINGS

### ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. 247

17 Januarie 1992

#### VERKLARING VAN OPENBARE SKOLE TOT STAATSONDERSTEUNDE SKOLE

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

**P. G. MARAIS,**

Minister van Onderwys en Kultuur.

#### BYLAE

TRANSVAAL

Hoër Seunskool Helpmekeer.  
Hoërskool Roodepoort.

No. 256

17 Januarie 1992

#### VERKLARING VAN OPENBARE SKOLE TOT STAATSONDERSTEUNDE SKOLE

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

**P. G. MARAIS,**

Minister van Onderwys en Kultuur.

#### BYLAE

TRANSVAAL

Laerskool Bryanston.  
Laerskool Dr. Havinga.  
80—A

## GOVERNMENT NOTICES

### ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND CULTURE

No. 247

17 January 1992

#### DECLARATION OF PUBLIC SCHOOLS AS STATE-AIDED SCHOOLS

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

**P. G. MARAIS,**

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TRANSVAAL

Laerskool Bryanston.  
Laerskool Dr. Havinga.



# School in funding row

26/11/91  
S Times

(51) (15)

**CLAIMS** of a secret plot to use government money for the purchase of a private school have emerged in a bitter row between the staff and the head of the school.

Maths teacher Norris Barker alleged in affidavits in the Rand Supreme Court this week that Mr Alton Masondo, managing director of Somerset School in Johannesburg, had intended to use Department of Education and Training subsidies to buy the school from Mr Andre de Meyer.

Mr Barker and four other teachers at Somerset School, a private school catering almost exclusively to black pupils, have applied for the liquidation of Mr Masondo's company, Black Pearl, a non-profit educational institution which also owns Somerset.

The teachers, who are demanding unpaid salaries, handed in to the court a copy of a letter Mr De Meyer had allegedly written to Mr Masondo on August 16 1991, offering him the school if Mr Masondo would pay him R5 000 a month in "grant-in-aid".

## Changed

Mr Barker claims in his affidavit that the letter was intended to be a secret document to secure for Mr De Meyer a sum of R5 000 a month for life "as well as to defraud the South African government, which was expected to provide a subsidy for Somerset School which would be siphoned off by Mr Masondo as a 'grant-in-aid' to Mr De Meyer".

"If De Meyer is successful in having the subsidy accelerated from this year (1991), an amount of R300 000 will be paid," according to the document.

The affidavits by the teachers claim that Mr Masondo, a former DET official, had changed the name of his school six times.

Its names were: Somerset School, Summerhill Primary, Status Acres, Sunshine Acres, Black Pearl Educational Development and Maluti Modern Institute.

"As the debt temperature warmed up in each business, Masondo cooled off the temperature by changing hats and then carrying on the same business under a new name," Mr Barker claims.

"All the schools were

# Supreme court told of secret plot to use government money

By HEATHER ROBERTSON

conducted as one mixed-up business without one separate physical or financial identity, and were merely different hats worn by Masondo as each of the businesses ran into debt," he says.

The schools charged parents R275 a month, but only five out of 267 matric pupils passed in 1991.

The affidavits claim that from December 1990 to June 1991 Black Pearl occupied the whole Sentrusts Building at 14 Plein Street, Johannesburg, administered by Sanlam. Rental for the whole period, R78 000, was not paid by either Mr De Meyer's company, Aetiology Today cc, or Black Pearl.

From August 1991 to December 1991 Black Pearl occupied the Standard Bank's Fountain Head Properties, at 51 Juta Street, Braamfontein. The rent, R1.5-million, was also not paid by either De Meyer or Black Pearl.

## Signed

From August 1991 to October 1991 Black Pearl also occupied a building at 20 Juta Street owned by Westbraam (Pty) Ltd. The rent for the building, R49 872.19, was not paid.

Seventy teachers who had not been paid for five months lodged a criminal

complaint at the Department of Manpower, and 2 000 pupils were given an extended holiday.

After meetings held in August 1991 between the Minister of Education and Training, Mr Sam de Beer, who was then Minister of Local Government, Housing and Works, and Mr Stigling of the Urban Foundation, the old Goede Hoop School in Railway Street, Germiston, was donated to Black Pearl.

According to the indemnity form signed when the school was handed over, Black Pearl was entitled to any income derived from the property.

Mr Masondo, claims Mr Barker, now denies that he

is carrying on business as Black Pearl and has painted the name Status Acres on the door of his new offices in Market Street, Johannesburg.

He is soliciting applications for pupils at another primary school, Sunshine Acres.

In her affidavit Mrs Cathy Booil, a former financial manager and administrative manager of Black Pearl, claims that Mr Masondo used the funds of Black Pearl for a wedding party, costing R20 000, and bought a BMW 518 from pawnbrokers for R9 000.

The return date for the application for Mr Masondo's liquidation is Tuesday.



Emmentaria and Greenside Primary schoolchildren packed into a taxi like sardines.

# Daily sardine run a taxing trial for kids

By SIZAKELE KOOMA

*Scimitan 22/11/92*  
**PALESA** Ngameza is four years old. At 6.45 every morning, while her schoolmates in the northern suburb of Randburg, where she attends school, are still sleeping, she is already on her way to school.

Little Palesa has been at the crèche for two years but she has still not come to terms with her 6am wake-up call.

Her nursing sister mother, Mrs Tryphosa Ngameza, says she has to endure her daughter's cries every time she is awakened.

In hundreds of other homes in black townships Palesa's cry is echoed by other children of her age and older.

These children, like the 13 who died in an accident on their way home to Tsakane from school in Braakpan, are taken by their parents to schools in white areas believed to offer a better education.

The inconvenient location of these schools always leads to problems for black parents about the welfare of their children.

The death of the Tsakane children highlighted one of them - transport.

As most of the schools are in white areas and almost impossible to reach via public transport, parents have been forced to organise minibuses to ferry their children to and from the schools at a cost of up to R150 a month.

The "taxis" have not proved to be the perfect solution, as shown by the Braakpan accident.

Parents' grievances include inconsistency, failure to keep time, lack of good strategy, overcrowding and serious allegations of verbal and sexual abuse, among others.

Ngameza said when the taxi picks Palesa up in the morning it is supposed to go straight to Randburg. But it doesn't.

"After collecting other kids in Meadowlands, Mzimhlophe and Orlando East, the taxi shoots to the owner's house in Diepkloof, where other children are waiting," Ngameza said.

"The children are then sorted out into different taxis according to destinations. Scimitan witnessed 25 children from Emmentaria and Greenside primary schools being bundled into a 15-seater minibus.

Two of the teenagers, Thembi Zulu and Ntompumelelo Tshabalala, said:

"We do not like being squashed in like this. We complain but the driver dismisses our objections."

Parents complain, threaten and act but very seldom do they get results.

Journalist Mr Louis Mazibuko's daughter switched to four different minibuses last year.

"On the third occasion the driver just disappeared," Mazibuko said.

"We had all paid the driver in advance. When his vehicle allegedly broke down, he did not inform us. Breakdowns are common."

These difficulties can affect the children's performance at school. Mabona Selebogo (12) nearly missed her ballet examinations last year following an accident involving the taxi she was travelling in.

Mabona was injured but she did not let the bruises hold her back.

She did the exam and passed, said her mother, Mrs Seshanyana Selebogo.

But the 13 Braakpan pupils' story did not have a happy ending.

Their deaths have rekindled parents' suppressed fears.

"We think of the risks but do not dwell on them because we do not have an option which would ensure our children's safety and a good education," Selebogo said.

"We let them travel long distances because we want the best education for them."

"If I had the money I would drop my children off and pick them up myself, or ideally buy a house within walking distance of the school," she said.

Selebogo blamed the "prevailing social order". If it were not for apartheid there would be no need for black parents to remove children from township schools.

Orlando East taxi driver Mr Thabo Semesa, who has operated a taxi for four years, came out subtly but strongly on the side of drivers.

Semesa said drivers entered into binding, even though unsigned, contracts with parents and most of them, including himself, always strove to honour their side of the bargain.

## Good shape

"I keep my vehicle in good shape and I am always on time for the children."

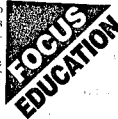
"But some parents are difficult. They listen to what their children tell them and do not listen to what the driver has to say."

"I think it is important that both parties communicate. If a child gives me problems, I always tell the parent," Semesa said.

Accidents happen and they are not always entirely the taxi drivers' fault, he said.

"I do not think any normal thinking man would deliberately fling a kombi-load of children on to another car."

"And no one can say which one of the two drivers involved in any accident was wrong, unless he or she was there."



# School in chaos over principal

Staff Reporter

CT 22/1/92

THE Dewaalville primary school in Heidelberg was in chaos yesterday after members of the community and teachers almost fought among each other in an attempt to prevent the principal from entering the school.

The local members of the ANC and some members of the divided community support the re-instatement of the old principal, Mr A C A de Bruyn, while others reject him.

The community's grievances started last year after allegations that Mr De Bruyn mismanaged the school. In a statement some of the school's teachers claimed that Mr De Bruyn discriminated against them and against students whose parents could not afford to buy the school uniform.

Teachers will protest until July 31 and some parents will be keeping their children at home. "We will protest until he is removed as principal," said a spokesman for the parents and teachers against Mr De Bruyn's re-instatement.

Police yesterday escorted Mr De Bruyn off the school premises.

# Crisis drives pupils away from Soweto

51  
2-3/11/92

THE reopening of coloured schools this week was marked by an increased number of black pupils seeking admission as more parents look to white, Indian and coloured institutions to educate their children.

The deepening crisis in township schools, characterised by another year of disastrous matric results, overcrowding and lack of facilities, is driving thousands of children to the suburbs and neighbouring coloured and Indian areas.

Teachers in Riverlea, Western Township and Eldorado Park say they have to deal with a growing number of pupils from black schools seeking admission.

"We have been enrolling children from Soweto since 1986 but there has been a remarkable increase this year," said a teacher in Eldorado Park.

When Model B and Model D schools announced they were full, parents turned to Indian and coloured schools.

A school principal at Riverlea said: "We admit all children but the bottom line is that we cannot admit more than the school can accommodate."

"A great number of parents from Soweto applied this year but our problem is space, so we had to turn many of them away." — *Sowetan Correspondent*

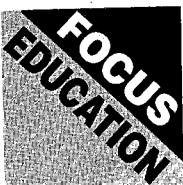
# Millions of rands go down the drain

By MATHATHA

**TSEDU**  
MILLIONS of rands are going down the drain each year as a result of damaged textbooks and misused stationery being thrown away by schoolchildren.

And unless parents and those involved in education take an interest in what happens to the books that their children are given, complaints of shortages of both textbooks and stationery will continue.

These are the views of



Venda's director-general of education, Mr AK Madzaga, who spoke to *Sowetan* about the endemic shortage of books in black schools.

Madzaga said pupils were "extremely careless" about the books given to

them by the government. "You can go into any school during the holidays and you will see what I mean. Books, very valuable books that are to be used by other pupils the following year, lie strewn in classrooms.

## Tax money

"Some books are torn, while others have been eaten by termites. These are books that must be used by those coming into those classes the following year. But our children do not seem to care. Parents, too, do not seem to realise that

it is their money."

Madzaga said

Another problem was the wastage of stationery that was never used by pupils.

"I have a child at school too and I know what I am talking about. The exercise books are never filled up and more than half of each book is wasted each year and is more often used as a score board for games of cards.

"Unless we find a way to utilise these unused pages, it is tax money going down the drain. And each year we are going to end up using

millions of rands to replenish both text and exercise books that we could have saved and used the money to build the much more needed classrooms," he added.

## Falling

Many schools in Venda were without books last week, leading to criticism by parents and student organisations that the department was failing to plan its programmes.

While he was commenting on the situation in Venda, the scenario he described is applicable to all black areas.

# DET closes Third PWV school over disruptions

*Some from*  
24/1/92 By PHANGISILE MTSHALI  
AND ALINAH DUBE

THE Department of Education and Training indefinitely closed a Soweto primary school yesterday, the third this year.

Yesterday DET Johannesburg Region announced the indefinite closure of Morutathuto Primary School in Meadowlands, Soweto, because of disruptions.

"There was no learning taking place because of power struggles. One group of parents wanted the principal to be expelled while the other wanted her to remain in charge," region liaison officer Mr Solomon Moshokoa said.

The closure of Morutathuto came less than 24 hours after the Highveld region "suspended activities" at KwaDukathole High School in Katlehong.

On Monday Tyilelani High School in Soshanguve was closed by the Northern Transvaal region.

However, teachers and parents of the affected school expressed disappointment at the unilateral decision to close schools.

KwaDukathole teachers and pupils and the Soweto Education Co-ordinating Committee said they would disobey the order.

SECC chairman Mr David Maepa said he received a letter saying the DET wanted "to restore order and discipline and reinstate the principal".

C

# Tiff over school premises

By LULAMA LUTI

TRUBLE is brewing in the East Rand township of Duduza following a decision by pupils at NN Ndebele High School to "take matters into their own hands".

Pupils met on Friday to demand a chance to solve a chronic accommodation shortage.

"Give us a chance to do it ourselves," demanded a pupil to cheers of approval.

A plea for patience drew the shout: "We will probably have to wait until the next century!"

A teacher said trouble began last year with a rumour that parents at Iphahamiseng Lower Primary wanted to reclaim their premises from NN Ndebele.

On Friday morning a group of Iphahamiseng parents and pupils marched to NN Ndebele to demand "our school

back" and disrupted classes.

Pupils at NN Ndebele have been housed at Iphahamiseng since it opened in 1987.

The teacher said: "The kids at Iphahamiseng are currently accommodated at Zakheni and Mmuso Primaries. Parents decided that they now wanted the school back.

Protestor Nonhlanhla Matlala said it was inconceivable that their chil-

dren should suffer while they had a school.

"While our kids were accommodated at Zakheni (primary) they were kicked out without explanation."

Duduza Education Coordinating Committee chairman Ratshwene Montoedi said the DET had not met its promise to build another school.

A mass meeting will be held today at the local community hall.

# 'Godfather' project for kids

By LULAMA LUTI

26/11/92

SOWETO businessman Godfrey "Godfather" Moloi is to fund a Saturday matric project to assist battling pupils.

He is awaiting applications from pupils and volunteer teachers before the project goes ahead.

"Only a limited number of pupils will be accepted on this project," he said this week.

"We are looking at about 100 pupils to benefit from free extra lessons on Saturday."

The classes will take place at the Mapetla High School. Moloi said the lessons would start as soon as

school teaching began in earnest. Most schools are experiencing disputes but the DET claims registration and the handing out of stationary are causing delays.

Moloi appealed to local teachers and university graduates, especially those trained in science and commerce, to come forward and offer their services.

"We are going to be very strict in our selection. We want people who are serious about their work.

"When they bring back the forms, pupils must be accompanied by their parents.

Application forms are obtainable from the Blue Fountain in

Mapetla. The telephone number is (011) 986-1142.

Meanwhile, the DET has closed yet another school, Morutathuto Primary in Meadowlands, Soweto.

PTA chairman, Abbey Lekoaletsoa, said Morutathuto had been running normally without disruptions. "The school was closed without notice."

Lekoaletsoa said that following the refusal of headmistress Hilda Grootboom to hand over the schools financial records to the PTA, he had approached the DET.

The DET response had been to summarily close the school.



# Schooling at

By LULAMA LUTI

SHARING a hostel complex with inmates would be unthinkable to many a township school-  
 kid — but certainly not to pupils at Siyathemba in Balfour, a little dorpie in the Eastern Transvaal.

Children flocked to schools last week only to be confronted with a shortage of facilities.

The shortage of schools and classrooms in the area has reached alarming proportions so the children are forced to share the only three schools available.

Anxious to have a place to call their own, after sharing with fellow pupils at Vusumuzi primary for two years, children at Bon'ukhanya Primary converted an unused section of the local hostel into classrooms and now go to school in the cramped conditions.

There are up to 60 children in a class and because there are only two windows in the rooms, the heat in them is unbearable.

The hostel previously accommodated employees of Siyathemba Town Council, half of whom have since moved out to the local squatter camp just outside the township.

Cipres 26/1/92 (51)

## Pupils and toddlers cram hostel

Bon'ukhanya Primary is one of two new schools in Siyathemba which are registered with the Department of Education and Training but exist only in name and registration number. They have no buildings.

The other school is Isifiso Sethu High School, whose pupils will be divided between Qalakusha and Vusumuzi primaries and Setsheng High School.

Said a local principal who is an executive member of the South African Democratic Teachers' Union: "We are entering the third week but teaching has not started. It is impossible."

City Press asked why more pupils are taken on when facilities are inadequate.

"We cannot send the children back to the streets. That would be condemning them to a life of poverty and perpetual slavery."

The principal, who declined to

be named, said the pupil intake increased every year and the only high school in the area also had to accommodate pupils from the 16 primaries from neighbouring farm schools.

Pupils at Bon'ukhanya are not the only ones forced to share the hostel. Toddlers who go to the Maria Mbhele Memorial Creche are accommodated in the other two rooms.

Creche Principal Maria Vilakazi told City Press of the dwindling number of children because the place was a health hazard. Parents withdrew their children every year.

"The creche is usually full and we used to have close to 200 children. We've since stopped taking on more children because the place is too small and gets unbearably hot in summer and very cold in winter.

"We have not had water in this area for ages. There is no electricity and the cooks have to get to the creche very early every morning in order to get the braziers ready. The situation is unbearable," she told City Press, pointing at rubber dustbins used to store water fetched from town.



SHARING... Facilities

# any cost



re so scarce that many children have to share them. ■ Pic: TLADI KHUELE

This frequently leads to a dubious allocation of resources and unproductive effort. I know of one foreign university that is establishing an ambitious, specialized graduate studies program in a S. African institution just down the road from another university offering a similar program of study. This makes no sense at all."

16. "An often over-looked practical problem Canadian institutions must be sensitive to is that most teachers in S. Africa and, indeed, in Southern Africa, are invariably being drawn to the southern part of S. Africa. If we accept the 'critical mass' argument being put forward, than we would likely only improve Southern universities. The result is that you'll drain the best teachers away from the north and leave those institutions in an even shakier

17. "There is often resentment toward in that they frequently displace should really be trying to train bursaries and scholarship prog Canadian faculty."

18. "Well-intentioned donors must diminish the educational infrastructure. The human resource development Southern African one as it is a institutional linkages should be universities. Further, their potential excellence not overlooked."

# DET officials 'run for cover'

By MZIMASI NGUDLE

*Sowetan 27/11/92*

ANGRY parents sent Department of Education and Training officials scurrying for cover yesterday when tempers flared during a meeting to discuss the closure of Morututu Primary School in Meadowlands, Soweto.

The chairman of the school's management council, Mr Molefe, was attacked as parents demanded keys for the school, which was closed last Thursday amid allegations of misappropriation of funds.

Parents resolved to defy the DET and open the school again. The DET said it had closed the school to restore order and reinstate the principal after frequent disruptions since 1990.

The chairman of the Parent Teachers Association, Mr Mbuyi Lekoaletoe, spoke of alleged mismanagement and misappropriation of funds.

Parents demanded instant dismissal of the principal Mrs Mda Groothoorn who they accused of failing to keep the school clean.

# Chaos plagues Reef schools



*Souléw 29/11/92.*

By PHANGISILE MTSHALI  
and ALINAH DUBE

CHAOS at Reef schools continued yesterday when pupils from an East Rand high school demanded a refund of their fees while in Pretoria unknown people burnt down a principal's home.

The house of Mrs Priscilla Makhafola, a principal at the Moretele Primary School in Mamelodi, was burnt down while she was at work, a Department of Education and Training Northern Transvaal spokesman said.

Police are investigating the incident.

A spokesman for the Katlehong branch of the Congress of South African

Students said classes were disrupted at Ntombizodwa High School when a group of pupils chased the principal away.

There has been no effective teaching at four other Katlehong high schools since last week.

In another incident pupils at the Sizwakele Secondary School in Secunda yesterday took over the enrolment of pupils themselves.

A spokesman for the DET's Highveld region, Levy Tshetlo, said pupils

locked the gates and took over enrolment and allegedly admitted only their friends.

In Soshanguve, community leaders visited homes of pupils who were considered to be troublemakers. A meeting was held with them which led to an agreement barring teachers and pupils from carrying dangerous weapons at schools.

Father Smangatiso Mkhathswa of the Soshanguve Residents Association said problems affecting local schools were

discussed at a meeting and some of them were resolved.

"A new positive and constructive spirit is now prevailing. Both the teachers and pupils have agreed to work together to solve their problems," Mkhathswa said.

Teaching is back to normal at Tiyelelani High School following a parents meeting on Monday.

A DET spokesman said the parents condemned the "pass-one, pass-all" pupil's demand. They also decided that the principal and teachers should admit pupils and adhere to the quota set for the school.

Parents undertook to monitor the situation and to ensure order and discipline for effective education.

The Duduza Education Co-ordinating Committee has also warned of imminent school disruption over platooning of schools, a system under which the premises are used in shifts by more than one set of pupils due to a shortage of accommodation.

# Race row brews over black pupils

Sowetan 29/11/92.

(S1)

**ALLEGATIONS of discrimination and unfairness have been made against a white Government school on the East Rand.**

By NKOPANE MAKOBANE

Some parents told *Sowetan* that they took their children to Leondale Primary School about two weeks ago but could not get places for them after they failed the entrance test.

The school was opened this year for pupils of other races.

A spokesman at the school has dismissed the allegations as "unfounded".

He said he found it ironic that when they had decided to open their school to black pupils some people regarded that as racism.

## Surprising

Mr Frans Magoro of Voslorus said his child and many others went to the school to write an entrance test. They were later told they had failed.

"It is very surprising that so many black children can fail. What surprises me is that some of the children had attended multiracial schools previously. If this is not racism, then I do not know what it is," he charged.

Magoro said what had annoyed many parents was that they also had to pay a R10 fee for the children to write the test and spent R11 on identification photos.

"I think they should not have made us pay the fee or have photos taken if they knew the chances of our children securing vacancies were slim," he said.

## Unfair

Another parent said she believed apartheid still existed. She did not know whether their children were denied vacancies because they were incapable or whether some people feared competition from them.

"I believe this is unfair because some of our children spent the whole of last year at home with the hope that they would be admitted to the school this year.

Another parent who lives at Leondale claimed that the less than 20 black children accepted at the school this

year were there to give the impression the school was multiracial.

The parent claimed that only 10 of the 400 children brought by parents were admitted last week.

The school's spokesman said the admission criteria was that candidates had to write an entrance test in mathematics and English.

## Admitted

"If they pass, they are admitted to school provided they meet the minimum criteria set down by the management council," he said.

He said that under Model B they did not have to admit people from other races and the management council made the final decision after the child had written a test.

"The minimum marks obtained in an entrance exam are there to clarify and uphold the standard of education. We cannot afford to drop the education standard of our school.

## Point a finger

"Parents should not point a finger at us, but should look at the state of education where their children come from. We cannot be made scapegoats when we adhere to regulations for enrolment.

"It is a pity that parents are spreading lies about the school. This action can only stir problems and that is the last thing we want," he said.

The spokesman said there were only about 160 children who came for the test and the school had admitted about 45 black pupils and not 20 as claimed.

## Applications

He said the R10 fee was to cover the cost for additional staff who had to be employed to handle applications as this was done after normal school hours.

The photos were needed because some people had cheated or tried to cheat before, he said.

## Township school overflowing

EDWARD MOLOINYANE (51)  
Staff Reporter

A PRIVATELY-FUNDED Khayelitsha primary school, wracked by controversy because of squabbles between township activists and the authorities over its administration, has been swamped by new pupils.

Since schools reopened last week thousands of parents have taken their children there to seek schooling for their children.

At a press conference yesterday principal Ms Nompumelelo Tywakadi said about

1 500 children had registered and more were pouring in.

The school, offering lessons from sub A to standard five, was designed to cater for about 400 pupils.

Nomsa Ebulumkweni Primary School was built by the South African Housing Trust and opened last year. It has 10 classrooms.

When the school opened, ANC activists said they had built it up and demanded a say in its running, including the appointment of teachers. A PAC-aligned headmaster appointed by the department was turned down.

2 SOUTH

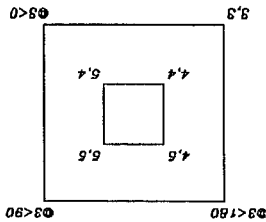
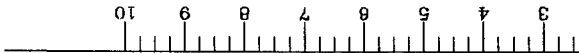


Fig 10

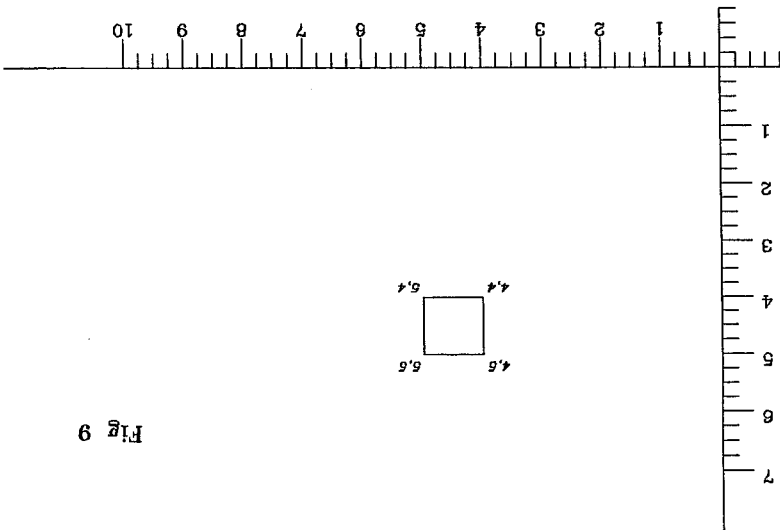


Fig 9



**NO ROOM TO BREATHE:** A Sub A teacher at the Nomsa Mapongwana Primary School has hardly room to breathe and definitely no space to turn in front of her blackboard with more than 200 pupils packed into her class. The school is the only one in the area, serving the communities of Macassar, Nelson Mandela Park and Harari

PIC: YUNUS MOHAMED

## 1500 into 10 just won't go

By Justin Pearce

CHILDREN stand shoulder-to-shoulder in a Sub A classroom at Nomsa Mapongwana Primary School in Khayelitsha. Some balance on the few desks to see over the heads of classmates.

The noise of 100 youngsters in the small space is phenomenal. The teacher has to shout "hlala phantsi!" (sit down) to make herself heard. The pupils jostle for places on the bare concrete floor. But even with the class seated and quiet there is no peace for the teacher.

The noise of singing and reciting floods in from the equally crowded classrooms next door.

In the yard outside, women wait patiently but resolutely. They are mothers and grandmothers who have come to seek their children's admission to the jam-packed school — and who will not leave until a place is found.

Nomsa Mapongwana Primary faces an equation that would perplex most high school maths pupils: how do you divide 1 500 pupils among 14 teachers and 10 classrooms?

The primary school is the only one in the area, serving the communities of Macassar, Nelson Mandela Park and Harari. The prohibitive cost of transporting children to

schools in central Khayelitsha has forced parents to seek places at Nomsa Mapongwana.

School principal Mrs Nompumelelo Tywakadi said the Department of Education and Training (DET) had promised new schools for the area for the past two years, but had failed to provide a single building.

The Nomsa Mapongwana premises were never intended as a school, but were donated to the community as a recreation centre by the SA Housing Trust.

For this reason parents see the school as community property, and feel strongly that their children have a right to be educated there, Tywakadi said.

"Many parents don't want to understand that the school is full. They are standing here waiting for a miracle," she said.

But with the school at bursting point, further applications have to be refused.

Although the running of the school falls under the DET, the department has allocated it a quota of 400 pupils and supplied books and furniture accordingly: less than a third of what is required. The DET provides salaries for only 14 teachers.

The problem is most acute in Sub A, where 500 children are crammed into three classrooms.

South 30/11 - 5/2/92  
(51)





**HEAVY TASK . . .** Mrs Lotta Mahlathshana teaches nearly 200 Sub A pupils at the Nomsa Mapongwana Primary School in Makhaye, Khayelitsha. Each desk is shared by at least four pupils while many sit on the cement floor.

Picture: STEWART COLMAN

**Staff Reporter**  
 MORE than 1 500 pupils were admitted and at least 400 others turned away from the Nomsa Mapongwana Primary School in Makhaye, Khayelitsha, the principal, Miss Nompumelelo Tywakadi, said yesterday.

Addressing a press conference at the school, Miss Tywakadi said she was calling on both the community organisations and the Department of Education and Training to render much-needed help.

As was the case last year, the school is expected to take pupils from Macassar, Harare, Town

(51)  
**School**  
*CT 30/1/92*  
**turns**  
**away 400**

Two and Mandela Park sections of Khayelitsha because there are no other schools in those areas. The DET has confirmed that the construction work of a 24-classroom school building for

Ebulumkweni School, the official name of the school, will begin in the second half of this year and should take about 12 months to complete.

The director-general of the DET, Dr Bernhard Louw, condemned as irresponsible the enrolment of more than 1 500 pupils "without the approval of the area manager concerned".

● Meanwhile, the National Education Co-ordinating Committee has called on pupils to register at the school of their choice, in a bid to tackle the overcrowding at the DET schools in the townships.

**Strain on teacher colleges**

**Staff Reporter**  
 TEACHER training colleges in the Peninsula are to set up extra classes and start an academic support programme to ease the admission of black students.

The Good Hope College is the only Department of Education and Training (DET) teachers' college in the Western Cape and can accommodate 200 students.

There were 9 000 applicants this year.

This emerged yesterday at a meeting between representatives from UCT, UWC, Peninsula Technikon and the National Education Co-ordinating Committee.

NECC regional spokesman Mr Fred Barron said coloured colleges were willing to admit extra students from the DET.

**Sit-in at school ends in arrests**

**JOHANNESBURG.** — A sit-in at the Jansenville town clerk's office by staff, pupils and parents of the Jansenville Public School ended abruptly at 2pm yesterday when they were arrested.

The group was demanding additional teachers for the school, a school spokesman said.

# DET's attitude gets parents on the boil

News of the Week

THE Department of Education and Training's (DET) summary closure of schools in response to disruption of classes could deny tuition to thousands of pupils.

More than half-a-dozen schools have already been closed in the Pretoria-Witwatersrand-Vereeniging area hardly two weeks after schools have opened for 1992.

The first school to be shut down was Tylliem, High School in Soshanguye, followed by Morantsho Primary school in Meadowlands and about four high schools in Katlehong.

### Criticised

The move, however, has been criticised by parents who accused the department of taking unilateral decisions on the closure of schools.

The parents argued that instead of closing down schools, the department should convene meetings to discuss any crisis.

In the case of Morantsho,

the department has been accused of being intransigent to the demands of the parents. Parents have demanded the expulsion of the principal, accusing her of misusing funds and refusing to cooperate with the school's Parent-Teacher Association (PTA).

### Expelled

The department claimed that only a section of parents wanted the principal to be sacked. Their demand could therefore not be met, the DET said.

Members of the PTA have challenged the DET to come forward and discuss the whole issue with them and prove that there was a section of parents who want the principal to remain in charge.

The conflict in Katlehong centres around the question of returning last year's textbooks in exchange for results. In a statement last week, the department said that students who did not return textbooks were

refused results and they were threatening teachers with violence.

### Banned

However, at a meeting held last week by representatives of several organisations operating in the township, members of the Congress of South African Students (Cossas) were reported to blame the Pan African Students Organisation (Paso) for spearheading threats against teachers.

Cossas members were reported to have claimed that their Paso counterparts in the school were harassing white teachers.

The department is known to have called a parents meeting for tomorrow to discuss the issue. Parents nevertheless criticised the department for closing down the school before such a meeting was held.

The department was not available for comment on the reasons that led to disruptions at Tylliem.

The department was not available for comment on the reasons that led to disruptions at Tylliem.



**CRAMMED IN . . .** The classroom says it all. Not another single pupil can fit into this check-block school in Khayelitsha in the Cape.

By Pict. FANIE JASON

**CP Correspondent**

TOWNSHIP schools around the country are full to capacity - but a primary school in Khayelitsha, Cape Town, is more full than most.

Norma Mampumwana Primary is supposed to have 400 pupils but there are more than 500 children in Sub A alone. More than 1 500 pupils

# Can't squeeze in 'even one pupil'

*CP Correspondent*

are crammed into the school's 10 small classrooms and still more kids are coming to enrol.

It's the only primary school serving about 80 000 people in Maccassar and the outlying area

a place for their children at the school.

"It's no good saying the children must attend another school.

"They cannot afford transport, most schools are already full and many of the children are too young to travel alone.

"There is not even space to squeeze in another Sub A," said Tywakkadi. The school's principal is "in hiding" from parents determined to secure

Nelson *Hansen* 12/19/2  
Mendela 1 Head of Department  
1 Teacher  
Oscar Mpenha 1 Head of Department  
2 Teachers  
1 Head of Department  
3 Teachers  
1 D Makize 1 Teacher  
Feteka 2 Teachers

#### Additional classroom places: Cape Peninsula

\*14. Mr K M ANDREW asked the Minister of Education and Training:

Whether any additional classroom places have been made available for the 1992 school year at primary and secondary schools in the Cape Peninsula; if not, why not; if so, (a) how many were made available at such (i) primary and (ii) secondary schools; and (b) what are the names of the schools involved?

B2/E

#### THE MINISTER OF EDUCATION AND TRAINING:

Yes.

(a) (i) 680 (as a result of the construction of new classrooms) 0 421 (due to the implementation of the platoon system)

(ii) 420 (as a result of the construction of new classrooms) 8 240 (due to the implementation of the platoon system)

(b) New classroom places as a result of the construction of new classrooms:

Primary	Classrooms	Places
Mkhanjisi	3	120
Mfuleni	14	560
Secondary		
Langa	12	420

New classroom places as a result of the introduction of the platoon system:

Primary	Places
Mifa	500
Chama	960
Instahayelelo	1 040
Nkazimbo	1 040
Encosheni	333
Lwa	333

#### HOUSE OF ASSEMBLY

#### INTERPELLATION

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

*Own affairs:*

State Revenue Fund: amounts returned

Mr C H PIENAR asked the Minister of Agricultural Development:

(1) Whether certain amounts for which provision was made in the estimates of his Department for the 1989-90 financial year were returned to the State Revenue Fund; if so, why;

(2) whether he foresees such an eventuality again occurring in the 1991-92 financial year?

B12E/INT

\*THE MINISTER OF AGRICULTURAL DEVELOPMENT: Mr Speaker, the reply to the question of whether money from the Department of Agricultural Development's budget for the 1989-90 financial year was returned to the State Revenue Fund, is yes.

What actually happened is that unspent funds in the amount of R81,3 million were redeposited in the Revenue Account; House of Assembly by the Department of Agricultural Development in terms of the Exchequer Act, 1975. Included in this was an amount of R41,7 million voted for emergency relief in terms of section 8(1) of the Exchequer Act, 1975. It was held over for appropriation in the next financial year. The reason for this was that farmers could not immediately submit their claims for approved repairs after flood damage during the 1989-90 financial year. Owing to delays in the submission and disposal of claims in respect of floods in Natal and the Orange Free State, and particularly as a result of further rains and further floods, high river levels and a shortage of earth-moving contractors, farmers could not complete the planned repairs in the financial year concerned. Consequently this amount was redeposited in the appropriation for additional expenditure for the financial year ending 31 March 1991. It was voted for the same purpose in the 1990/91 financial year and spent. This is normal State accounting.

The lion's share of the balance of R39,8 million was originally voted for stock farmers' disaster

drought relief scheme but, in the 1989-90 financial year, the department received claims for only R15,91 million in respect of this scheme, and this was paid because it had rained and the drought did not persist.

In consequence, it is difficult to budget exactly for this disaster scheme. In the 1987-88 financial year, for instance, R76,01 million was budgeted and all of it paid. The next year the amount was also R76,17 million. In 1989-90 it was only R15,91 million. The next year we budgeted for R80 million but only R9,94 million was paid. This year we budgeted for only R30 million and we have already paid R45 million. This is as a result of the unpredictable nature of droughts for which we have to budget. Consequently when there are surplus funds they are carried over to the next year, as has happened now.

With regard to funds this year, the funds which were budgeted for drought last year were therefore rolled over. For the question of whether funds will be redeposited this year, the reply is also yes. On the basis of statistics in our possession, it appears that we are approximately 2% within the 2% limit of the total amount voted, which is normal.

\*Mr C H PIENAR: Mr Speaker, this question was put *inter alia* as a result of the most critical comment which appeared in the Auditor-General's report on the appropriation in miscellaneous accounts of the Administration: House of Assembly for 1989-90 where the reason for this repayment is given, and this reason came from that hon Minister's department. I shall quote from page 32 of that report:

... the demand for financial assistance was less than expected, owing to improved agricultural conditions.

Does that hon Minister want to tell us now that his department furnished the Auditor-General with these statistics? From what other source could the Auditor-General have obtained them? Did his department say that agricultural conditions had improved during that period? I want to allege that this is an extremely cynical attitude which is characteristic of this Government and specifically that department's attitude toward farmers who are caught up in an unprecedented crisis.

#### HOUSE OF ASSEMBLY

Nominingsanelo	628
Lange	720
Hengisa	240
Total	6 421
Secondary	
Eubaniini	600
Inhlangiso	600
Kharratleu	370
Vuyiswa	250
Total	1 820
Grand Total	8 240

Note: The Department intends to build the following number of classrooms during 1992:

	Classrooms	Places
(a) Primary	156	6 240
(b) Secondary	63	2 505
Total	239	9 145

Transnet: hiring out of locomotives/carrriages

\*15. Mr F L E ROUX asked the Minister for Public Enterprises:

(1) Whether Transnet Limited hires out or makes available railway locomotives and/or carrriages to agencies in Africa; if so, (a) to whom and (b) for what consideration; *R415/91 4/2/92*

(2) whether this consideration has been paid to date?

B44E

#### THE MINISTER FOR PUBLIC ENTERPRISES:

PRISSE:

The Managing Director of Transnet Limited replied as follows to the Honourable Member's question:

(1) Yes.

(a) Swaziland, Zimbabwe, Zambia, Zaire, Malawi and Botswana.

(b) Locomotive hire varies from R2 000 to R3 000 per day. Carriage hire amounts to R358 per day.

(2) Yes, except in one case and arrangements in this instance have already been made.

# Thousands of pupils swamp pressured township schools

ETP 2/92  
51

Staff Reporter

THE heeding of the Back to Learning campaign call by the Congress of South African Students (Cosas) by thousands of pupils in Cape Town has resulted in a flood of pupils being turned away from overcrowded township schools.

Distraught parents are moving from school to school in a desperate attempt to enrol their children in Department of Education and Training (DET) schools which have been swamped by returning pupils.

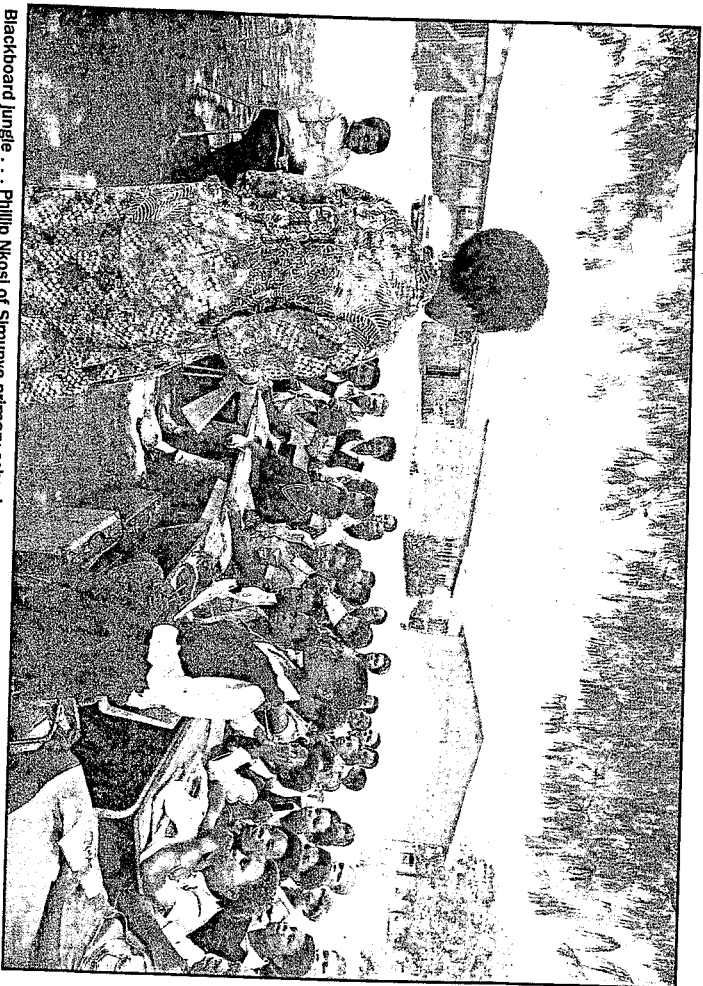
This follows the response to the poor black matric results in 1991 by

Cosas who launched the Back to Learning campaign in January.

Mrs Pam Mehlomakulu, principal of the Oscar Mpetha High School in Nyanga East, yesterday said teachers had to refuse entrance to about 150 pupils. The school can only accommodate 990 pupils and has already taken on 1 370, she said.

The National Education Co-ordinating Committee (NECC) has called on pupils to register at the school of their choice to resolve the overcrowding at DET schools in the townships.

The DET had not responded to the latest crisis in black education by late last night.



Blackboard jungle . . . Phillip Nkosi of Shimunye primary school answers a question under the trees.

Picture: Alf Kumalo

## STAR 5/2/92 Old toilets used as classrooms at Tokozo schools

By Abel Mabelane  
East Rand Bureau



The accommodation crisis at four Tokozo schools has resulted in old toilets being converted into classrooms at one of the schools and classes being held under trees at another.

Four classrooms at Shimunye Primary School are held under the trees, while some are held in pre-abricated classrooms donated by parents.

At Mkhondu school, old toilets have been converted into classrooms.

Teachers at these schools and the other two hit by the accommodation crisis, Thabo-Nkomo Primary School and Tlitsetsoeng Secondary School, said "planning" had been phased out due to political violence and gangsterism.

"Children frequently became victims of rape and assault when the school came out at 5 pm," a teacher said. Attempts to address the situation with DET officials had failed.

Spokesman for the Department of Education and Training's Highveld Region, Levy Tshelo, said efforts were being made to accommodate pupils at other schools.

# Black children need to study art to awaken the creative process

STAR 6/2/92

51

How many subject teachers do you know who plough through the syllabus without knowing about or caring about giving their pupils the opportunity to explore the direct art experience?

How often have you heard people say: "I can't even draw a straight line!" and with that they draw a line right through the whole creative experience and toss it aside as if it has nothing to do with them?

It is vital for teachers to develop high motivation among their pupils; to stimulate young minds until the spark of response lights up faces with the challenge of the idea.

Successful teachers are sensitive to the children's need to find the answers for themselves. This is how they stimulate the imagination, awaken the powers of observation, and develop the ability to perceive and explore the exciting individual experiences which are fundamental to art and to growing.

Art has always been an important part of traditional community life in Africa. It is hard to believe that its cultural importance in African society has been so disregarded that art as a subject has been neglected in black schools.

The result is that black teachers — and many white ones too — have no art background, and nothing to pass on to their pupils.

Not only is the world around us changing fast, but physical growth implies change and change can be frightening.

Just when their minds are most responsive and imaginative, when awakening social awareness and appreciation of their culture should become all-important in a child's development — it is switched off.

What do they miss?

Because black children do not study art as a subject in school they miss out on special ways of expressing thoughts and ideas. They have no idea about the plea-

tures of working closely in a group in a relaxed manner.

They do not know what it means to share the creative experience.

Their concepts remain weak, their confidence falters, and they grow up thinking that art is meant for those God-given talented ones in privileged schools, and therefore not important in their lives.

## Prisoners

Because we live in today's mechanised video-oriented society we have to understand what we see. All the more so because, with all the difficulties and complexities of our daily lives, as we grow older we are in danger of becoming prisoners of our technology, locked up in our concrete cages.

A weak product — be it essay, craft, painting or project — is merely a record of a poor process; often the result of poor teaching and motivation. But blacks are not the only ones who miss out. — Penny Howercroft.

# School rejects 'black' child

Sowetan 6/2/92  
By NKOPANE  
MAKOBANE

**MR MOSES Mathebula is fuming.**

Eden Park's Opelwag Primary School on the East Rand refuses to admit his child even though two of his other children attend the school.

The problem appears to be with the surname.

The school refuses to enrol Anastasia Mathebula into Grade 1 unless she assumes her coloured mother's surname.

Mathebula, of Tokoza Gardens, who is married to a coloured woman, told Sowetan the school principal told his wife the only way the child could be accepted was to use her surname.

In response, the DEC's director (communication services) in Cape Town, Mr Henry Jameson, said the Johannesburg inspectorate had been asked to refer the matter to the school's committee for a decision this week.

Mathebula's other children are in Grade 2 and Standard 4. They use their mother's surname.

"The principal told my wife the Department of Education and Culture (House of Representatives) has issued a directive that children of other races should not be accepted."

Last week his wife again went to the school and the principal told her there were no vacancies but the alternative would be for the child to take her surname.

"This is insulting and discriminatory," said Mathebula.



### Parents 'sack' principal

PARENTS at a new primary school in Worcester are preventing the newly-appointed principal, Mr SJ Swartz, from stepping onto the school grounds. (S)

"It is nothing personal," said parent Ms Pam van Schalkwyk, "but we think the former principal is better suited for the job." (S)

The protesting parents have organised a mass meeting, a petition, placard demonstrations, sit-ins and a delegation to education authorities since January. 50<sup>th</sup> 6/2-12/2/92

The new principal has only entered the school on two occasions. Both times parents stormed his office, packed his bags, handed him his spectacles and escorted him to the school gates.

Swartz refused to comment.



Admitted . . . Lucky Sihole with friend Danny Kedar at the Kedar home in Bryanston.

Staff Reporters **SMK** **7/2/92**

## Judgment prompts school to admit boy **(S1)**

A Bryanston domestic worker's son, who was refused entry into a local primary school because his mother did not own property in the area, is finally to be admitted to the school.

Lucky Sihole (10) was refused admission at the Bryanston Primary School last year because he did not meet one of the B model school requirements — that his guardian had to own property in the area.

In a bid to have the boy admitted to the school, his mother

Gladys Hlatswayo and her em-ployer Lily Kedar, sought joint guardianship in the Rand Supreme Court.

The judge, Mr. Justice Deon van Zyl, granted Mrs Hlatswayo and Mrs Kedar joint guardianship in November, but it was alleged that the school still refused to admit the boy because it was full.

The boy was then sent to a private school in Fourways.

On Wednesday, the judge gave his reasons for the decision and questioned the validity of the school's requirements.

"I should imagine that, at its most stringent, the requirements would be one of permanent residence, which does not necessarily entail proprietary rights. Surely a lesser or anyone else who has been granted rights of residence by the owner of property in the relevant area should be entitled to send his or

her children to a school in the area."

When told about the judgment the school headmaster, Nicholas Greville, denied that the boy's parents told him about the outcome of the court application. He said if the boy's mother had got back to him soon after obtaining the judgment, he could have enrolled Lucky at the school.

"Lucky can be admitted now

that he has met all the school's requirements. I am very upset about the whole matter. It could have been resolved without the media," Mr. Greville said.

We have quite a large number of black children in our school and at the moment we have 960 children in a school that was built to take 750.

After Mr. Greville consulted with Lucky's guardians yesterday afternoon both parties agreed that the boy could start at the Bryanston Primary School at the beginning of the second term.

Picture: Karen Fletcher

# Court decision gets Lucky place in school

*Sowetan 7/2/92*

(51)

A BRYANSTON domestic worker's son, who was refused entry to a local primary school because his mother did not own property in the area, will be admitted after all.

Bryanston Primary School refused to enrol Lucky Sithole (10) last year because he did not meet

## Sowetan Correspondent

one of the model B school requirements - that his guardian owns property in the area.

His mother Mrs Gladys Hlatshway and her employer, Mrs Lily Kedar,

then sought joint guardianship in the Rand Supreme Court.

The judge, Mr Justice Deon van Zyl, granted Hlatshway and Kedar joint guardianship over the boy in November but it was alleged that the school still refused to admit the boy because it was full.

Headmaster Mr Nicholas Greville denied that the boy's parents had told him of the outcome of the court application.

## Requirements

"Lucky can be admitted to the school now that he has met all the requirements.

"We have quite a large number of black children in our school. We are sitting with 960 children in a school that was built to take 750," Greville said.

After Greville consulted with Lucky's guardians yesterday afternoon, both parties agreed that the boy could start at the beginning of the second term.

# Big legal step sets son on school path

JOHANNESBURG. — In a bid to have her domestic worker's son admitted to a local primary school, a Bryanstan housewife sought and was granted joint guardianship of the child.

When Mrs Lily Kedar tried to enrol Lucky Sithole at Bryanstan Primary School she was told the child's guardian had to own property in the area. She and Lucky's mother, Ms Thandibwe Gladys Hlatswayo, were granted joint guardianship by Mr Justice Deon van Zyl in November.

Giving his reasons on Wednesday, he said the school's requirement, at its most stringent, should be permanent residence, "which does not necessarily entail having proprietary rights".

He was guided by the principle "that the court is the upper guardian of all children in its jurisdiction and that the prime consideration in awarding guardianship is the best interests of the child". — Sapa

# The kids suffer in order to learn...

So after 7/2/92

The above verses, under the title of 'Little Blessings', adorns the principal's office-cum-store room-cum-staffroom of Dan Pharasai Lower Primary School, at Ekwawa East, on the East Rand.

That is if you can call a five-roomed house, a parage and a goods shed a school. The occupants call them shacks.

But every morning 16 teachers wake up to spend a day in these cramped quarters to educate more than 1 000 pupils who come from the surrounding shanty settlement.

Dan Pharasai was started in 1989 by the Department of Education and Training. At that time the principal shared the house with the police and nurses. The pupils were taught in the nearby goods shed.

Today, three years later, the police and nurses have moved out and their place has been taken by social workers and the Isitapo / Themba Institution community/organisation.

By PHANGSILE MITSHALI

are held in the morning and Standard 1 and 2 in the afternoon.

This cuts their schooling shorter by one hour and in the lower classes they have even more schooling should be rainy or windy day.

The younger ones also usually give way to the other classes and finish the last 30 minutes of their lessons under a tree.

Despite the sweltering heat that made January the hottest month in 30 years, the principal and the teachers of the school calmly battle to effectively teach about 80 pupils a class.

DET appears to be making a habit of setting up "homeless" schools as the demands for more classrooms increase.

DET creates these schools, provides a skeleton staff of teachers, account of hundreds desks and other materials, but does not dig a single foundation for a decent building to



An open air class Sub B pupils cool off outside to escape the stifling heat and humidity of their tiny classroom which caters for 86 pupils.

**Despite the sweltering heat that has made January the hottest month in 30 years, the principal and the teachers of Dan Pharasai primary school have calmly battled to effectively teach about 80 pupils a class...**

51

As the pupil population of Ekwawa East grows and the pressure for another school increases, the DET has set up yet another school without a building. Thopedi Primary School, also catering for Sub A up to Standard 2, is a stone's throw away from Dan Pharasai.



To try and educate 1 000 pupils in only 11 classrooms Dan Pharasi teachers must resort to yet another DET escape route - the platoon system.

It has done this in Duduza, Etwatwa East, Vosloorus and in many other squalid camps that are mushrooming all over the country.

It was started in 1991, has 600 pupils and four classrooms in a structure that started out as a property developer's show house.

The house has toilet-size classrooms which accommodate up to 80 pupils each. And, once again, the platoon system has been instituted.

Thopedi has 11 teachers, including the principal.

On our arrival Standard 1 teacher was conducting a class outside in the strike-line shade of the building.

It was an English-reading period and they could not stay in the classroom they share with their little-Sib B brothers as they have to read out aloud.

As if aware of their plight, another Standard 1 class chorused after their teacher: "You can use a flat, it is still a home. Some use a caravan, it is still a home. As long as it keeps you safe and warm...it is a home."

### Parents

Responding to questions regarding the future of Dan Pharasi, DET's Highveld region chief director Mr JH Booysen said leaders for the erection of a new building will close on Tuesday.

He said parents had asked for the school to be established and housed in the farm house.

"Renovations of the building are out of question since the ground on which it stands has been proclaimed and rezoned for business by the Dawcyton Town Council.

"An alternative of having Dan Pharasi platoon with Melodi Primary are presently being discussed by DET officials, parents and teachers," he said.



Dan Pharasi Primary school pupils sit on the floor while waiting for another class to empty. Lessons are cut short so that all can get an education.

The University of Cape Town rejects racism and racial segregation and strives to maintain a strong tradition of non-discrimination with regard to race, religion or gender in the selection and promotion of its staff and in its administration.



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SALDRU - Documentary Photography Project

Research Division · School of Economics  
 Research Building · University of Cape Town  
 Private Bag · Rondebosch 7700  
 Telephone: 650-3274  
 Fax No: (021) 650-3726



**Teachers and parents of the Morutathuto Primary School in Soweto protest at its closure**

## School closure protest

*New Nation (Kaminy Nation) 7/2-13/2/92 (S1)*

THE dispute between parents and teachers and the Department of Education and Training (DET) over the closure of Morutathuto Primary School, in Soweto, continues. And parents and teachers expressed their disapproval through placard demonstrations last Friday.

The parents are demanding the expulsion of the school's headmistress, Hilda Grootboom, alleging that she has misused funds and developed a hostile attitude toward the Parent-Teacher-Association (PTA).

One of the protesters, Palesa Popi, told PUPILS FORUM that Grootboom forced parents to donate an amount of R10 for each student since 1989 for the rebuilding of school premises which were later repaired with funds made available by the DET.

Grootboom is also reported to have opened a tuck-shop in the school. Parents and teachers disapprove of the move, Popi said.

Popi said parents were demanding to be refunded since the DET had rebuilt the school. They are also demanding to see the school's financial statements.

Meanwhile, the suspension of classes in several Katlehong schools is expected to continue for some time, since members and supporters of the Pan-African Students Organisation (Paso) have not withdrawn their threats against white teachers, since an elderly teacher was attacked and set alight last week. The PAC condemned the action.

However, commentators have suggested that the crisis in Katlehong is a direct result of the department's failure to administer black education properly. The department has been challenged to look into the possibility of handing over schools throughout the country to parents and teachers and to dissolve itself "as a matter of urgency".

## Community school project 'sabotaged'

HUNDREDS of children in the fast-growing settlement of Orange Farm in the Vaal are without schools and a Department of Education and Training (DET) official is charged with having interfered with a community project aimed at addressing the need.

Local community leader, Edna Mlangeni, said she planned to build a prefabricated school with five classrooms for R51 532. The community was prepared to raise the money through monthly fees from each pupil, she said.

In January, the Transvaal Provincial Administration granted her a site at Extension Seven for the school.

In the meantime, she managed to accommodate the pupils at more than 20 show houses belonging to a private company.

The DET provided her with educational instruments and seven teachers, and the pupils started with their classes last Monday after the community had arranged that the parents would contribute an amount of R20 each every month.

Mlangeni said this week that a DET inspector, Shadrack Modise, from the Vaal region, had visited the show-house school and told pupils not to pay their monthly fees as the school was not recognised by the DET. He could not be reached for comment.



# No room for Rubena in 'white school'

5144 8/2/92

## GRAHAM LIZAMORE

Weekend Argus Reporter

HERMANUS is the seaside village President De Klerk likes most — but, ironically, it is also one of the few towns in the Cape where white schools are still turning away children of colour.

Hermanus might be the playground of the rich and the political decision-makers planning a new South Africa, but its residents have made sure that "their" schools remain as white as the town's beaches.

While a local dual-medium school is prepared to admit children whose parents belong to the diplomatic corps or if they are foreign nationals, local children such as Rubena Sulliman are denied access because they are not white.

Rubena, a shy, bright 11-year-old, has been at a private school in Hermanus since she started school four years ago. Her father, Mr Abe Sulliman, said their home language was English. Because Hermanus Primary is dual-medium they wanted their daughter to go

there instead. He said many other coloured parents sent their children to the private school.

Abe and his wife, Shreeen Sulliman run a small take-away business in Hermanus and they now fear that whites will boycott them because they have gone public.

"But it has become a matter of principle," Mrs Sulliman said.

There are other parents in the same position as the Sullimans. A Hawson teacher who asked not to be named said

that English-speaking "coloured" families had been sending their children to the Montessori school because it was the only English medium school they may attend.

For two years Mr Sulliman has worked behind the scenes to get his daughter into Hermanus Primary.

He said he had spoken to the Nationalist MP for the area, Mr Lammie Pick, and had been told to wait.

A letter from the principal of Hermanus Primary, a Mr Nel, states that the manage-

ment council met the then Minister of Education, Mr Piet Claese, who had said that Rubena could not be admitted "under the present constitution".

The chairman of the Hermanus Primary School management committee, Mr Koenigelenberg, was not available for comment.

However, in a letter, to parents he reveals that the committee has investigated the government's alternative "models" and is in favour of Model B.

## Barred head (S) on study leave

Staff Reporter

A WORCESTER principal who was barred from his school last week by angry parents has gone on study leave.

A Department of Education and Culture spokesman said yesterday that the deputy principal of the Worcester Catholic Primary School, Mr William Issel, had taken over from principal Mr S J Swartz, who is away for a year.

Parents claimed that Mr Swartz's employment was political because of suspected ties with the Labour Party. (S) (C) (P)

# With a little bit of luck (51)

By NOMVULA KHALO

*of press 9/2/92*  
A 10-YEAR-OLD Bryanston boy, Lucky Sithole, has been allowed into the school which refused to admit him last year.

Sithole, son of domestic worker Gladys Ngwenya, could not get into the local primary school because his parents did not own property in Bryanston.

According to Model B requirements, a child can only be admitted to school if the parents own property in the area.

His mother and her employer, Lily Kedar, were granted joint guardianship of Lucky at the Rand Supreme

Court last year, but said the school still refused the boy entry because it was full.

Headmaster Nicholas Greville denied the court put pressure on the school. He said Lucky's mother and her employer did not tell him about the court granting joint guardianship.

Greville said: "Sithole can be admitted to the school now that he has met all the requirements.

"We have quite a large number of black children in our school."

Said Kedar: "We did not go to court against the school, but to be allowed to become Lucky's legal guardians so that he could be admitted."

South 13/2-19/2/92

### DET promises school

FOLLOWING a protest by parents from Nomsa Mapongwana Primary School in Khayelitsha, the Department of Education and Training has agreed to provide a new school building and more teachers. (51)

The school currently has 1 700 pupils in 10 classrooms, with a staff of 14. (225) (220)

Last week, DET regional director Mr JHP Brand visited the school after more than 100 parents protested at his office.

The DET has undertaken to transfer six new teachers to Nomsa Mapongwana to enable a staff of 20 to work on a platoon system. Work on a new school with 25 classrooms is expected to start in the new financial year.

# Farmer threatens to shut school

*New Nation (Learning Nation)*  
A FARMER near Lanseria Airport is set to jeopardise the future of hundreds of children by refusing to let them attend the school on his property.

Swartkop Valley School, according to parents, was built by the previous owner who died. The farm was then sold to a BA Billet.

Billet is reported to have demanded that the school be bought by the Department of Education and Training (DET) or anybody else, failing which he would stop children from attending.

He has carried out his threat. He has reportedly barred children from attending the school on several occasions since last year.

Last Friday he reportedly chased the children away and only re-admitted them after he was given an undertaking by an unnamed Pre-

*14/2-2012/192*  
toria DET official that the school would be bought. ~~(S)~~ (S) ~~(S)~~

However, parents claim that either the DET or the principal of the school are dragging their feet in addressing the issue.

The expulsion of children was reported to have started earlier last year and the principal, known only as Bogatsu, had constantly refused to make the issue public. He argued that the department would fire him if it was known that he had taken the issue to the people or institutions other than the department.

Neither the department nor the farmer were available for comment, but PUPILS' FORUM learned that Billet had undertaken to expel the kids again should the department fail to settle the matter urgently.

ARG 15/12/92

# Hawston students travel far to make the grade

**GRAHAM LIZAMORE** (51)  
Weekend Argus Reporter

FOR pupils in the fishing village of Hawston near Hermanus, apartheid and a lack of facilities turn the usual celebration of passing Standard 7 into a long-distance struggle against frustration and high expenses.

Hawston Primary School, with over one thousand children, takes its pupils to Standard 7. From there — and there are more than 60 students hopeful of passing this year — they have a choice of a number of schools, all of them up to 60 km away in Grabouw, Caledon and Stellenbosch.

Although work has started on a new high school in town to accommodate Hawston students, the only school close to Hawston now is the Hermanus High School which is, however, "out of bounds" to people of "colour".

The chairman of the management council of Hermanus High School, Mr A Du Toit, said the country's policy was that a Model B had to be accepted by 80 percent of the parents in a poll of at least 75 percent before coloured pupils could be admitted.

He said a "referendum" had been held and parents had voted overwhelmingly not to adopt Model B. He said it was not a formal vote but only 20 percent of the parents had voted for Model B and 80 percent wanted to maintain the status quo.

While students wait at least 18 months for the new high school to be completed, which should accommodate about 600 pupils, they have to rely on a bus system that parents call a "nightmare".

"They are totally unreliable and often don't turn up," said a mother who asked not to be named.

She said the worst time was when the buses broke down during exams and the parents were forced to hire taxis to get their children to and from the high school more than 60 km away.

my latest announcement I have not yet given attention to this aspect.

**MR. I. HHOON:** But why did you not say that on *Agenda* last night? [Interjections.]

**THE CHAIRMAN OF THE HOUSE:** Order!

**MR. R. M. BURROWS:** Mr. Chairman, arising from the hon. the Minister's reply, do I understand that he exercised a discretion to open a school as a model B school when they did not reach that total, is now exercising a discretion to convert the model B school to a model C school without a vote, and may he exercise a discretion in the Act to take the model C school back into the State's fold? Do I understand that correctly? [Interjections.]

**THE MINISTER:** Mr. Chairman, that hon. member is always very bright, but this time he's unfortunately mistaken. [Interjections.]

**Pupils assessed on sliding scale**

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

- (1) Whether his Department is conducting or has conducted an investigation to determine how pupils can be assessed on a sliding scale, based on the average annual income of parents at a particular school, with regard to the operating expenditure, excluding staff expenditure, of the school concerned; if so,

- (2) whether he has taken any decisions in this regard; if so, (a) what do these decisions comprise and (b) how will they affect parents financially;

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

B00E

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) The Department is investigating different methods of funding, taking into account the needs of each parent, school and/or community on a continuous basis. The question is which is referred to in the possibility is also being investigated;

- (2) no;

- (3) (a) and (b) fall away;

- (4) no.

HOUSE OF ASSEMBLY

*House*  
buildings in Bloubaersdam and Paarl; if so,

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

B100E

**THE MINISTER OF LOCAL GOVERNMENT:**

- (1) Yes.

- (2) Yes.

The consideration of appeals in terms of section 4 of Ordinance 15 of 1985 and subsequent regulations, have been assigned to the Minister of Local Government: House of Assembly, who in turn assigned that power to the Ministerial Representative.

The decision of the Ministerial Representative is final until such time as this decision is reviewed by the Supreme Court.

The Ministerial Representative is requested to supply reasons if it is deemed to be in the public interest:

An investigation into new legislation is presently being undertaken in connection with township development in special management. It appears from the principles which have already been released to the public that the decision must be public and that reasons for decisions be made known. It then appears that the legislation should include measures regarding the handling of disputes. It is accepted that disputes are inherent to the processes of considering matters on special management and the legislation should therefore contain measures that will assure that disputes are resolved in an independent, just and reasonable manner. The acceptable principle of an independent hearing must certainly apply in this regard.

**New questions:**

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

*SI*  
Cape School Board areas: adoption of models  
Whether all schools in the Cape School Board area have adopted one of the new models A, B, C or D; if so, when did the school adopt one of these models; if not, (a) which schools have not done so and (b) which of those

schools have not held a ballot amongst their parents?

B128E

**THE MINISTER OF EDUCATION AND CULTURE:**

No.

- (a) Harfield Road Pre-primary School, Claremont

- (b) Mollens Road Pre-primary School, Claremont

- Red Cross Hospital Pre-primary School, Rondebosch

- Mary Kilm Primary School, Observatory

- Robben Island Primary School, Robben Island

- Simon van der Stel Primary School, Wynberg

- Tenterden Primary School, Wynberg

- Larskool Zwaanswyk, Retreat

- De Grendel Special School, Milnerton

- (b) Harfield Road Pre-primary School, Claremont

- Mollens Road Pre-primary School, Claremont

- Red Cross Hospital Pre-primary School, Rondebosch

- Mary Kilm Primary School, Observatory

- Robben Island Primary School, Robben Island

- Simon van der Stel Primary School, Wynberg

- Tenterden Primary School, Wynberg

- De Grendel Special School, Milnerton

The other schools have obtained permission to implement model B.

**Parow School Board areas: adoption of models**

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

Whether all schools in the Parow School Board area have adopted one of the new models A, B, C or D; if so, when did the school adopt one of these models; if not, (a) which schools have not done so and (b) which of those schools have not held a ballot amongst their parents? *SI*

B129E

**THE MINISTER OF EDUCATION AND CULTURE:**

No.

HOUSE OF ASSEMBLY

- (a) Husselrad Pre-primary School, Tygerberg (S) Melchbousstrand Pre-primary School, Melchbousstrand Paarl Hospital Pre-primary School, Paarl Pado-Audiological Pre-primary School, Tygerberg Parow Preparatory School, Parow Parowvallei Preparatory School, Parowvallei De Hoop Primary School, Somerset West Hendrik Louw Primary School, Strand Marakoel Leuchenthal Strand Maria Vasa Primary School, Montevue Borland Agricultural High School, Windmeul Du Preez/Tygerberg High School, Parow East Farning High School, Goodwood Farning High School, Wellington L. D. van der Horst High School, Paarl Hoërskool Strand, Strand Hoërskool Tygerberg, Parow,
- (b) Husselrad Pre-primary School, Tygerberg Melchbousstrand Pre-primary School, Melchbousstrand Paarl Hospital Pre-primary School, Paarl Pado-Audiological Pre-primary School, Tygerberg Parow Preparatory School, Parow Parowvallei Preparatory School, Parowvallei Hendrik Louw Primary School, Strand Leerskol Leuchenthal Strand Boland Agricultural High School, Windmeul Du Preez/Tygerberg High School, Parow East Farning High School, Goodwood Farning High School, Wellington L. D. van der Horst High School, Paarl Hoërskool Strand, Strand Hoërskool Tygerberg, Parow,

The other schools have obtained permission to implement model B.

Teachers at models C and B schools: Transvaal

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

- (1) Whether teachers at model C schools in the Transvaal have been offered early retirement benefits and re-employment in model B schools in that province; if so,

how many teachers (a) does this affect and (b) have acted on this offer.

(2) whether, when this offer was being made, teachers were informed that a future government could repudiate benefits under the Government Service Pension Fund and that it was to their advantage to take up the early retirement and re-employment offer; if so, why were they so informed;

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

B140E

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) No, teachers have been offered retirement benefits or re-employment,
- (a) and (b) fall away;
- (2) no;
- (3) no.

**Teachers offered alternative employment**

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

- (1) Whether he has taken or intends to take action to ensure that all teachers whose services are to be terminated as a result of restructuring are offered alternative employment in other education departments before being offered the possibility of early retirement benefits; if not, why not; if so, (a) under what conditions will the transfer be offered and (b) how many personnel does this affect;
- (2) whether the services of teaching staff employed on a permanent basis may be terminated early as a result of the abolition of a post; if so, (a) under what conditions and (b) in terms of what statutory provisions and/or regulations;
- (3) whether he will make a statement on the matter?

B141E

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) No, because the Minister of Education and Culture, Administrator, House of Assembly is not empowered to transfer

teachers to other education departments when their services are terminated in his Department,

(a) and (b) fall away.

- (2) yes,

(a) on conditions as prescribed in the Government Service Pension Act, 1973 (Act No 57 of 1973) and Regulations promulgated in terms of this Act,

(b) in accordance with Section 71(1)(b) of the Education Affairs Act, 1988 (Act No 71 of 1988) and Regulation 4(2)(a) promulgated under the Act.

These sections indicate when the Minister may discharge a person in his service and under what terms he may be appointed to a vacant teaching post;

(3) no.

**QUESTIONS**

Indicates translated version.

For written reply:

General Affairs:

SAP crime prevention

43. Mr. P. G. SOAL asked the Minister of Law and Order:

- (1) Whether special steps are being taken by the South African Police to prevent crime from increasing in the Johannesburg police districts; if so, what steps;
- (2) whether steps are being taken to inform the public of the existence of the Reserve Police Force and neighbourhood watch concepts; if not, why not; if so, what steps;

B72E

**THE MINISTER OF LAW AND ORDER:**

- (1) Yes, I wish to draw the attention of the honourable member to my answer to written question 25 on 17 February 1992 in the House of Assembly.

At present there are two satellite police stations in the centre of the city, namely in Small Street, Waudel Avenue and Bank

City. These two stations are operational in the city centre where immediate attention can be given to complaints received by the public.

A crime unit has also recently been established comprising an officer and twenty-five members and is situated at Small Street Satellite Station. This unit is chiefly deployed in areas where an increase in crime occurs. A computer is also in operation at this unit to determine crime tendencies.

A business watch comprising 60 members is also situated at Small Street Satellite Station.

Johannesburg's city centre is divided into twenty blocks and crime prevention patrols are carried out daily between 07:30 and 17:30 by the business watch.

A tourist protection unit comprising six members is also situated at Small Street Satellite Station.

In other station areas in the Johannesburg district where there is an increase in crime, crime prevention units in co-operation with investigation units are employed in order to prevent crime.

Observation duties are planned regularly. Special mopping-up operations and general crime prevention is carried out in the city centre.

The Traffic Department is employed in all large operations.

Areas are first identified and then patrolled daily, as part of Operation Sentry, with radio-equipped vehicles.

At least once a month all available mopbers with vehicles, and when available with helicopters, are employed in problem areas.

Special crime prevention units have been established at each station in the Randburg area. In addition to these units, a crime prevention unit has also been established for the district. Problem areas are identified by them and vehicle and foot patrols are carried out by members of this unit in civilian clothes.

Office personnel are relieved daily of





NEW EXPERIENCE . . . These toddlers are learning English at kindergarten. ■ Pic: SIPHIWE MHLAMBI

## Pre-school breaks new ground

By STAN MHLONGO

AMID the squalor of Evaton township in the Vaal, lies an example of hope for a better, new South Africa.

Shirley's Day Care Centre - the first kindergarten in the Vaal townships that uses English as a medium of instruction - is breaking new ground.

The kindergarten has been specifically created to meet the demanding needs of the model B schooling system.

For Tex and Shirley Tsoetsi, a husband and wife team of qualified teachers from Small Farms in Evaton, the challenge for a "new"

education system dates as far back as 1990.

"It became clear to me that there was a communication breakdown experienced by black children who were entering Model B schools in large numbers," she said.

The couple then decided to help prepare township children for admission into English-medium schools.

However, opening the kindergarten on January 6 this year was a rough ride. First the couple had saved for almost three years to see their plan get off the ground.

The couple hired two qualified

teachers, whom they concede they are paying "far below their worth". They are also forking out "considerable" amounts from their own pockets for teaching materials.

"For toys we bought word puzzles - the intention being to teach children while they are playing," said the one teacher, Sophie Thinteng.

To ensure high quality, kindergartens in white suburbs were scrutinised closely, added her colleague, Meadow Ramagaga.

Admission costs R80 (R50 for tuition and R30 for food), but the school is also looking for sponsors.

# Parents to march on DET

PARENTS of children at Megatong Lower Primary school in Soweto have decided to march to the Department of Education and Training's offices to demand that the school be repaired.

The parents were spurred into action after a Standard 1 pupil, Joel Masekwameng, was injured by a plank from a ceiling while in class.

Masekwameng was taken to a clinic for a facial injury. Several other pupils have been injured by falling bricks, according to parents.

The school's toilet seats are broken, as are window panes, three classes are without doors and the principal has not had an office since 1985.

Parents are demanding a security guard because the school is vandalised every weekend.

"We sent a delegate to the DET's Ormonde office but nothing was done," said Mrs Maria Lehuiso, a parent.

"How are our children expected to learn in such an unsafe and filthy environment?"

Parents have called another meeting for Saturday.

- Tweepsrun Secondary School (Johnnies)
- Milvern Primary School (Johnnies)
- Orange Grove Primary School (Johnnie-nesbury?)
- Troyville Primary School (Johnnie-nesbury?)

(c) 30 January 1992.

\*Seconded from the Department of Education and Training.

**Various schools: number of pupils**

8. Mr A GERBER asked the Minister of Education and Culture:—  
 (a) How many (1) *status quo*, (ii) model A, (iii) model B, (iv) model C and (v) model D schools are there under the control of his Department at present, (b) how many (1) White and (ii) non-White pupils are enrolled at each of these types of schools at present and (c) in respect of what date is this information furnished?

BEGZE

**THE MINISTER OF EDUCATION AND CULTURE:**

- (a) (i) 1 233
- (ii) 1\*
- (iii) 692\*
- (iv) 51\*
- (v) 6
- (b) (i) and (ii) official enrolment figures not yet available;
- (c) Cape and Transvaal: 31 January 1992
- Natal: 3 February 1992
- Orange-Free State: 28 January 1992

**Model D schools**

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

Whether he has declared certain schools under the control of his Department to be model D schools; if so, (a) which schools, (b) in what way was the parent community consulted in

the matter, (c) how many (i) White and (ii) non-White pupils are enrolled at these schools and (ii) in respect of what date is this information furnished?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (a) Orange Grove Primary School
- Troyville Primary School
- Milvern Primary School
- Norbertus Primary School
- The Orange Primary School
- Tweepsrun Secondary School,
- (b) the parent community concerned was consulted in the normal way before each of the schools was closed,
- (c) (i) and (ii) official statistics for 1992 are not yet available,
- (d) 30 January 1992.

**Rent-controlled premises: Hillbrow constituency**

12. Mr L FUCHS asked the Minister of Housing and Works:

- (1) How many rent-controlled premises were there in the Hillbrow constituency as at 31 December 1991;
- (2) how many such premises were decontrolled in that year;
- (3) whether he will furnish the House with the (a) address and (b) description of each of the premises so decontrolled; if not, why not, if so, what are the relevant details?

B70E

**THE MINISTER OF HOUSING AND WORKS:**

(1) On 31 December 1991 there were still 775 units, comprising of 6 dwellings and 769 flats, subject to rent control;

(2) two blocks of flats comprising of 41 units were conditionally exempted from rent control during 1991 subject to the granting of continued protection to the tenants thereof if and for as long as such tenants comply with the prescribed requirements for continued protection.

cont.

(3) Yes  
 (a) John Court  
 23 Edith Cavell Street  
 Hillbrow  
 Tasmijn Heights  
 Cam Cham and Koeh Streets  
 Hillbrow

**Departmental schools closed**

13. Mr K M ANDREW asked the Minister of Education and Culture:

Whether any schools falling under his Department were closed down in or at the end of 1991; if so, (a) which schools, (b) where were they situated and (c) what was the combined (i) pupil enrolment in 1991 and (ii) potential capacity of these schools?

B109E

**THE MINISTER OF EDUCATION AND CULTURE:**

Yes,

- |                                     |                        |
|-------------------------------------|------------------------|
| (a) Middepos Primary School         | (b) Middepos           |
| Golden Valley Primary School        | Somerset East District |
| Maidlands Commercial High School    | Craddock               |
| Greyville Primary School            | Craddock District      |
| Copperton Primary School            | Copperton              |
| Marthinus Postma Preparatory School | De Aar                 |
| Langley Primary School              | Kranya District        |
| Brakfontein Primary School          | George District        |
| Thornton High School                | Cape Town              |
| Thorn Park Primary School           | East London District   |
| Maedantown Primary School           | Maedantown             |
| Kango-Sentral Primary School        | Oudtshoorn District    |
| Brandhoek Primary School            | Oudtshoorn District    |
| Juie Primary School                 | Oudtshoorn District    |
| J J du Preez High School            | Parow                  |

- |                                    |                      |
|------------------------------------|----------------------|
| Vendoriel Primary School           | Elrande Bay          |
| Trial Primary School               | Traxal               |
| Her Kikus Primary School           | Pikeberg District    |
| Spendrift Primary School           | Vredendal District   |
| Southall Primary School            | Grahamstown District |
| Thorhill Primary School            | Thorhill             |
| Ethel Valentine Primary School     | Port Elizabeth       |
| Richard East Primary School        | Richard East         |
| Seven Fountains Primary School     | Grahamstown District |
| Kruster Primary School             | Uitenhage District   |
| Conswold Primary School            | Port Elizabeth       |
| Compacta Primary School            | Bot River            |
| Louisa Primary School              | Louisa               |
| Bloebospan Primary School          | Vryburg District     |
| Boochrivier Primary School         | Worcester District   |
| Worcester East High School         | Worcester            |
| Die Bron Primary School            | Worcester District   |
| Hoerskool Saanwerk                 | Durban               |
| Namdu Park Primary School          | Newcastle            |
| Klips Senior Primary School        | LadySmith            |
| Keate Street Junior Primary School | LadySmith            |
| Forest Hills Junior Primary School | Pietermaritzburg     |
| The Grange Primary School          | Pietermaritzburg     |
| Butler Primary School              | Butler               |
| Phinetown Music School             | Phinetown            |
| Junior Primer Skool Voorreiker     | Pietermaritzburg     |
| Senior Primer Skool Voorreiker     | Pietermaritzburg     |
| Hoerskool Gert Maritz              | Coronation           |
| Vryheid Coronation Primary School  | Coronation           |
| North Crest Primary School         | Durban               |

cont ->

Umzimvo Primary School	Umzimvo	Laerskool Sterkriver	Pogietrusus District
Lotus Batha Primary School	Durban	Laerskool Matvern	Johannesburg
Dalton Primary School	Dalton	Laerskool Rust de Winter	Rus-de-Winter
Tee See Pre-Primary School	Pietermaritzburg	Laerskool Drakensburg	Pudrinus van Dis-trict
Maritzburg Model School	Pietermaritzburg	Laerskool Jan van Vuuren	Potchefstroom District
Junior Primere Afrikanese Skool	Durban	Laerskool Edenvale	Edenvale
Hoër Landbousskool Tweespruit	Tweespruit	Laerskool President Kruger	Pretoria
Primere Skool Viljoensdriif	Sasolburg District	Laerskool Vaalkop	Brits District
English Primary School	Kroonstad	Laerskool Johann Rissik	Johannesburg
Rheederpark Primary School	Welkom	Laerskool Swartregens	Swartregens
Elders Secondary School	Oendanaalsrus	Laerskool Bloemhof	Bloemhof
Primere Skool Vines	Ladybrand District	Laerskool Ogies	Ogies
Primere Skool De Brag	Bioemfontein District	Laerskool Marthinus Wessels	Volksrust District
Primere Skool Ben Haverman	Verefontein	Laerskool Albertskroon	Rooodepoort
Primere Skool Erteldal	Kestell District	Laerskool Geluk	Brits District
Primere Skool Aftikaskop	Kestell District	Laerskool Die Trap der Jeugd	Johannesburg
Primere Skool Arlington	Arlington	Kleuterskool Magretjefe	Johannesburg
Primere Skool Slanghoek	Bethlehem District	Gummy Bears Pre-primary School	Johannesburg.
Primere Skool H F Verwoerd	Oranjerang	(c) (i) 8 638.	
Primere Skool Genewa	Kroonstad	(ii) 22 386.	
Primere Skool Susiedaar	Wesselskroon District		
Primere Skool F J Compe	Parys District		
Primere Skool Rosary	Zastron		
Primere Skool Sourpan	Sourpan		
Hoërskool Kennington	Johannesburg		
Laerskool Brakhoof	Swartregens District		
Laerskool Jubileum	Johannesburg		
Laerskool Melkriver	Nylstroom District		
Laerskool Bioedrivier	Groblersdal District		
Laerskool Hugenoot	Johannesburg		

Schools: introduction of levy fees

19. Mr A GERBER asked the Minister of Education and Culture:—  
 (a) Whether he is considering the introduction of levy fees at schools under the control of his Department; if so, what are the relevant details?  
 B170E

The MINISTER OF EDUCATION AND CULTURE:

No.

Additional posts of director: Education and Culture

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

*continued*

Whether his Department created any additional posts of director in 1991; if so, (a) how many, (b) what are its financial implications and (c) how many of the persons appointed to these posts have since retired?

(a) 54, but not all the posts have been filled.  
 (b) a maximum total of R44 712 per annum for salaries and a maximum total of R303 912 per annum for the additional allowance payable for participation in the motor financing scheme.

Yes, a fixed number of the approved post level 7 posts as on 1 April 1991 were converted in (c) 2.

B172E

The MINISTER OF EDUCATION AND CULTURE:

# Computers and Vierkleurs rub shoulders at volksskool

(S1) STAR 20/2/92.

ne community-owned volksskool is currently en-  
mounging hundreds of  
Afrikaans parents want-  
ing no part in South Afri-  
ca's new integrated educa-  
tion system. HELEN  
RANGE visited a "volks-  
skool" in Welkom to find  
out about its philosophy.

**T**HE MOST striking thing  
about the robust children  
at Welkom's Volksskool is  
their brimming confi-  
dence.

Here, nestled in a small brick  
building surrounded by a tran-  
quil garden, these youngsters  
em extraordinarily self-as-  
sured as they tap away on their  
computer keyboards.

Their education, entirely  
sponsored by their parents, is  
tastefully rich and diverse —  
mediated largely through per-  
sonal computers lined up neatly  
along a desk in a colourfully  
decorated classroom.

Yet, there are a number of  
pluses in this refreshingly opti-  
mistic setting that education  
here is not only about equipping  
the mind with the essential  
tools for future employment.

At the front entrance of the  
school flies the Vierkleur flag  
— a symbol of Boer resistance dur-  
ing the Anglo-Boer War — a  
reminder of the philosophy that  
guides these children, at substan-  
tial expense, into the school in  
its first place.

## Emphasis

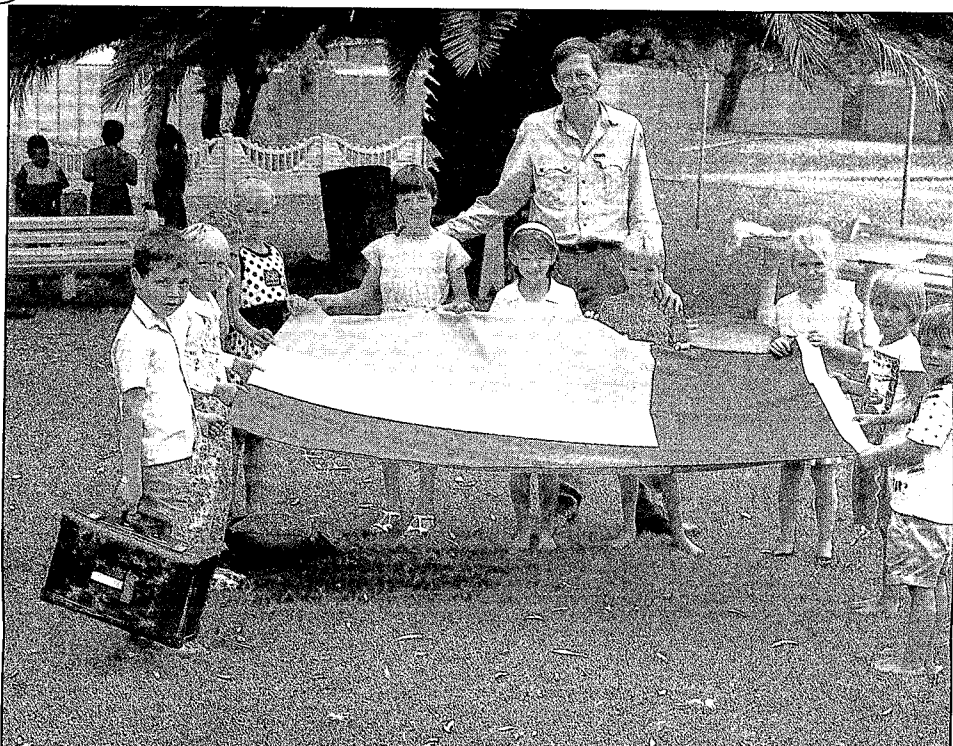
Under a table in the main  
classroom is a scuffed old-fa-  
shioned suitcase, which sports a  
hand-drawn Vierkleur on its lid.  
History lessons at the volks-  
skool focus heavily on Afri-  
kaner history (volksgeskiedenis)  
and Western history with an  
emphasis on the Afrikaner's Eu-  
ropean roots.

A critical point of the system  
is the reinforcement of the chil-  
dren's Afrikaans identity, the  
underlying philosophy being that  
"they will at some point live in  
an Afrikaner volkstaat," says  
Julian Visser, the co-ordinator  
of the three existing volksskools  
in the country.

"The children sing the Ou  
Oranjerivier Volkslied (Old  
Oranjerivier national anthem)  
under the flag in the mornings  
to remind them of the struggle  
for their country in the past and  
to struggle for their country  
now," he says.

Mr Visser's advice and direc-  
tion in setting up community-  
based schools which effectively  
provide separate education for  
Afrikaners is being sought by an  
increasing number of conserva-  
tive communities in the country  
and parents are prepared to  
contribute handsomely to keep their  
children out of racially inte-  
grated schools.

The first volksskool was erect-  
ed last June with 11 pupils in



Heritage . . . Julian Visser (centre) encourages children to learn about their Afrikaans roots. Pictures: Jacob Rycliff



A typical playground scene . . . the energetic and confident children at Welkom's Volksskool.

Orania in the northern Cape and  
the concept was quickly acted  
on in Welkom and Danielskuil  
in the Free State, which opened  
their volksskools in January with  
45 and 42 pupils respectively.

The Orania Volksskool, now  
with 100 pupils from all over

the country, and Danielskuil-  
Volksskool both teach pupils up  
to matric level. The Welkom  
Volksskool has divided its chil-  
dren into primary and "basic"  
(eight- to 12-year-olds) school  
groups.

In the last two weeks, a num-



Technology of the future . . . pupils have access to computers and receive individual instruction from teachers.

ber of communities in the  
northern Transvaal have ap-  
proached Mr Visser for his ex-  
pertise in designing specialised  
education packages and co-ordi-  
nating the logistics of getting a  
volksskool up and running.  
"These Afrikaners just don't

want to be a part of the Govern-  
ment's education scam or of a  
unitary South Africa.

"The Government is using  
education to make a political  
point, and we are not interested  
in sacrificing our children's  
lives and lowering education

standards for the sake of that  
point.

"A person is born of a certain  
heritage and nobody can change  
that. To expect a child to deny  
his culture so he can fit in with  
a non-defined integrated group  
will leave him confused about  
his identity and without a sense  
of belonging," ventures Mr  
Visser.

It is difficult to catch Mr  
Visser out. He has thought care-  
fully about the requirements of  
the self-governed volkstaat that  
he and the privileged youngsters  
in his volksskools are anti-  
cipating.

Looking around the school for  
black labourers, perhaps mow-  
ing the lawn or preparing  
school lunch, I can spot none.  
"We have no black labour at the  
volksskools. Part of the educa-  
tion is geared toward the re-  
sponsibilities of being grown-up  
and self-sufficient. Anyway, the  
Afrikaner has never had a prob-  
lem looking after himself," says  
Mr Visser.

Computers and advanced  
technological equipment is  
needed in the modern world,  
and the volksskools therefore  
teach children from an early  
age to be computer-literate and  
understand basic electronics,  
Mr Visser reasons.

"Every child will soon be  
able to work on his own CD TV  
(combined compact disc and  
computer package) for four  
hours a day," he says.

## Interest

Mr Visser is prepared to fol-  
low the concept of Afrikaner  
self-determination in education  
right through to university level  
if enough interest is shown. "If I  
get 50 applications for a univer-  
sity, I will open one in January  
next year."

Meanwhile, back in the pres-  
ent, a small blonde girl is ring-  
ing a brass bell, signalling lunch  
break. A rotund boy rushes out  
with a wooden rifle and waits  
around a corner for the girls.

"Hy skiet ons," ("He's shoot-  
ing us") they yell excitedly,  
holding on to our legs.

This brings to mind a ques-  
tion I have been avoiding —  
about whether physical training  
in the form of military-style  
discipline is part of the volks-  
skool's educational programme.

"The orientation of the educa-  
tion is entirely up to the com-  
munity financing the school.  
There could be an emphasis on  
physical training, agriculture or  
mechanics if that was desired  
by the parents. An educational  
system has to conform to the  
needs of the community," Mr  
Visser replies.

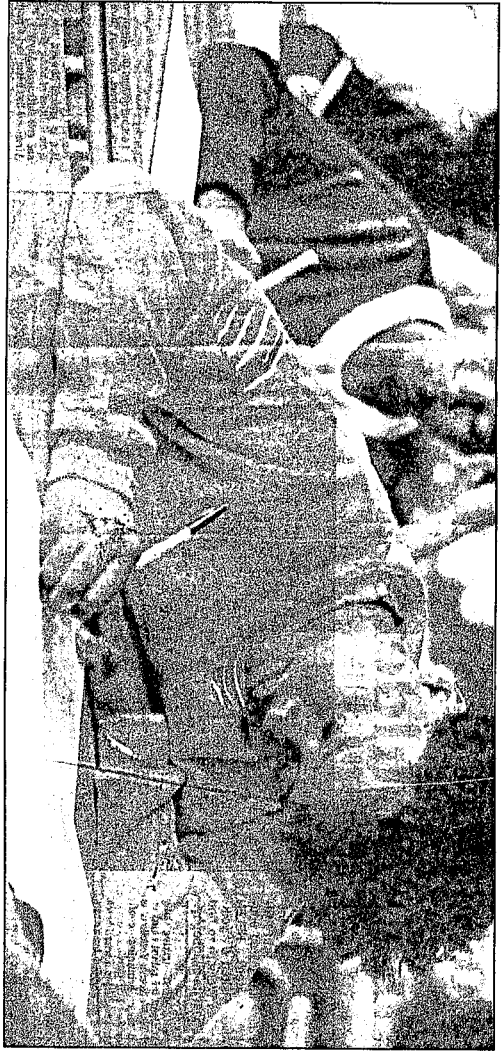
On the way out through the  
sunlit classroom, I see a teach-  
er's certificate on the wall de-  
claring: "Die Afrikaner se toe-  
koms is sy kinders" (The Afri-  
kaner's future is his children),  
and I wonder whether the fu-  
ture for these children will in-  
deed be as their parents and  
teachers have predicted. □



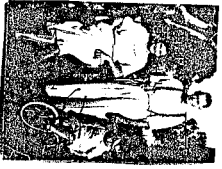
Written with the co-operation of leaders in the field.



DEDICATION . . . Rural children are eager to learn.



SIX YEARS ON . . . Caltech in the Transval has over 60 school projects on its books which it takes care of to ensure that rural farm schools have reasonable facilities.



# Adopt-A-School programme benefits many

STW 20/1/92.

Sixty farm schools today participate in Caltech Transval's Adopt-A-School programme. It started in 1988 with 15 schools. The schools were all in the first place by the time of the programme to provide grass-roots education for the children of farm labourers.

From the interviews between farmers and Caltech, a priority list of needs was compiled. Letters are also received from school committees and children or their parents requesting assistance for various general improvements. Farm school programme also support a particular school, but to its coming applications for assistance. This team effort benefits many projects can be for the benefit of "Education at the Pastoral".

BRACE IN 10000 DICRIVE UARD NA INDTA

The Caltex Adopt-A-Farm school programme also support a particular school due to its convenient locality or because it is the only one within a 5 to 10km radius.

Farm schools usually start at grade one and go through to standard four or five. The number of pupils ranges from 100 to 350 depending on the number of classrooms available.

When making business calls, Caltex marketing staff discuss the programme with landowners to establish what education facilities are available and to what extent the farmer is involved — such as in renovating existing classrooms and building additional ones.

The Caltex Adopt-A-Farm school programme committee, when considering applications for assistance, considers the following criteria:

- What repairs to existing buildings are required to enhance the school. Major repairs are usually programmed over three to four years.

- Existing sanitary and drinking water facilities. Are they adequate for the number of pupils attending the school?

Caltex's financial assistance covers only repair work. The company does not build new classrooms. From the above information, the Caltex Adopt-A-Farm school committee is in a position to work out a priori-

nts the school, as bigger projects can be tackled for the benefit of "Education in the Platteland".

Caltex makes itself responsible for obtaining quotations from contractors and supervising work from start to finish.

Since inception the programme has been well accepted by the farming community and school committees, and both sectors have worked with Caltex to make it a success.

Six years later, Caltex in the Transvaal has over sixty school projects on its books which it takes care of to ensure that rural farm schools have reasonable facilities for the benefit of young education.



**EAGER TO LEARN . . .** The number of pupils ranges from 100 to 350 depending on the number of classrooms available.



**STARTING YOUNG . . .** Farm schools usually start at grade one and go through to standard four or five.

# IDT's school gives hope to Etwatwa kids

Sowetan 20/2/91

(51)

THE first school built by the Independent Development Trust is bringing hope to education-hungry residents of Etwatwa East on the East Rand.

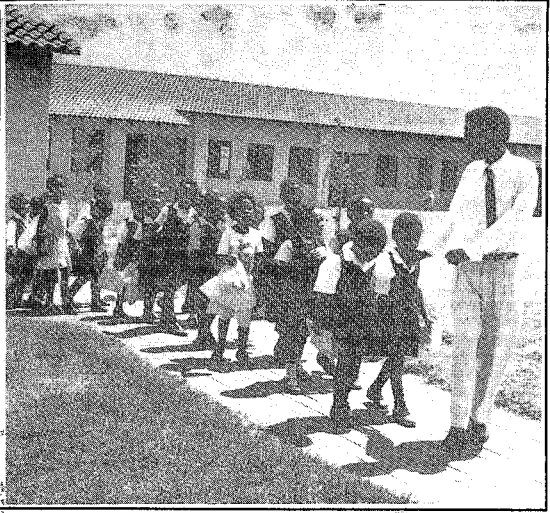
The private school accommodates 2880 pupils in two sessions each day. Each session has its own principal's office, separate cupboards and staff rooms.

IDT's National School Building Initiative paid 90 per cent of the R2 million required to build the centre and the community undertook to raise the rest.

"The centre is a symbol of the close collaboration between the IDT, the community and teachers' bodies," IDT's Professor Merlyn Mehl said.

"The broader community will have access to the centre's hall which is positioned towards the edge of the cluster of buildings.

"Everything in the learning centre has been tested against the principles of making learning both more accessible to pupils and ensuring that it is an integral part of the community." - Sowetan Correspondent.



**Their first day in primary school and these youngsters are guided to their new classroom by a teacher.**

Sowetan 20/2/91

(51)



# Head still flies the Vierkleur

By JOCELYN MAKER

THE principal of Germiston's Elspark Laerskool is a self-confessed right-winger who flies the Vierkleur in the playground — and he will only teach black children if he's forced to.

Mr. Lourens Booysen, 60, has held his post for 12 years and insists his "further than far right" political views do not reach his classrooms.

In 1990 Elspark voted to maintain the status quo.

"Until it is all spelt out to me, I cannot say how my parents will construct their admission policy."

(51)  
"I will obey my Department of Education if we have to go Model C, but if we are forced to take black pupils I will expect them to keep up the standards that we have applied over the years. *S/Times 23/2/92*

"Most of my parents are from conservative middle-class backgrounds and many whites fear

blacks taking over the schools. But if they decide to open to all races, I will stand by them.

"The sun must shine on all of us. Blacks and whites must learn to communicate and respect each other, but we don't have to live in the same suburb," said Mr Booysen.

Parents of the 900 pupils pay R21 a child a year and R27 if there are more than two children from a family. As a Model C school, fees will increase by at least 600 percent.

# The quest to keep learning alive

Exploitation of black children in Johannesburg's inner-city schools is far from over.

Few inner-city schools fulfil the basic requirements to become educational institutions, which makes it impossible to believe that proper learning takes place in such establishments.

## Illegal

Most of these institutions are owned by business orientated people. Unfortunately, the laws that govern the ownership of private schools are silent on requirements that have to be met before they could operate as schools.

Most controversial is the fact that, in terms of the Department of Education and Training Act, it is illegal for any person to provide education without having registered his institution. But neither the department nor any other authority polices the implementation of the Act.

## Project

PUPILS FORUM visited one such inner-city school which accommodates 145 black children and five whites. The school opened this year and admits students from grade one to standard eight.

The school is part of the Education Alive project and is accommodated on the same floor with trade

unions. 2/12 - 27/12/92

On the first floor of the building where the "college" is, there are offices of the African Council of Hawkers and Informal Businesses (Achib). Both students and hawkers make use of the same entrance. In fact, the students have to pass the Achib reception offices on their way to their classrooms.

Lack of recreational facilities have forced some of the pupils to make use of the lifts and the stairs as their "play grounds".

## Crowding

At the moment, there are plans to reshape the top of the building into a sports ground to avoid pupils crowding on the steps and passages during intervals.

A spokesperson for the school, Denise Haywood, said he only allowed senior pupils - those above standard five - to go to the busy Jeppe Street shops for their lunch.

"Our children are well-behaved. They are just noisy during lunch time, running up and down the stairs. We ensure that we keep them busy all the time," Haywood said.

Although faced with space problems, this remains one of the inner-city schools where learning, at least, takes place.

# Parents prepared to pay extra costs

By HEATHER ROBERTSON

PARENTS of pupils at a primary school which has long opposed apartheid education said this week they would endure the extra costs of Model C for the sake of their children.

Members of the management committee of Emmarentia primary school in Johannesburg said they had consistently fought against "colour-counting" and were in favour of swapping Model B for Model C.

They said they had already chosen to disregard the Department of Education and Culture's stipulation that Model B schools should accommodate 51 percent white pupils.

Mr Beckett Makwati, whose son Moerette moved to Emmarentia from a Soweto school, said the new fees were "really going to hit us."

"But, when I think of how my son has improved since he has been at this school, I'm prepared to make the sacrifice."

Mr Trevor Pitout did not envisage any financial problems with the school changing to Model C, but said it was disconcerting that the government kept vacillating over education.

"We must realise that education is something parents must invest in, but the government can't keep on changing its policies every six months."

Mrs Val Critchely, who has three children at Emmarentia, was angry at the state "for shoving its responsibility on to parents", but had no plans to move to a less flexible school.

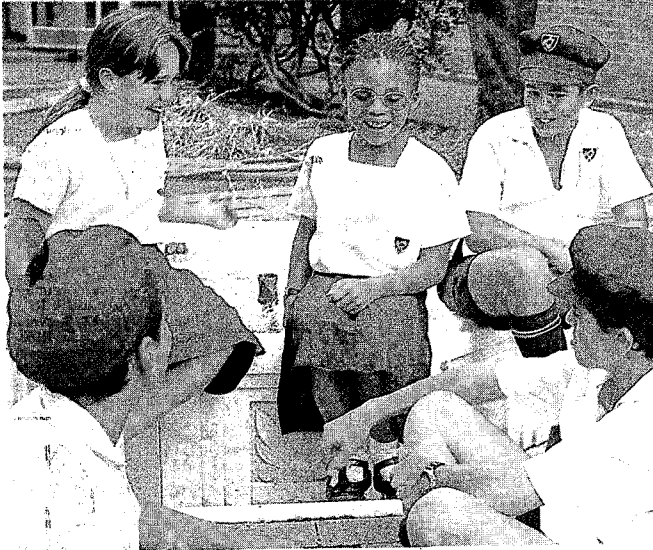
School management committee chairman Alan Berkowitz said the school community was in favour of the C option as this would allow the school to maintain its "high standard of education."

"We could hire excellent teachers and add subjects to enrich the curriculum," he said.

The school prides itself on its 90 percent "yes" vote for integration in 1990.

# Hani enrolls daughter at R10 000-a-year school

S/Times 23/2/92



NO FUSS ... Lindiwe Hani, centre, and schoolmates at Saheti, where parents pay more than R10 000 a year to enrol their children

51

COMMUNIST Party leader Chris Hani has enrolled his 12-year-old daughter, Lindiwe, at an exclusive Greek private school.

Pupils of Saheti School in Bedfordview — which charges R10 440 a year in Std 5 school fees — are obliged to learn Greek.

The school's principal, Malcolm Armstrong said: "Mr Hani approached us last October about enrolling his daughter.

"When he and his wife, Limpho, came to see me, they showed a particular interest in the standard of our education and fee structure. To ensure she could cope, I asked for her academic record."

By PETA KROST

Mr Armstrong was impressed by the grades Lindiwe attained at a respected school in Lesotho before returning to South Africa last year.

"We had no hesitation in accepting her once we ascertained that Lindiwe was suitable, her parents could afford our fees and that the family had no problem with her studying Greek," he said.

"Our discussion focused on the child and Mr Hani's academic background, which included a degree in Latin and English from Fort Hare University.

"Nobody brought up political issues and I don't foresee any problems."

Lindiwe was warmly welcomed by the other children, to whom Chris Hani and communism meant nothing, said Mr Armstrong.

Mr Hani said Saheti was "everything I wanted for my daughter".

"I chose the school because I am interested in Greek culture and religion, which I studied at university," he said.

"The headmaster clinched the deal for me because he was broad-minded and embraced a liberal attitude, which is essential for my Lindiwe's upbringing."

# Principal takes his money and runs

By JOCELYN MAKER

THE principal of Boksburg's Freeway Park primary school will take early retirement rather than risk losing his pension seven years from now.

Deciding to trade in a lifetime in the classroom for money has not been easy for Mr Lex Liston, 53.

But his deputy — and seven senior teachers at the first "open" school in the conservative East Rand town — will also accept the government's retrenchment package for the same reason.

"We have no way of knowing what state the Department of Education's finances will be in when our retirement dates come around.

"I feel bad about abandoning the pupils — but I've been a poorly paid public servant for 20 years, and this is an offer I can't refuse," said the head of the Model C school.

He believes the decision to force

SI Times 23/2/92  
51  
the Model C system on all schools from April 1 is designed to offer parents a pay-for-apartheid system in the classrooms.

"It is simple. Model C allows parents to govern the school as they formulate their own admission policy.

"Most Afrikaans schools remained whites-only. They did not go Model B when they were given the choice two years ago.

"The politicians are playing games. I have been told by the department that teachers don't make policy, they just have to execute it.

"But the cost to parents is going to be high. Before adopting Model C our fees ranged from R80 to R135 a pupil annually.

"Now it costs R400 a year for one child and R200 each for two or more.

"We haven't yet decided how to deal with parents who can't or won't pay the fees. That's a sensitive area," said Mr Liston.

# 600 children without teachers

51

ABOUT 600 primary school children at Thamagane village near Lebowa kgomo have been left stranded following the expulsion of the principal and the walkout of teachers at the school.

The principal, Mr Lazarus Mkgawa, was expelled by the villagers after he allegedly failed to present financial statements regarding a trip to

By DON SEOKANE

Johannesburg in 1989.

The fare for the journey was R20 for each child.

Pledging solidarity with the principal, 13 teachers of Morotse combined primary school staged a walkout on February 6, three days after the principal was booted out of the school.

*Sowetan*  
24/2/92  
A source, who wished to remain anonymous, said the principal was called to a meeting on February 1 but failed to attend.

The community decided to demand the keys to his office and lock him out.

"On Monday, February 3, the principal was expelled by the community and on February 6, teachers decided to go in solidarity with their principal."

The school has been without teachers and a principal since.

*Sowetan* learnt that after the turn of events, children went to school as normal, but with no one attending to them they have since stopped going.

It is understood that Morotse teachers have since been transferred to other schools in the

Mogodumo circuit.

By yesterday, a spokesman for Lebowa's department of education, Mr S Seroka, could still not respond on the situation at Morotse.

He said the department had not been aware of the situation as no report of the problem had been submitted.

- Laerskool Coswold, Port Elizabeth
- Ethel Valentine Primary School, Port Elizabeth
- Estcourt Primary School, Estcourt
- (b) Department of Education and Culture: House of Delegates
- (a) — On Johan Rissik Primêre Skool, Johannesburg
- Laerskool Hugenberg, Johannesburg
- Hoërskool Kensington, Johannesburg
- Umzinto Primary School, Umzinto
- (b) Black Private School
- (a) — Hoërskool Goedehoop, Germiston
- (b) Multiraai Private School
- (a) — North End Grey Primary, Port Elizabeth
- (c) 6 February 1992

**Teachers: retirement packages**

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

Whether his Department in 1991 offered certain retirement packages, including early pension, to teachers who had not yet reached the required retirement age; if so, (a)(i) how many such offers were made and (ii) what was the nature thereof, (b)(i) how many teachers accepted the offers and (ii) what is the average age of these teachers and (c) what is the total amount of these offers?

B171E

UNIVERSITY	(a)	(b)	(c)	(d)	(e)
Orange Free State	8 882	301	—	212	—
Natal	8 114	278	2 804	2 210	—
Rhodes	3 228	125	211	536	—
Rand Afrikaans	8 727	405	26	191	—
Witwatersrand	13 666	316	1 678	2 872	—

**The MINISTER OF EDUCATION AND CULTURE:**

No permanently appointed teachers whose posts have been abolished and who have been declared redundant are dealt with according to section 71(1)(b) of the Education Affairs Act (Act 70 of 1988) and Regulation 4(2)(a) promulgated in terms of the Act.

(a)(i) (ii), (b)(i) (ii) and (c) fall away.

**Primary/secondary schools: pupils**

23. Mr. K. M. ANDREW asked the Minister of Education and Culture:

(1) What was the total enrolment of pupils in 1991;

(2) what was the daily average (a) number of pupils attending and (b) percentage absence rate at, (i) primary and (ii) secondary schools in that year?

B172E

**The MINISTER OF EDUCATION AND CULTURE:**

(1) (a) 513 079,

(b) 351 084;

(2) Statistics of this nature are not kept.

\* Pupils at special schools excluded.

**Universities: students registered**

26. Mr. R. M. BUREBOWS asked the Minister of Education and Culture:

How many (a) White, (b) Coloured, (c) Asian, (d) Black and (e) other students were registered in 1991 at each university falling under the control of his Department?

B243E

**The MINISTER OF EDUCATION AND CULTURE:**

UNIVERSITY	(a)	(b)	(c)	(d)	(e)
Port Elizabeth	4 096	524	95	214	—
Potchefstroom	8 372	132	18	338	—
Pretoria	21 636	103	35	288	—
Cape Town	10 069	1 948	551	1 700	—
Stellenbosch	13 629	804	20	72	—
South Africa	56 074	5 161	10 012	48 413	—

The above provisional statistics were obtained from SAPSE table 2.7 and include both undergraduate and postgraduate students.

# Pupils removed from unregistered school

SOME parents, whose children attend school at Our College of Goodhope, have withdrawn their children because the school is still not registered.

The new private school, operating in Pretoria and which charges R2 400 a year or R600 a term a pupil, is run by Mr Reginald Shai.

Shai was interviewed by the police last year after the school he ran in central Johannesburg - Acme College - closed down and thousands of pupils were

*Sowetan 26/2/92*  
**By ALINAH DUBE**

left stranded, according to the Department of Education and Training.

Mrs Esme Ngalo, the school's principal, told *Sowetan* they were "in a process of registering with the Transvaal Education Department".

The DET has turned down Shai's application to register Our College of Goodhope with the department.

Angry parents, who said they were having difficulties in obtaining refunds, have threatened to take action against the school.

They said they did not know the school was operating illegally until an article appeared in *Sowetan* about a month ago.

"The registration of pupils at a school which is not registered was a gross mistake in the first place. The school authorities took parents for granted and pretended as if they were reg-

istered with the TED," said a spokesman for the affected parents.

"We find it disgraceful that a black person deemed it fit to exploit the situation at the expense of his brothers who are in desperate need for better education.

"There is no doubt that most of the black parents who strive for the betterment of their children sacrifice their hard-earned cash to pay exorbitant fees to these fly-by-night institutions."

A spokesman for the TED yesterday confirmed that the school was not registered yet. She said each school had to register with an official body before the authorities may even think of enrolling pupils or else "they are illegal".

"We have since requested the principal of Our College of Goodhope to submit certain requirements but none have been met so far. We have not heard from them since then," she said.



- (b) **Housing**
- Midrand (Country View) 479.0 ha  
 Transval 60.4 ha  
 Windmill Park (Transval) 8.9 ha  
 Warwick Ave Triangle (Natal) 880.0 ha  
 Diepostol (Transval) 93.0 ha  
 Zombelohm (Cape) 211.0 ha  
 Waterfall (Transval) 1 375.0 ha  
 Zumbelohm (Transval) 35.43 ha  
 Messina Extension 8 (Transval) 90.0 ha  
 Knapia Extension 10 (Cape) 109.0 ha  
 Oury-West (Cape) 101.0 ha  
 Caro Crest (Natal) 139.0 ha  
 Zeekoie Valley (Natal) 1 205.0 ha  
 Aalwyn Balmoral-Uitendage (Cape) 4 786.73 ha  
 TOTAL
- (c) **Housing units**
10. Mr P G SOAL asked the Minister of Housing and Works: Whether his Department intends building any housing units in the Republic in 1992; if not, why not; if so, (a) in which centres will they be built and (b) how many units will be built in each of these centres?
- (1) 1 550;  
 (2) 28\*;  
 (3) (a) 8 632;  
 (b) (i) R29 268 143;  
 (ii) 1991.
- \*Applies to bursars. An approximate figure as kept statistics of this nature.

**Own Affairs:****Housing units**

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**THE MINISTER OF HOUSING AND WORKS.**

Yes, the Department of Local Government, Housing and Works has approved projects for the erection of housing units in 1992 in the regions as listed below in respect of local authorities and welfare organisations.

(a)	(b)
Northern Transval	613
Southern Transval	661
Natal	170
Eastern Cape	189
Western Cape	798
Northern Cape	74
Orange Free State	78

In respect of question 79 asked in 1991 on this it should be mentioned that it was also in

HOUSE OF ASSEMBLY

- (b) **Housing**
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- \*Applies to bursars. An approximate figure as kept statistics of this nature.

**THE MINISTER OF EDUCATION AND CULTURE:****Teachers made redundant**

15. Mr R M BURROWS asked the Minister of Education and Culture: (1) Whether any (a) secondary and (b) primary school teachers employed by (i) his Department and (ii) each of the provincial education departments were made redundant in 1991; if so, how many in each case in (aa) his Department and (bb) each province; (2) whether any of these teachers were subsequently employed in another capacity within his Department; if so, (a) how many and (b) in what capacity was each of these teachers employed in (i) his Department and (ii) each province?

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(2) whether any of these teachers were subsequently employed in another capacity within his Department; if so, (a) how many and (b) in what capacity was each of these teachers employed in (i) his Department and (ii) each province?

B51E

**THE MINISTER OF EDUCATION AND CULTURE:****Teachers made redundant**

15. Mr R M BURROWS asked the Minister of Education and Culture: (1) Whether any (a) secondary and (b) primary school teachers employed by (i) his Department and (ii) each of the provincial education departments were made redundant in 1991; if so, how many in each case in (aa) his Department and (bb) each province; (2) whether any of these teachers were subsequently employed in another capacity within his Department; if so, (a) how many and (b) in what capacity was each of these teachers employed in (i) his Department and (ii) each province?

(1) Whether any (a) secondary and (b) primary school teachers employed by (i) his Department and (ii) each of the provincial education departments were made redundant in 1991; if so, how many in each case in (aa) his Department and (bb) each province;

(2) whether any of these teachers were subsequently employed in another capacity within his Department; if so, (a) how many and (b) in what capacity was each of these teachers employed in (i) his Department and (ii) each province?

**THE MINISTER OF HOUSING AND WORKS:**

Yes, the following unutilized or underutilized school facilities have been made available to other population groups during the period 2 March 1991 to 6 February 1992:

- (a) — Laerskool Tobie Winterbach, district Balfour  
 — Laerskool Perdekop, district Volksrust

— Laerskool Prensarijver, district Warmbaths  
 — Laerskool Marong, district Waterberg  
 — Laerskool Kommandeega, Somerset-East  
 — Madelen Town Primary School, Madelen town  
 — Laerskool Tainton Village, Tainton, East-London  
 — Laerskool Golden Valley, Somerset-East  
 — Laerskool Venterstad, district Burgersdorp  
 — Highflats Junior Primary School, Ixopo  
 — Keate Street Junior Primary School, Ladysmith  
 — Laerskool Bulwer, Bulwer  
 — Coronation Park Primary School, Vryheid  
 — Aiken Park High School, Port Shepstone  
 — Willem Pretorius Prinsier Skool, district Broomfietsdorp  
 — Department of Education and Culture: House of Representatives  
 — Laerskool Tafelberg, Woodstock, Cape Town  
 — Laerskool Addo, Kirkwood  
 — Laerskool Elm-ciland, district Gordonia  
 — Laerskool Karoo Kannon, district Gordonia  
 — Laerskool Gariep, district Gordonia  
 — Laerskool Hermon, Hermon: Mal-mesbury  
 — Laerskool Kalbskraal, Kalbskraal  
 — Laerskool Klansvoogd, district Robertson  
 — Laerskool Papendorp, Vantynsdorp  
 — Laerskool Ritbeek-Oos, Ritbeek-East

HOUSE OF ASSEMBLY

Hansard

Hansard

— Laerskool Caswold, Port Elizabeth

— Ethel Valentine Primary School, Port Elizabeth

— Estcourt Primary School, Estcourt

(b) Department of Education and Culture: House of Delegates

(a) — Ou Johan Rissik Primêre Skool, Johannesburg

— Laerskool Huguenot, Johannesburg

— Hoërskool Kensington, Johannesburg

— Umzino Primary School, Umzino

(b) Black Private School

(a) — Hoërskool Goedehoop, Gemiston

(b) Multiracial Private School

(a) — North End Grey Primary, Port Elizabeth

(c) 6 February 1992

Teachers: retirement packages

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

Whether his Department in 1991 offered certain retirement packages, including early pension, to teachers who had not yet reached the required retirement age; if so, (a)(i) how many such offers were made and (ii) what was the nature thereof, (b)(i) how many teachers accepted the offers and (ii) what is the average age of these teachers and (c) what is the total amount of these offers?

B171E

The MINISTER OF EDUCATION AND CULTURE:

(a) No, permanently appointed teachers whose posts have been abolished and who have been declared redundant are dealt with according to section 7(1)(b) of the Education Affairs Act (Act 70 of 1988) and Regulation 4(2)(a) promulgated in terms of the Act.

(a)(i) (ii) (b)(i) (ii) and (c) fall away.

Primary/secondary schools: pupils

23. Mr K M ANDREW asked the Minister of Education and Culture:

(1) What was the total enrolment of pupils in (a) primary and (b) secondary schools in 1991?

(2) what was the daily average (a) number of pupils attending and (b) percentage absentee rate at (i) primary and (ii) secondary schools in that year?

B187E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) 513 079,

(b) 351 084;

(2) Statistics of this nature are not kept. \* Pupils at special schools excluded.

Universities: students registered

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

How many (a) White, (b) Coloured, (c) Asian, (d) Black and (e) other students were registered in 1991 at each university falling under the control of his Department? B243E

The MINISTER OF EDUCATION AND CULTURE:

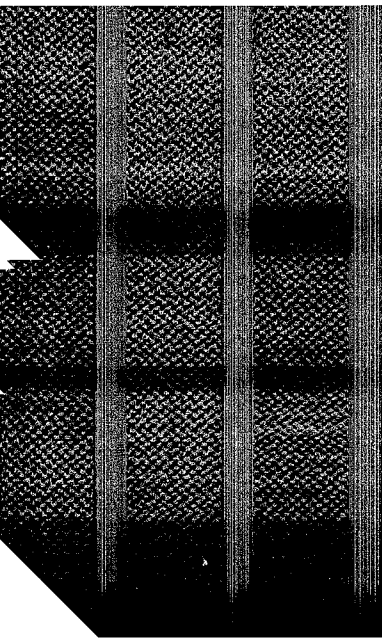
UNIVERSITY	(a)	(b)	(c)	(d)	(e)
Orange Free State	8 882	301	—	212	—
Natal	8 114	278	2 804	2 210	—
Rhodes	3 228	125	211	536	—
Rand Afrikaans	8 727	405	26	191	—
Witwatersrand	13 666	316	1 678	2 872	—

Hansard

Hansard


UNIVERSITY	(a)	(b)	(c)	(d)	(e)
Port Elizabeth	4 086	524	95	214	—
Potchefstroom	8 372	132	18	338	—
Pretoria	21 636	103	35	288	—
Cape Town	10 069	1 948	551	1 700	—
Stellenbosch	13 629	804	20	72	—
South Africa	56 074	5 161	10 012	48 413	—

The above provisional statistics were obtained from SAMPSE table 2.7 and include both undergraduate and postgraduate students.



**NO PANE, NO GAIN ... Soweto pupils are forced to learn in appalling conditions. Help improve their schools.**

## Some Soweto schools still carry scars of '76

**CP Reporter**  **SI**  
THE condition of Soweto's 250 schools is appalling compared with schools in other areas.

Shattered windowpanes, missing doors and even caved-in roofs are common.

Some have remained like that since the 1976 riots, while others were destroyed during the 1984/1985 unrest.

Cold winters have come and gone, and the children have had to endure these hardships if only

to satisfy their thirst for education.

DET regional public relations officer Saul Mashoko blamed the situation on the lack of community involvement in the maintenance and protection of school buildings.

"Some people still regard the schools as belonging to the DET and not to themselves and do not appear to have a vested interest in the general upkeep of the buildings," he said.

Although the DET was doing everything possible to attend to the plight of Soweto schools, it had become impossible for the department alone to get the situation under control, especially because of the degree of vandalism, said Mashoko.

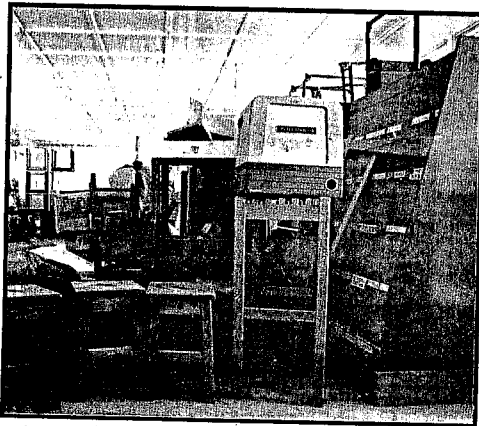
The community must also get involved, he added.

In an endeavour to make schools in the area better places of learning, City Press, in conjunction with Soweto Glass Ser-

VICES, invites the Soweto business community, other groupings and big business to join hands in adopting a school in Soweto by undertaking to pay for repairs.

City Press will run a regular column in which the name of the person, group or business who has made a donation will be announced. Offers should be telephoned to City Press at (011) 402-1632 or Soweto Glass Services at (011) 988-7902.

# At one end of town, crowded classes



Boom for whites, bust for blacks. Stockpiles of equipment lie disused as black schools suffer overcrowding and inadequate facilities

Photos: STEVE HILTON-BARBER

# At the other end, unused equipment

W/Mail 28/2-5/3/92

SI (S)

The education mess in the Free State town of Kroonstad reveals the astonishing bungling and wastefulness of our schooling system. By PORTIA MAURICE

**H**IDDEN behind barbed wire and shady eucalyptus trees just outside Kroonstad is a store-yard stacked with everything you need to start a school — from desks and blackboards to filing cabinets and windows.

A store's throw away in the adjoining Maokeng township, pupils and teachers have to make do with overcrowded "ghost schools" — doubling up in morning and afternoon sessions to quench the thirst for education.

The storeyard, which "belongs" to the Department of Housing and Works: House of Assembly, resembles a war zone. Rust has eaten away at disused filing cabinets which lie exposed to the elements and wooden doors rot.

Contrary to stated policy, empty white schools in the Free State are allegedly being demolished. Kroon-

stad's Kroonheuwel Primary School is a case in point. Township residents say it was broken down in 1990. Equipment with the Kroon-heuwel stamp stands in the storeroom.

Sources say the supplies are enough to build four pre-fabricated school buildings with 18 classrooms. According to the Maokeng Education Forum's Butana Komphela, at least 900 township children of schooling age are without accommodation. "They'd rather get rid of the buildings than allow black children in," said Komphela. "Our children will sit in any kind of structure merely to get the opportunity to learn."

For the past five years or so material from white schools has been passing through the yard. Items such as

stoves and heaters are allegedly auctioned cheaply to white residents.

Three or so kilometres away the Department of Education and Training has created schools in name only. Pupils from six schools cram into three buildings, with pupil:teacher ratios commonly as high as 60:1. At each, two principals and two sets of teachers share adjacent offices.

The bureaucracy is doubled, but not the space. At least one campus runs on the "platoon system". Even Sub A pupils do two shifts — one from 7.20am to noon and the other from noon to 4.30pm.

About 12 years ago, Maokeng Higher Primary School was demolished. The department promised a new school, but most Maokeng pupils still share a campus with Boikemisetso Lower Primary, which opened in 1984.

Buthibeng High School is an old one. But when education organisations approached the department about overcrowding in 1990, it announced the creation of Molswela High — with no building. Its pupils were told they would be "temporarily housed" at Buthibeng. They are still there.

Relebohile Higher Primary was left with six extra classrooms at the beginning of this year because it is situated in an area "terrorised" by the Three Million Gang — allegedly linked to Inkatha. Parents, school sources said,

were reluctant to enrol their children.

The department placed the Standard Devens of the newly created Dorington Matsise School there. The situation, school sources said, is "disruptive", with 22-year-olds and 10-year-olds sharing the same playground. When *The Weekly Mail* visited, the young ones had been coerced by the older students to walk out in celebration of the killing of a gang leader.

"This situation is impossible," said one teacher at Boikemisetso. "They wonder why so many matrics fail, but you only have to look here to see the answer."

A total of 1 108 pupils fill 16 classrooms — an average by calculation of 69 per class. Since 1986, six of the lower primary classes have rotated the daily. At Maokeng, which occupies a building on the same grounds, Standards Three to Five do two shifts. Pupils from its eight classrooms share seven toilets.

"How can you expect six-year-olds with little concept of time to report for school at noon?" the teacher asked. "They either complain of hunger, fall asleep or play truant. The poor teachers — who take the blame at the end of their days tired and depleted."

The picture of education in Kroonstad is certainly a chaotic one. But there is more.

On Monday this week, Maokeng's Mphohadi College of Education was

pronounced closed. The fight is about admissions and space shortages.

When *The Weekly Mail* visited on Wednesday, despondent tertiary students milled around the locked gates. They have been reporting there every day since the closure, and claim the acting reactor is inaccessible for negotiation.

With employment prospects low, teaching is often regarded as a last resort for black matriculants. But the college is the only one in the region, and accepts students from more than 40 high schools.

Would-be student teachers occupied two lecture rooms on February 12 and on Friday marched on the administration block, resulting in confrontation with lecturers and police.

Students allege the DET has long been threatening closure and urged it to send a fact-finding mission to the area. They say officials have told them to get rid of the extra applicants.

"As registered students, we find ourselves as victims caught in the crossfire," said Mashinini. "It is not our responsibility to expel. Why are we suddenly being given this authority? It seems the department is trying to use us as a pressure group to create divisions."

The Maokeng Education Forum plans to issue the DET with an ultimatum on the crisis on March 12. If within seven days there is no progress they threaten a "total onslaught".

By the time of going to press, comment was not forthcoming from the government departments concerned.

he is pursued by his spirit  
friends, who are reluctant to let  
ply, sleeping where he could and  
continuing to write poetry, shon

# Autistic child barred from special school

AN autistic child from Blue Downs in the Cape has been barred from one of the city's only two schools for autistic children because of his race.

The condition of autism occurs in about one in every 10,000 births.

Kirk Stevens, 2, was identified as suffering from autistic features last week by the Red Cross Children's Hospital developmental clinic, his father, Andrew Stevens, said this week.

On medical advice, Stevens immediately inquired about the chances of having his son enrolled at Rondebosch East's Vera School for Autistic Children.

"But I was stone-walled because my son is coloured," he said.

Stevens said he and his wife, Stacey, were relieved that they had finally established Kirk's condition, but were disgusted at their son's exclusion from Vera.

His son was enrolled at Cape Town's other special school, the Alpha School for Autistic Children in Retreat, on Monday.

Stevens said he wanted to send his son to Vera even if it meant extra money, because it was more convenient travelling to Rondebosch than Retreat. Also, the facilities were better.

Chairman of Vera's governing body Patrick Normand said the school was governed by rules.

Vera principal Dr Marinus van Rooyen said a meeting would be held on Wednesday between the governing body and the Department of Education and Culture and the subject of an open school would be discussed.

Red Cross Children's Hospital medical superintendent Dr Rodney Marshall said the hospital was opposed to all forms of discrimination, but the "crush" on medical services meant children had to be referred to any school available. - Sapa

We  
this  
Req  
(1) P  
(2) N  
(3) F

51  
11/3/92

6/11/92

THE white Department of Local Government, Housing and Works confirmed this week that Geneva Primary School in the Free State has been demolished, but said Krounheuwel Primary in Kroonstad was still in use.

(5)

# Primary teachers' <sup>(5)</sup> chalkdown

Sowetan 10/3/92

BY PHANGISILE  
MTSHALI

TEN teachers at Enkolweni Primary School in Dobsonville embarked on a chalkdown demanding that the authorities review the appointment of one their colleagues as a principal.

The teachers started their strike last Wednesday after the appointment.

They allege the new principal was not fit for the post because since he joined the school in 1985 he did not attend classes regularly but sat in the staff room studying for his degree.

The new principal of the school, Mr Thulani Zengele, declined to comment and referred the *Sowetan* to the inspectorate of the DET.

The DET had not responded at the time of going to the press.

"We have been complaining about this teacher's conduct to authorities since 1990. Last year we sent a petition to the circuit inspector without any success," said one teacher.

The school's Parent-Teacher Association has called for a general parents meeting to solve the issue.

The meeting will be held today at the school.

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) No. (a), (b) and (c) Fall away.
- (2) Yes.

Mrs Nair, the former principal of St Anthony's Primary School retired on 1991/12/31.

On the recommendation of the Board counselling St. Anthony's School the Department appointed Mr A B Augustine as nominated principal of the school. He took up his post on 16 January 1992.

According to Mr Augustine, Mrs Nair on her own initiative spent a few days at the school, assisting with the organization and also finalising the handing over to her successor.

**Investigation of sale of Havenside shopping complex**

\*3. Mr M RAJAB asked the Minister of Housing:

- (1) Whether a committee has been appointed to investigate the sale of the Havenside shopping complex; if so,
- (2) whether this committee has made any recommendations; if not, when is it expected to do so; if so, what are these recommendations;
- (3) whether the Department has implemented any of these recommendations; if not, why not; if so, which recommendations?

D37E

**THE MINISTER OF HOUSING:**

- (1) A Committee, which was appointed during August 1991, furnished its final report on 27 September 1991.
- (2) That Committee recommended that:

(i) The Minister of Housing should formulate a fixed policy regarding the sale of shopping complexes that are owned by the Housing Development Board and that in the formulation of such a policy due consideration be given to the policy adopted by the former Department of Community

HOUSE OF DELEGATES

- (1) Whether his Department has reprocessed or is in the process of reprocessing any houses that are alleged to have been obtained fraudulently; if not, why not; if so, what are the relevant details;
- (2) whether he will make a statement on the matter?

D38E

**THE MINISTER OF HOUSING:**

- (1) Yes.

It has come to the notice of the Department that in the Lotus Gardens project in Pretoria certain individuals have been allocated houses based on false information supplied by these applicants and that certain individuals to whom houses were allocated are subletting without the Housing Development Board's permission. The Department is in a process of taking steps against these individuals in terms of the agreement signed by them.

- (2) Yes. Where applicants choose not to mention the fact that they are property owners on their applications for housing and are then allocated housing on the strength of such incorrect information, it is not easy to trace and establish beyond any doubt their ownership of property. The Department is however investigating ways and means whereby this essential screening process can be simplified and expedited.

*Question standing over from Wednesday, 11 March 1992.*

\*1. Admission age of pupils: Indian schools Education and Culture: (S1)

Whether the admission age of pupils to Indian schools is the same as in the case of other education departments in the Republic; if not, (a) why not and (b) how does it differ from the others?

D34E

**THE MINISTER OF EDUCATION AND CULTURE:**

Yes, as in the case of schools under the control of the House of Assembly.

- (a) Falls away.

- (b) My Department has relaxed the minimum age requirement for admission into class one, bringing it in line with the policy obtaining at schools under the control of the House of Assembly. The relevant regulations governing the admission age of pupils of the other race groups obtains.

Mr P NAIDOO: Mr Chairman, arising from the hon the Minister's reply, I should like to know the cost implication this dispensation holds for the Department.

(S1)

**THE MINISTER OF EDUCATION AND CULTURE:** Mr Chairman, I do not have the specific figures. I shall have to get them from my Department. If the hon member puts his question in writing, I shall answer him.

If we take the extra children using the date of 30 September 1992, we shall be taking 3 955 extra students. If the date was 31 July, it would have been 1 336. We are therefore taking 2 619 extra students for 1992. [Interjections.]

**New questions:**

**Overcrowding: Unit 3B, Westcliffe**

\*1. Mr K CHETTY asked the Minister of Housing:

- (1) Whether any overcrowding is being experienced in respect of the flats in Unit 3B, Westcliffe; if so, to what extent;

(2) whether any steps are being taken to alleviate this problem; if not, why not; if so, what steps;

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

D48E

**THE MINISTER OF HOUSING:**

- (1) This is a local authority project. Although it can be accepted that overcrowding may exist due to the natural growth in family sizes over the years, the Durban City Council is not aware of any large scale overcrowding.

(2) Individual representations in this regard by the relative City Council.

- (3) Yes. The Minister has asked his Administration to investigate two areas in Chasworth, with a view to identifying suitable land for the construction of new flats.

HOUSE OF DELEGATES



# Making children Hippy

By PEARL MAJOLA

51

50 w/fev 19/3/92

## Women

SINCE Dr Avima Lombard started the Home Instruction Programme for Pre-school Youngsters (Hippy) in Israel, she still loves educating children and visits countries like South Africa that have adopted the programme.

On her fourth visit to South Africa since the country adopted the programme in 1988, Dr Lombard said she was impressed by its progress.

"I am in South Africa to evaluate and assess the progress of Hippy," explained the 62-year-old professor in the School of Education at the Hebrew University in Jerusalem.

"I am fascinated by the multi-lingual aspect of the South African programme," she said.

"Another interesting aspect here is that we are dealing with an impoverished society that is riddled with other problems like violence, but the parents have interest in the education of their children.

"They seem to have pride and I believe that helps them look at themselves and their families as worth investing in," she commented.

Hippy started in Israel in the 1960s after Dr Lombard's experience as a student researcher in the United States. It has now been adopted in seven countries around the world.

"I am not about to give up my work. I am still involved with the Hebrew University and if all goes well I will still be there in another five years," said the energetic educator.

"I was in a group working with children from poor families. I was shocked because they were shy and had never been in situations that required them to perform in ways different to what they are used to.

"They were not interested in learning anything. You could ask them to play a new game and, unlike other children, they would be totally uninterested.

"Then we checked their family backgrounds and in most cases the parents had a sense of inadequacy about their ability to help their children learn.

"I went back home and asked if we had the same problems and I was told we did. Then I started Hippy as a programme that involves parents in educating their own

children, regardless of whether they were literate or not," she explained.

Dr Lombard boasts that she has education in her bloodstream and receives no better reward in life than seeing children grow and learn.

"I am a daughter and grand-daughter of educators. I have always been interested in young children and to see them growing is a very rewarding area for me," she said.

Since Hippy began in South Africa it has reached 1 500 families and has spread from Orlando East to eight other areas, including Bloemfontein. Hillbrow will be starting a programme soon.

Hippy works in the home and gives parents a chance to educate their own children at times that are convenient for the family.

Before the programme is started in one community a meeting is held with people to determine their need and interest. Parent leaders from the group are chosen and they discuss with Hippy co-ordinators work to be done on a weekly basis.

The material given to mothers is a worksheet with 10 activities for the child to follow, instructions for the parent leader and a story book. The focus of Hippy is language development, visual discrimination, problem-solving and perceptual skills for the child.

"The programme increases the chances of the child to succeed at school. It is not a pre-school programme, so a Hippy child can still attend pre-school. The advantage is that if the parents cannot afford to send him there, he is still school-ready through the programme," Dr Lombard said.

"It empowers parents in that they can contribute to their children's future. It is growing and because of that it must be evaluated at all times to be in step with changes that are taking place in South Africa and in other countries," she said.



12 4 MAR 1992

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Vol. 321

PRETORIA, 20 MAART  
MARCH 1992

No. 13850

## GOEWERMENSKENNISGEWINGS

### ADMINISTRASIE: VOLKSRAAD

#### DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. 828 20 Maart 1992

#### VERKLARING VAN OPENBARE SKOOL TOT STAATSONDERSTEUNDE SKOOL

Kragtens die bevoegdheid my verleen by artikel 29 (2A) van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), verklaar ek, Pieter Gabriel Marais, Minister van Onderwys en Kultuur, hierby die skool in die Bylae tot staatsondersteunde skool met ingang van 1 April 1992.

**P. G. MARAIS,**

Minister van Onderwys en Kultuur.

**BYLAE**

#### Transvaal

Laerskool Horison.

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

No. 871 20 Maart 1992

#### WET OP HUURBEHEER, 1976

VRYSTELLING VAN SEKERE WONINGS, MOTOR-HUISE, MOTORSTAANPLEKKE EN BEDIENDEKAMERS VAN HUURBEHEER

Ek, Jacobus Theron Albertyn, Ministeriële Verteenwoordiger vir Suidwes-Kaapland, Administrasie: Volksraad, handelende kragtens die bevoegdheid my verleen by Kennisgewing 1469 van 8 Desember 1989, verklaar hierby kragtens artikel 51 (g) van die Wet op Huurbeheer, 1976 (Wet No. 80 van 1976), dat—

(a) die wonings genoem in die Bylae hiertoe, met ingang van die datum waarop 'n bestaande huurder van so 'n woning se okkupasie wettiglik beëindig word

195—A

## GOVERNMENT NOTICES

### ADMINISTRATION: HOUSE OF ASSEMBLY

#### DEPARTMENT OF EDUCATION AND CULTURE

No. 828 20 March 1992

#### DECLARATION OF PUBLIC SCHOOL AS STATE-AIDED SCHOOL

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

**P. G. MARAIS,**

Minister of Education and Culture.

#### SCHEDULE

#### Transvaal

Laerskool Horison.

#### DEPARTMENT OF LOCAL GOVERNMENT, HOUSING AND WORKS

No. 871 20 March 1992

#### RENT CONTROL ACT, 1976

EXEMPTION OF CERTAIN DWELLINGS, GARAGES, PARKING SPACES AND SERVANTS' ROOMS FROM RENT CONTROL

I, Jacobus Theron Albertyn, Ministerial Representative for South-Western Cape, Administration: House of Assembly, in accordance with the powers granted to me by Government Notice 1469 of 8 December 1989, hereby declare under section 51 (g) of the Rent Control Act, 1976 (Act No. 80 of 1976), that—

(a) the dwellings mentioned in the Schedule hereto, are, as from the date on which the occupation of an existing lessee of such a dwelling is lawfully terminated

13850—1

# Adopt a school today!

(S1)  
22

CIPRESS 22/3/92

By: REVELATION NTOULA

THE number of requests from Soweto schools asking to be adopted for the purpose of repairing broken panes is growing by the day.

Requests have also come from as far afield as Venda, Mabopane and Bloemfontein.

So far however, no offers have come from the black business community or from white business.

Some requests following the adopt-a-school campaign jointly run by City Press and Soweto

## Window on Education: A joint venture between City Press and Soweto Glass Services

Glass Services range from asking for 20 panes to be repaired, to 1 000 in some cases.

Most of the panes were broken during the 1976 and 1984 disturbances. In some cases, like that of Nakedi Primary in Soweto, teachers, children and parents have clubbed together to raise funds in an effort to have the panes repaired.

"The reluctance by

Soweto businessmen and owners to get involved in repairing the panes appears to be based on the assumption that these will be vandalised again," commented Eric Tonjeni, spokesman for Soweto Glass Services.

"The truth is that vandalism has decreased markedly over the last five years or so," he said.

"By involving communities in the adopt-a-

school campaign we endeavour to bring home to the children that the schools belong to them and not to the Department of Education and Training, or even the government.

"The children place more value on the school buildings and tend to protect the schools once the perception of the building belonging to the government is removed.

"We want the children to be proud of community involvement in making the classrooms and the entire school something to be proud of," Tonjeni said.

Adopt-a-school offers can be directed to City Press at (011) 402-1632, or to Soweto Glass Services at (011) 938-7902.



Rose Nkomo – a married mother of three who is determined to get her matric – dwarfs the other pupils in her Standard One class at the Orange Farm squatter community's Tsakane Lower Primary School as she lines up to get her homework signed by teacher Marcia Shabalala.

## It's never too late to learn

*New Nation Learning (Nkomo) 20/3-26/3/92*  
THE adage "it's never too late to learn" certainly applies to Rose Nkomo, a 32-year-old Standard One pupil at the Orange Farm squatter community's Tsakane Lower Primary School near Vereeniging.

The fact that Nkomo, a married mother of three, is 20 years older than her eldest classmate does not worry her.

Nor is she unduly bothered by the nine-year age gap between herself and her class teacher, Marcia Shabalala. Nothing, in fact, is greater than her wish and determination to better her educational status.

When NEW NATION visited her this week, the class was vibrant with song as she and the younger children recited the Afrikaans poem, "Stoute kinders" (Naughty Children).

Nkomo said nothing would stop her from

reaching matric – even though she would be only 10 years away from official retirement age when that happens. (S) (S)

But at the moment, "being in a classroom at my age does not worry me," said Nkomo. "In fact, I enjoy working together with my colleagues and our teacher. When I don't understand something, I don't hesitate to find out from my classmates or the teacher."

Nkomo has a 10-year-old daughter Sylvia, who is doing Standard Three in Giyani, northern Transvaal.

"Sylvia is a great asset to me. When I see her she asks me questions which I must answer," she said.

Nkomo's two other children, Grace, 9, and Elliot, 3, are also in Giyani with her grand-mother.

47. Mr. R. M. BURROWS asked the Minister of Education and Culture: (SI)

	(a)	(b)
(i) (bb)	R1 234,785 million	(i) (bb) 21,12%
(ii) (bb)	R88,435 million	(ii) (bb) 1,51%
(iii) (bb)	R150,526 million	(iii) (bb) 2,57%
(i) (cc)	R1 235,024 million	(i) (cc) 21,12%
(ii) (cc)	R86,380 million	(ii) (cc) 1,48%
(iii) (cc)	R147,217 million	(iii) (cc) 2,52%
(i) (dd)	R130,685 million	(i) (dd) 2,24%
(ii) (dd)	R5,948 million	(ii) (dd) 0,10%
(iii) (dd)	R14,883 million	(iii) (dd) 0,25%

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

How many pupils who, in 1991, were in (a) Grade 1, (b) Grade 2, (c) Sid 1, (d) Sid 2, (e) Sid 3, (f) Sid 4, (g) Sid 5, (h) Sid 6, (i) Sid 7, (j) Sid 8, (k) Sid 9 and (l) Sid 10 at schools falling under his Department, failed to complete the 1991 school year?

Statistics with respect to public ordinary school education as at the first Tuesday of March 1991:

	(i)	(j)
(i)	73 808	(i) 72 845
(j)	68 607	(j) 63 146

49. How many pupils enrolled for the 1991 school year in (a) Grade 1, (b) Grade 2, (c) Sid 1, (d) Sid 2, (e) Sid 3, (f) Sid 4, (g) Sid 5, (h) Sid 6, (i) Sid 7, (j) Sid 8, (k) Sid 9 and (l) Sid 10 at schools falling under his Department?

3838E

THE MINISTER OF EDUCATION AND CULTURE:

50. Mr. M. J. ELLIS asked the Minister of Education and Culture:

How many students were studying at White teacher-training colleges as at (a) the latest specified date for which figures are available and (b) a corresponding date five years ago?

3839E

THE MINISTER OF EDUCATION AND CULTURE:

(a) 80 521  
(b) 77 025  
(c) 76 539  
(d) 73 328  
(e) 70 881  
(f) 67 847  
(g) 66 918  
(h) 72 678

(a) 7 934 (1991).  
(b) 13 077 (1986).  
\*FE students.

HOUSE OF DELEGATES

QUESTIONS

For written reply:

General Affairs:

8. Mr. M. RALAB asked the Minister of Home Affairs:

Film producers: subsidies

	(a)	(b)	(c)
(a)	What amount was paid by the State to film producers in subsidies in respect of the 1991-92 financial year;	(b) (i) to women and (ii) for what in respect of each film?	(c) The required information is contained in the attached schedule.

Producer	Name of film	Amount	
Taurus Films	Barré	38 577,50	Everts Films
Blackwell Films	Voice in the Dark	17 500,00	Everts Films
Electra Entertainment	Hot Pursuit	140 362,04	Everts Films
Nu Metro	Enemy Unseen	26 647,36	Everts Films
Nu Metro	Funny Face	11 367,30	Everts Films
Slavica Films	The Wanderers	23 577,26	Everts Films
Slavica Films	Mistotrame	47 819,12	Everts Films
Elnio de Wit			Everts Films

Information is for the period 1 April 1991 till 26 February 1992.

Producer	Name of film	Amount	
Taurus Films	Barré	38 577,50	Everts Films
Blackwell Films	Voice in the Dark	17 500,00	Everts Films
Electra Entertainment	Hot Pursuit	140 362,04	Everts Films
Nu Metro	Enemy Unseen	26 647,36	Everts Films
Nu Metro	Funny Face	11 367,30	Everts Films
Slavica Films	The Wanderers	23 577,26	Everts Films
Slavica Films	Mistotrame	47 819,12	Everts Films
Elnio de Wit			Everts Films

# More schools, ask marchers

By THEMBA KHUMALO

LEARNING in Vaal schools was disrupted when hundreds of teachers protested against class overcrowding this week.

Teachers described overcrowding as a recipe for yet another high failure rate at the end of the year. *C.PRESS 22/3/92*

On Wednesday teachers and pupils joined 15 000 anti-Budget protesters who marched to the offices of the Receiver of Revenue in Vereeniging.

The local National Education Crisis Committee (NECC) declared the past week a "week of action".

Leaders of the South African Democratic Teachers Union (Sadtu) and the Congress of South African Students (Cosas) presented a memorandum to the DET containing a list of grievances to the DET. It was addressed to Orange Vaal DET regional director Gert Steyn.

In the memorandum teachers demanded an urgent meeting with Steyn to address their growing discontent with the education crisis.

Gert Engelbrecht, who received the Sadtu-Cosas memorandum on behalf of DET, said he would convey the urgency of the matter to his superiors.

Teachers said the average school population in the region had rocketed to 1 500. Mqohaka High School in Sebokeng had about 1 800 pupils - each class accommodating nearly 80 pupils.

As a result some schools had resorted to the platoon system and others held classes in open veld in protest against the shortage of schools.

A teacher at Mqohaka said overcrowding made it difficult for him to monitor the performance of pupils.

He said: "I teach three classes and it's a headache for me to correct tests. I mark 160 test papers. I hardly have time for myself and my family - even during weekends. We work like slaves in these schools."

The teachers said they had been complaining about the shortage of schools since last year. DET officials had been ignoring their pleas. There was enough land on which schools could be built.

The situation had become so intolerable that they were no longer prepared to accept it.

There was a serious breakdown of discipline in schools. Pupils left classes as early as 11 am to roam the streets, teachers said.

Although Cosas and Pan Africanist Students Organisation leaders were trying to maintain discipline, the situation got completely out of hand in some schools.

Violence also played a part in the education crisis as pupils tended to stay away every time there was an attack in their areas.

Random attacks on Sharpeville residents have claimed about 10 lives in the past weeks. The assailants are believed to be residents of the KwaMadala Hostel, an Iscor complex outside Boipatong.

A Sadtu member said: "That's why we joined the anti-Budget protesters. They were also protesting against the bloody township violence."

# Voortrekkers boot out black child

51  
Soweto  
25/3/92

Own Correspondent

THE leader of the Voortrekker movement will write a personal letter of apology to a black child who was booted out of the organisation — but for the moment, the Voortrekkers will remain lily-white.

The boy, Leroy Mnguni (7), of the Laërskool Jan Celliers in Johannesburg, joined the Voortrekkers as a "penkop" (tenderfoot) two weeks ago.

While the "officers" of the Jan Celliers Commando happily accepted Leroy as a member, the executive of the movement were less enchanted.

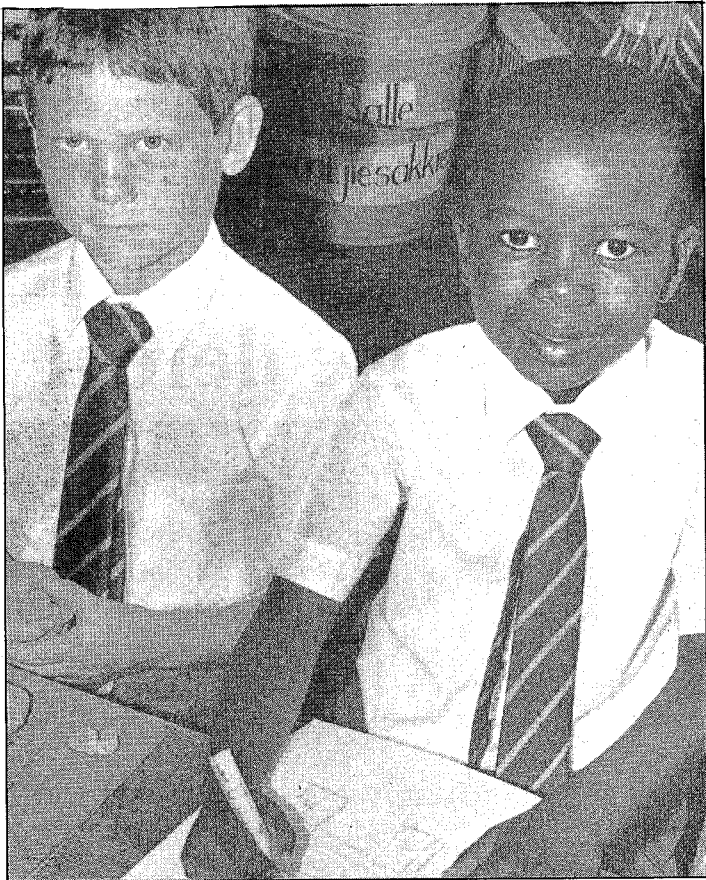
The leader of the Voortrekkers, the Rev Johan van der Walt, said in a statement the organisation was open only to white children who associate themselves with the "Afrikaner in all his facets".

Van der Walt, a church minister in Rustenburg, said he would personally write a letter to Leroy explaining to him why he can't join the movement.

He said the officers of the Jan Celliers Commando were not aware of the stipulation in the movement's constitution limiting membership to whites only.

"It is regretted that the boy was put in an embarrassing position in this way," Van der Walt said.

He said the next meeting of the executive, at which the constitution could be amended, was due next year.



Centre of controversy . . . Leroy Mnguni, the first black Voortrekker, and classmate Ryno Zeelle. His mother, Penny Steyn, says Leroy has no conception of race.

## Voortrekker leaders quit over ban

By Carina le Grange

The executive of the 42-year-old Jan Celliers Voortrekker Commando resigned last night after the first black's membership was revoked this week because of a "whites-only" clause in the movement's constitution.

Leroy Mnguni (7), a pupil at the Jan Celliers Laerskool in Johannesburg who is fluent in Afrikaans, was initiated as a member only two weeks ago.

The movement's top leadership had asked that his membership be withdrawn since membership was restricted to whites.

His mother, Penny Steyn, said Leroy did not understand why he could no longer be a member of the Voortrekkers since he had no concept of race.

The decision to resign was

formalised last night with the approval of members' parents during a meeting, part of which was held behind closed doors.

A senior regional leader, Anette Lemmer, had urged the commando members at the meeting not to leave the movement as they would be able to effect changes in the constitution only if they remained members. But the executive and parents confirmed their stand after a meeting lasting almost two hours.

The decision of the executive to resign affects between 50 and 60 children in the Parkview area and an officer corps that had been associated with the movement for between three and 30 years, former Jan Celliers Commando leader Johan Goosen said last night.

Mrs Steyn said that as a pho-

tographic and television model, Leroy was often in the public eye and thus not unused to the sudden attention which escalated into controversy this week.

Mrs Steyn welcomed the fact that the decision of the executive showed that people stood up for what they believed in.

● The movement's leader, the Rev Johan van der Walt, had said earlier yesterday that the Voortrekkers were unlikely ever to become multiracial because of the organisation's nature.

He said he had been in touch with the Inkatha Freedom Party to encourage it to create a similar cultural movement for young Zulus.

He would also write a letter to Leroy and, explain why he could not be a Voortrekker.

5 STAL 2513 192



2 APR 1992

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Vol. 321

PRETORIA, 27 MAART 1992  
MARCH

No. 13874

## GOEWERMENSKENNISGEWINGS

### ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN  
KULTUUR

No. 916 27 Maart 1992

#### VERKLARING VAN OPENBARE SKOOL TOT STAATSONDERSTEUNDE SKOOL

Kragtens die bevoegdheid my verleen by artikel 29 (2A) van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), verklaar ek, Pieter Gabriel Marais, Minister van Onderwys en Kultuur, hierby die skool in die Bylae tot staatsondersteunde skool met ingang van 2 April 1992.

**P. G. MARAIS,**  
Minister van Onderwys en Kultuur.

#### BYLAE

TRANSSVAAL  
Laerskool Tygerpoort.

DEPARTEMENT VAN ONDERWYS EN  
KULTUUR

No. 945 27 Maart 1992

#### VERKLARING VAN OPENBARE SKOOL TOT STAATSONDERSTEUNDE SKOOL

Kragtens die bevoegdheid my verleen by artikel 29 (2A) van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), verklaar ek, Pieter Gabriel Marais, Minister van Onderwys en Kultuur, hierby die skool in die Bylae tot staatsondersteunde skool met ingang van 1 Maart 1992.

**P. G. MARAIS,**  
Minister van Onderwys en Kultuur.

#### BYLAE

TRANSSVAAL  
Laerskool Louw Geldenhuis.

## GOVERNMENT NOTICES

### ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND  
CULTURE

No. 916 27 March 1992

#### DECLARATION OF PUBLIC SCHOOLS AS STATE-AIDED SCHOOLS

Under the powers vested in me by section 29 (2A) of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), I, Pieter Gabriel Marais, Minister of Education and Culture, hereby declare the school in the Schedule to be a state-aided school with effect from 2 April 1992.

**P. G. MARAIS,**  
Minister of Education and Culture.

#### SCHEDULE

TRANSSVAAL  
Laerskool Tygerpoort.

DEPARTMENT OF EDUCATION AND  
CULTURE

No. 945 27 March 1992

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**P. G. MARAIS,**  
Minister of Education and Culture.

#### SCHEDULE

TRANSSVAAL  
Laerskool Louw Geldenhuis.

**HOUSE OF ASSEMBLY**

**QUESTIONS**

† Indicates translated version.

For written reply:

General Affairs:

**Citizenship certificates**

112. Mr P G SOAL asked the Minister of Home Affairs:   
 How many citizenship certificates (a) (i) had been issued and (ii) remained to be issued as at 31 December 1991, and (b) were issued in 1991, to citizens of each self-governing territory?

**THE MINISTER OF HOME AFFAIRS:**

	(a) (i)	(a) (ii)	(b)
KwaZulu	1 611 543	2 009 960	312
Eastern	278 321	1 362 263	0
Orange	1 230	1 007 079	0
Gazankulu	98 574	487 138	1 428
Kapenang	6 574	610 945	0
KwaNdebele	574 772		240

The figures furnished under (a) (ii) are projections based on the latest advised 1985 Census figures as supplied by the Central Statistical Service. The results of the 1991 Census Survey, adjusted for undercount, are not yet available.

**Black home-owners**

137. Mr P G SOAL asked the Minister of Local Government and National Housing:

(a) How many Black home-owners are there in the Republic, (b) including and (ii) excluding the self-governing territories, and (b) how many such home-owners have mortgages?

**THE MINISTER OF LOCAL GOVERNMENT AND NATIONAL HOUSING:**

**HOUSE OF ASSEMBLY**

**HOUSE OF ASSEMBLY**

**QUESTIONS**

† Indicates translated version.

For written reply:

General Affairs:

**Departmental schools: number of classrooms**

159. Mr R M BURROWS asked the Minister of Education and Training:   
 (a) What is the (i) total number of classrooms in schools administered by this Department (aa) primary and (b) secondary schools and (b) in respect of what date is this information furnished?

**THE MINISTER OF EDUCATION AND TRAINING:**

	(a) (i) 54 428	(ii) (aa) 5, 5	(bb) 23, 4
165. Mr E W TRENT asked the Minister of Home Affairs: How many (a) male and (b) female (i) Whites, (ii) Coloureds, (iii) Asians and (iv) Blacks were there in the Port Elizabeth/Uitenhage metropole as at the latest specified date for which information is available?			

**THE MINISTER OF HOME AFFAIRS:**

**HOUSE OF ASSEMBLY**

**HOUSE OF ASSEMBLY**

**QUESTIONS**

† Indicates translated version.

For written reply:

General Affairs:

**Electricity supply: PE metropole**

166. Mr E W TRENT asked the Minister of Local Government and National Housing:   
 (a) How many houses are supplied with electricity in (i) the metropole comprising Port Elizabeth, Uitenhage and King's Park and (ii) each of these four areas and (b) in respect of what date is this information furnished?

**THE MINISTER OF LOCAL GOVERNMENT AND NATIONAL HOUSING:**

	(a) (i) 88 496	(ii) 65 366	7 698	12 800	2 632
170. Mr M J ELLIS asked the Minister of National Health: Health: amount budgeted					

**THE MINISTER OF NATIONAL HEALTH:**

**HOUSE OF ASSEMBLY**

**HOUSE OF ASSEMBLY**

**QUESTIONS**

† Indicates translated version.

For written reply:

General Affairs:

**Provincial Administration of Natal**

(iii) R313 120 000 and (iv) Head Office Administration: R189 781 000

**Provincial Administration of Natal**

	(a) 1991/92 financial year: R1 014 063 000 and	(b) (i) R326 923 000, (ii) R345 141 000, (iii) R175 221 000 and	(iv) Administration and auxiliary services R13 436 000 Ambulance and emergency services R45 541 000 Supporting and specially controlled services R91 805 000 Central medical stock account R1 000 000 Government motor transport R655 000 Capital works R14 541 000
(a) 1991/92 financial year: R714 464 000 and (b) (i) R197 059 000, (ii) not applicable, (iii) not applicable and (iv) Health: R317 405 000.			

**Provincial Administration of Transvaal**

**HOUSE OF ASSEMBLY**

and (b) what was the total net annual cost of such transport, in each province in 1991;

(2) what is this Department's policy regarding the transportation of pupils? D54E

THE MINISTER OF EDUCATION AND CULTURE:

(1) (a) None, the Department does not provide subsidized school buses, but H 453 pupils were transported on State Contract Buses;

(b) The total cost of providing State Contract bus services for 1991 was R6 205 411. A breakdown per province is, as yet, not readily available.

(2) The existing policy of the Department requires a levy of R25,00 per term per pupil on a strict affordability basis. This policy of providing a State Contract bus service is being revised whereby a transport allowance will be given only to indigent pupils who qualify through a means test.

Free textbooks/prescribed books: cost

10. Mr M R A J B asked the Minister of Education and Culture: (51) (5)

What was the cost of providing free textbooks and prescribed books in (a) primary and (b) secondary schools under the control of this Department in the latest specified financial year for which information is available?

D56E

THE MINISTER OF EDUCATION AND CULTURE:

Figures available for the latest financial year (1990/1991) are as follows:

	Inspection and advisory services			Psychological services			Education planning			Total
(i)	PL 4 to PL 5	23	4	5	5	32				
(ii)	PL 5 to PL 6	15	2	7	7	24				
(iii)	PL 6 to PL 7	5	1	2	2	8				
(iv)	PL 7 to PL 8	2	-	2	2	4				

(1) Promotion/upgrading of professional personnel in the Department of Education and Culture—House of Delegates since 1 January 1988 to 29 February 1992

(a)

(b)

(c)

(a) R1 321 631 (51)  
(b) R2 837 774 (51)

Refunding of amount for use of telephone  
11. THE LEADER OF THE OFFICIAL OPPOSITION asked the Minister of Local Government and Agriculture:

Whether he, in his capacity as Minister of Local Government and Agriculture, has at any time been required to refund any amount for the use of the telephone, if so: (a) what was the amount and (b) (i) for what purpose and (ii) to what Department was the refund made? D61E

THE MINISTER OF LOCAL GOVERNMENT AND AGRICULTURE:

No.

(a) Falls away.

(b) (i) Falls away.

(ii) Falls away.

Upgrading of posts

12. Mr K PANDAY asked, the Minister of Education and Culture: (51) (5)

(1) How many (a) superintendents of education, (b) psychologists and (c) education planners had their posts upgraded from (i) Level 4 to Level 5, (ii) Level 5 to Level 6, (iii) Level 6 to Level 7 and (iv) Level 7 to Level 8 during the period 1 January 1988 up to the latest specified date for which figures are available?

(2) whether the will furnish the House with the names of the incumbents of the posts affected by these upgrades, if not, why not, if so, what are their names? D62E

THE MINISTER OF EDUCATION AND CULTURE:

(2) (a) Superintendents of Education

Promoted from Level 4 to Level 5

1. Mr G S Ebrahim

2. Mr J Govender

3. Mr L Naidoo

4. Mr P Govender

5. Mrs A C Janssen

6. Mr M A Padayachee

7. Miss V Ramallal

8. Mr H B Singh

9. Mr I Rawatall

10. Mr R Valjee

11. Miss F R David

12. Mrs F Laban

13. Mr K P Govender

14. Mrs P Naidu

15. Mrs M Perard

16. Mr R Maharaj

17. Mrs S Balakrishnan

18. Mrs D D Naidoo

19. Mrs J Fakir

20. Miss S Ismail

21. Mrs D L Naidoo

22. Mrs S Pillay

23. Mr D M Moodley

Promoted from Level 5 to Level 6

1. Mr I Kanthada

2. Mr S E Madlan

3. Mrs E Buys

4. Mr M H Aboobaker

5. Mr L V Pillay

6. Mr A I Ismail

7. Mr R L Belarac

8. Mr N M Moodley

9. Mrs E S Somers

10. Mrs M Walters

11. Mr A D Padayachee

12. Mr P A Naidu

13. Mr V Naidoo

14. Mr M M Moodley appointed on Level 5 on 1/2/91

15. Mr H Rameshwar

Promoted from Level 6 to Level 7

1. Mr P J Venter

2. Mr G Khandroo

3. Mr M Narasimamy

4. Mr J Pillay

5. Mr V R Govender

Promoted from Level 7 to Level 8

1. Mr L R Naidoo

2. Dr C G Shah

3. School Psychologists

Promoted from Level 4 to Level 5

1. Mr P M Govender

2. Mr S G Moodley

3. Mr V Naidoo

4. Mr P Naidoo

Promoted from Level 5 to Level 6

1. Mr N R Singh

2. Mr J Narasimamy

Promoted from Level 6 to Level 7

1. Mr P B Singh

2. Education Planners

Promoted from Level 4 to Level 5

1. Mr M J Gonsalves

2. Mr C D Sinjee

3. Mr D Chetty

4. Mr A Singh

5. Mr G H Maharaj

Promoted from Level 5 to Level 6

1. Dr S P Naidoo

2. Mr C L Joshua

3. Mrs S Ingdes

4. Mr B Singh

5. Mr G Singh

6. Mr G Naidu

# Minister <sup>Sowetan</sup> to open <sup>27/3/92</sup> Takalani <sup>SI</sup>

THE Takalani School for the Mentally Handicapped will be officially opened by the Minister of Education and Training, Mr Sam de Beer tomorrow.

The school, which has a boarding home, was built by the Anglo American and De Beers Chairman's Fund at a cost of R7 million. The running costs and staff are funded by the DET.

Takalani is the first school to cater for the mentally handicapped in Soweto, a city with an estimated 15 000 handicapped people.

Takalani admits 200 children, many of whom are residents in the home.

●Meanwhile the Natal-spruit Upjohn Hospital School was officially opened this week.

The school, sponsored by Upjohn Pharmaceutical with the blessing of the DET, caters for children who are hospitalised. A full-time teacher and principal, Mrs Idlette Matetsoa, said she taught children from Sub A to Standard 5.

This helps the children to catch up easily with their peers when they are discharged from the hospital.

A new loan scheme for students has been set up the Ernest Oppenheimer Memorial Trust, First National Bank and the University of Witwatersrand.

EDMT will pump about R500 000 into the scheme each year until 1995 with FNB as security for loans approved under a Student Loan Indemnity Fund Scheme.



June.

Interested pupils should



Mr Bobby Godsell, Professor Jerry Steele, Professor Robert Charlton and Mr Pat Lamont

give the name of their schools, their locations, the classes they are doing and

the accounting topic they would like to cover.

Details should be sent to

Mr Phillip Mmutle, Abasa, Box 5282, Johannesburg, 2000 or at (011) 331-6923.

## Subsidise

Wits will select needy students according to its normal criteria. The interest will be used to subsidise the interest charged on individual loans. Repayments will be structured to suit individual students and may be spread over 10 years.

Students must apply for the loans at the Milner Park branch of FNB with a letter of introduction from Wits.

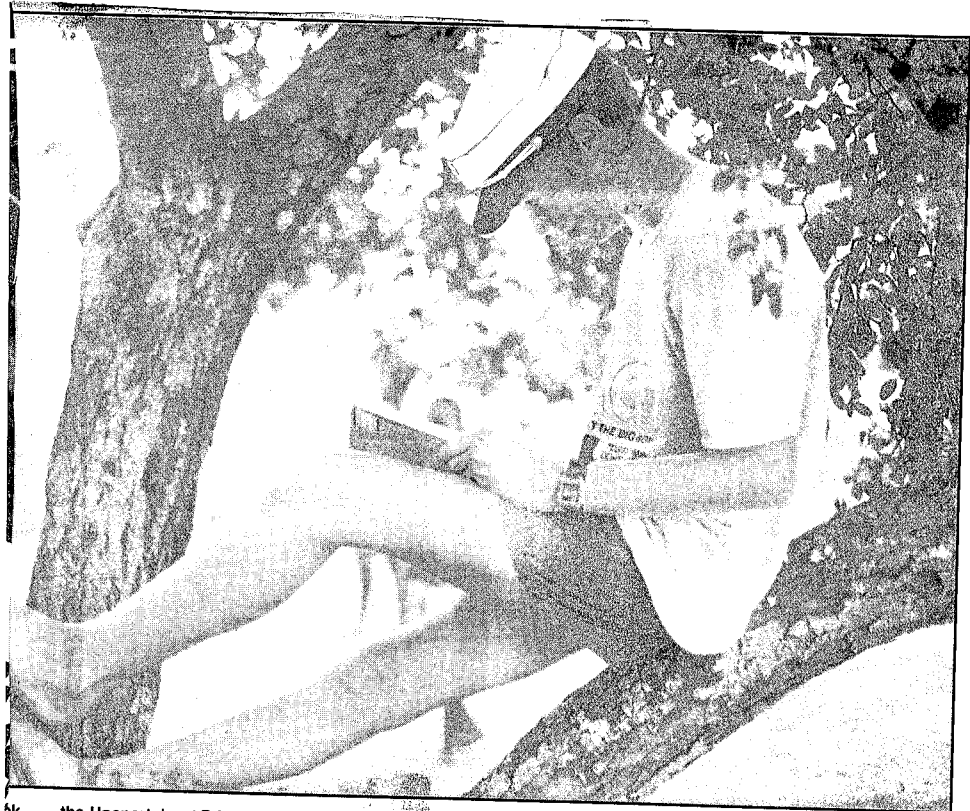
●The Education and Development Trust will hold a series of Career Planning Workshops for youth leaders this winter.

The two-day workshop will train representatives of student bodies, companies, youth clubs, service clubs and other community organisations to 'run' career workshops for the youth.

They cover self-assessment study and career options as well as job-seeking skills. They will be held between April and June.

For more details contact EDT's training co-ordinator, Muriel Connell at (011) 976-4788.

●The Association of Black Accountants of South Africa invites Standard 9 and 10 commercial pupils to a winter school in



5k . . . the Haenertsburg Primary has opened its doors to all as a school with a dynamic vision for the future.

## Haenertsburg Primary: a school looking to future

By Dirk Nel (5)  
Northern Transvaal  
Bureau

In 1880 gold was discovered in the foothills of the Wolkberg in the north-eastern Transvaal, and eight years later a small school was started in the nearby village of Haenertsburg.

After providing sound education as a Government school for more than 100 years, Haenertsburg Primary School, scenically situated at the heart of "The land of the silver mist", has opened its doors to all as a semi-

private, bilingual school with a dynamic vision for the future.

"We opted for the Model C concept long before the Government's moves in this respect, and believe we are already completely in step with the challenges of the new South Africa," headmaster "Loutjie" Louw told The Star.

The emphasis on Christian principles and environmental awareness, among other things, makes it an attractive option for parents wanting a healthy, safe atmosphere for their children's education.

New pupils are required to do an entrance examination to ensure

the maintenance of high academic standards, and the all-inclusive fee of R565 a term for boarders appears to be very reasonable, judging by the comments of parents who have "shopped around".

Pupils from several language and culture groups were playing cricket outside the hostel while waiting for Ina Shackleton's delicious evening meal when The Star visited the school.

Pupils can be accepted at any time during the academic year, and applications for academic and hostel bursaries are considered, a member of the governing council pointed out.

# R4bn plan to upgrade black education

6 Day 1/4/92

~~SA~~ BILLY PADDOCK ~~SA~~

CAPE TOWN — Department of Education and Training (DET) Minister Sam de Beer yesterday unveiled details of a R4,6bn short-term bridging programme to eliminate backlogs in black education while negotiations continued on a single non-racial schooling system. (S) ~~SA~~

He also denounced the "ridiculous situation of retrenching highly qualified white teachers while we have a shortage of trained teachers in black education".

The solution to this problem was not easy, he said, extending an invitation to all those white teachers who had been retrenched to make themselves available to his department.

De Beer told a news briefing his budget had increased by 35,3% from the amount allocated last year, raising the per capita spending on black pupils to R1 200 a year.

He said his department had consulted various organisations on the programme.

De Beer said as a result of the discussions, changes had been made to the programme.

De Beer announced that a further 2 520 classrooms would be completed this year, including 15 schools in squatter areas. A further 2 766 classrooms would be ready next year, leaving the department with a backlog of about 5 000 classrooms. Government was giving textbooks and stationery worth R80m to schools this year.

He said 3 299 new teaching posts had been created this year and the department was aiming to improve the 1991 pupil-to-teacher ratio of 41:1 at primary and 35:1 at secondary schools.

He also announced the appointment of staff commissioner WGM van Zyl, who would investigate complaints from aggrieved educators independently.

# Teachers and pupils urged to work harder

STAR 1/4/92 ST

Political Staff

CAPE TOWN — The Minister in charge of black education, Sam de Beer, pressed yesterday for greater involvement by communities, parents and pupils in protecting educational resources.

He said an increasing responsibility rested with them to protect and preserve buildings, equipment, teachers and other resources.

Unveiling a package of how the Department of Education and Training's R4,6 billion would be spent in the financial year starting today, he told a news conference it was unfortunately the case that the present investment in black education was not productive.

All South Africans had an interest in improved utilisation of resources, and in pupils and teachers who worked diligently and maintained constructive order and discipline at schools.

"Much is made of the right to

education, but it is a right which carries certain duties and requires a sense of responsibility," he said. "Education must be earned through hard work on the part of both teachers and pupils together with the whole-hearted participation of the community."

Mr de Beer said the new budget was a net increase of 19,2 percent over that spent in the previous financial year.

"While expenditure in other areas has been cut back, the Government has remained true to its conviction that education is a major investment in the future," he said.

The 19,2 percent increase would probably rise further during the year because of additional spending on capital projects and improvement of educators' conditions of service.

Mr de Beer said the building of a further 2 520 classrooms at 60 new and 74 existing public schools would be completed this year. Construction of 2 766 more classrooms at 83 new and 13 existing schools would start. They would be

ready next year.

He said 3 299 new teaching posts had been created this year, aimed at reducing the pupil-teacher ratios of 41:1 at primary and 35:1 at secondary schools last year.

Textbooks and stationery valued at R80 million had been given to schools for this year. More would be given to schools with unexpectedly high enrolments.

Everything possible would be done to replace books if pupils did not return them. But this would have to be done at the expense of other essential resources.

At farm schools, money had been set aside for 580 more classrooms. The teacher-pupil ratio of 1:38 should be alleviated by the addition of 330 more teaching posts.

Mr de Beer said a staff commissioner, Dr WGM van Zyl, had been appointed on February 17. This meant that aggrieved educators could now have their complaints independently investigated outside the department.



Imparting life skills to children at Streetwise

Photo: GUY ADAMS

## Off the streets and into the classrooms

W/mant 3/4 - 9/4/92

(AK)  
(ST)

By BEATHUR BAKER

STREETWISE is the only organisation which provides streetchildren with a basic education.

The project — based in Johannesburg, Soweto, Pretoria and Durban — started out as a "pavement education project" and now has between 250 and 350 registered pupils, according to Streetwise national education co-ordinator Robin Kirkham.

In 1986, he recalls, they "literally worked off the streets". But now they are able to offer these children six years of primary education. They aim to teach them life skills which will enable them to find jobs and maintain themselves independently once they finish high school, says Kirkham.

Until January this year they got no government assistance, but now they get food provisions from a Department of Health feeding scheme. They survive on R2,5 million a year, but almost double this is required to provide a full service.

They get by on donations from the European Community and local churches but feel these streetchildren are a South African problem and local sources should fund them. They are presently negotiating with the Johannesburg City Council for sponsorship.

Each child who comes off the street through the outreach programme is thoroughly assessed to determine at which school

level he or she should be placed. Many suffer brain damage or are traumatised from physical and sexual abuse.

Their education is inconsistent, though. They may register at Streetwise, but attendance is not regular. "We try to give them basic literacy, food and a place to sleep," says Kirkham. Where possible, they continue to high school.

Streetwise uses an "activity-based learning method" — relating selected topics to areas of teaching which help them understand concepts in maths and English. Streetwise also runs a homework supervision programme in its shelters, manned by volunteers.

At the Johannesburg branch of Streetwise, Kirkham runs a drama project with 15 Streetwise pupils and an equal number of pupils from King David school.

The concept arises from his experience in the Middle East, where Jewish and Arabic children were brought together through drama to forge friendships and understand each other's lifestyles.

The two-week-old project is a form of drama therapy. "For both sides it is a novelty; kids are kids and they love it," he says.

"What we want is to produce self-sufficient, independent kids — not institutionalised ones."

Ideally, the work done by Streetwise should be a government responsibility, he says.



## REVIEW: Independent schools

**A**T a meeting to discuss and co-ordinate Outreach programmes held at St John's College in February, Procc director David Kramer asked the question: "Why do you want to do all this?"

In response, Michael Carter, who heads St John's College's Century Outreach Initiative, suggested that the motivation for Outreach would be some or all of the following: philanthropy, social awareness and a desire to improve their image.

Be this as it may, the efforts of Independent Schools Council schools in Outreach are significant.

**ST MARY'S DSG KLOOF NATAL:** St Mary's Intercare Learning Experience assists black primary

# Reaching out to help

What are independent schools doing to assist the less privileged? MARK HENNING, national director of the Independent Schools Council, outlines the Outreach programmes

**ST MARY'S WAVERLEY:** Programmes include a Saturday School for 75 Alexandra children in Standards 3, 4 and 5, with cultural enrichment and

games, excursions and an environmental camp; and a Standard 5 bridging programme for 25 weeks. There is also a week's language workshop in Alexandra early in the year.

**ST SITHIANS COLLEGE:** There is an upgrading programme for 60 matriculants in maths, science and English, and also a night school for staff. Penryn College, a joint venture, has opened in the Lowveld.

**DURBAN GIRLS COLLEGE:** Two nursery schools in kwaMashu and

Lamontville; a Shell in-service teacher and parent training course with the school providing holiday accommodation; the Durban Independent Schools Choir; and Teenagers Against Drug Abuse, directed by the girls.

**ST ALBAN'S:** Very extensive and elaborate on-campus programmes, with a recent building of a master and a (black) co-ordinator. Some 100 Standard 10 and 30 Standard 9 students come to the school every afternoon.

There is a teacher up-grading programme in Tembisa and English classes at Standard 3/4 level in Mamelodi, Soweto and Umhlabi.

**ST MARY'S DSG PRETORIA:** Upgrading of 160 pupils in Standard 8 maths, which is now being duplicated

at Pretoria Girls High School; 240 pupils are given help in Standards 9 and 10 in English, maths, and science; secretarial courses for 30 students; and teacher upgrading off-campus with Vista University.

**WATERKLOOF HOUSE:** The school accommodates the Ikageng Centre of Project Literacy, an adult literacy programme mainly for domestic workers in Pretoria. No WHPS teacher is allowed to participate and the school provides nothing but its premises.

**WOODMEAD SCHOOL:** As part of the Ikageng Project, Woodmead accommodates 180 adults for evening classes.

Also a Saturday school for 120 local farm children; and in a recent holiday a successful residential course was run in maths and science for 120 Soweto matric candidates.

**PHUTHING:** Phuthing's Outreach programme assists with high school in Tembisa; and in Ivory Park (Midrand) they have helped establish vegetable gardens. It is in the process of setting up an adult literacy programme.

**ST ANDREW'S SENDERWOOD:** The main programme is the Daveyton Saturday School for 72 children in Standards 4, 5 and 6.

**SOMERSET HOUSE:** The Share school teaches literacy, language and numeracy to 160 adults. Many students are farmworkers.

**ST JOHN'S COLLEGE:** The college is about to enter the field in Alexandra to upgrade the qualifications of teachers and an enrichment programme for primary school pupils.

**REDHILL:** For the past nine years Redhill has provided a base for 150 pupils from Alexandra as part of the Gifted Child Programme. The nursery school teachers are involved in a teacher training programme in Alexandra, and SA Breweries funds an in-service project whereby an Alexandra nursery teacher spends two terms at Redhill.

There is also involvement in the Anglo-American-funded Alexandra community centre.

**ST DUNSTON'S:** A bridging programme in English and mathematics for 900 children up to Standard 8 level.

**MICHAEL MOUNT WALDORF:** Seven hundred children attend the weekly Early English programme at the school; and 600 matric candidates from Alexandra come twice a week after school.

**MAX STIBBE:** This Waldorf school grows sufficient food to supply the school. This expertise in cultivation is being shared with the local community, and a Village Market has been created.



## St Martin's School Rosettenville - Johannesburg

St Martin's is an independent, Anglican, non-racial and co-educational boarding school in the accessible suburb of Rosettenville.

The Preparatory School admits pupils from Grade 00 to Standard Five. The facilities include: a modern Science Laboratory; a Craft-Design-Technology Centre; comprehensive teaching and extra-curricula programmes in an integrated approach to child-centred education; and an afternoon-care service.

The High School caters for pupils from Standard Six to Standard Ten, and Post-Matric. The full spectrum of academic and commercial subjects is available to all students seeking a university oriented education.

The teacher to pupil ratio at St Martin's School is a very favourable 1:12. A full programme of academic support is available during the course of a structured and fully supervised day.

St Martin's School has a number of scholarships available to students entering Standard Six. Invitations to write the Scholarship Examinations are secured on the basis of results of the Admissions Tests which are conducted during the second and third terms.

Parents who seek a challenging and secure environment for their children should contact the school as soon as possible. Write to, or telephone:

St Martin's School  
114 Victoria Street  
Rosettenville 2197  
Telephone 435-0735/6/7

St Martin's Prep School  
Private Bag X01  
Hilleux 2039  
Telephone 435-0380/1

Telefax: 435-7303

## Check the proof of the mathematical pudding

*B10ay 8/14/92*  
THE standard of pupils' understanding in schools which use SERGO, a software package for teaching mathematics, has increased substantially, say teachers.

"One student improved his mathematics grade by two symbols in his matric year largely by using SERGO each afternoon for a month," Parktown Boys High teacher Jenny Audouin says.

Jeanette van der Breggen, a teacher at St Mary's DSG in Pretoria, says SERGO has boosted pupil confidence.

"The children enjoy doing mathematics on the computer to such an extent they come and voluntarily use it in the afternoons."

Van der Breggen says SERGO can also be used for

remedial teaching.

John Orr technicon uses SERGO through a master computer which is linked to 16 other computers.

"Although the teacher works from the master computer, he is able to access individual computers if any child is facing a problem — thus individualising the lesson," principal Einar Nilsen says.

King Edward VII teacher Gavin Crayston says there has been a noticeable improvement in the standard of the pupils through the use of SERGO.

House of Representatives educational technology director David Shepherd says his department uses the TOAM mathematics software package in 138 primary schools around SA.



**FROM AMERICA WITH LOVE . . .** The pupils and principal, Mr Mpumelelo Ndlakuhlolo, left, of the Stormont Madubela Primary School yesterday received books and clothing from American schoolchildren after Mr Alvin Andrews, an SATV cameraman, right, exposed their plight. Six-year-old Pheliwe Dinala reads one of the books. (5) CT 9/4/92

Picture: ALAN TAYLOR

Staff Reporter

**THE** shanty Stormont Madubela Primary School in KTC squatter camp yesterday received 45 boxes of books and clothing from American pupils after their plight was broadcast around the world.

The Jamestown Middle School in North Carolina sent the donation after seeing a documentary by SATV cameraman Mr Alvin Andrews.

## US pupils aid school

Stormont Madubela principal Mr Mpumelelo Ndlakuhlolo said: "We hope they continue with this spirit all their lives and help other people."

Mr Andrews has had many phone calls from around the world and aims to persuade donors to build a proper school in place of the shanty structure donated by the Canadian embassy.

The unofficial school has more than 400 pupils who are taught by 12 volunteer teachers, paid for by the KTC Relief Fund.

# First two-in-one school to open

STAR 13/4/92

By Phil Molefe  
Education Reporter

(51)

ANC president Nelson Mandela will today officially open South Africa's first "two-of-everything" school which bears his middle name — Rollhlhla — in the dusty squatter town of Etwatwa East, near Daveyton, on the East Rand.

He will also unveil a

larger-than-life-size bust of himself, which has been sculpted by Naomi Jacobson to mark the opening of the new Rollhlhla Primary School.

The construction of the school is the result of a remarkable social agreement involving the Etwatwa Civic Association, the Independent Development Trust, Nedcor and a private construc-

tion company, Citicon. The Department of Education and Training has helped with staff and equipment.

The "two-of-everything" model has been designed to use one school building to accommodate two schools, with a view to addressing the chronic shortage of classrooms.

The plan features an

administration centre with two separate principal's offices, two staff rooms, and separate cupboards to contain different sets of records.

The IDT has contributed R1.8 million towards the cost of the school, and the Etwatwa community has pledged R200 000, while the Nedcor Chairman's Trust has donated R320 000.

# Mandela, Minister open new school

KATHRYN STRACHAN

DET Minister Sam de Beer and Independent Development Trust (IDT) chairman Jan Steyn yesterday joined ANC president Nelson Mandela in opening the Rolihlahla Primary School in the squatter town of Etwatwa East, near Daveyton.

According to De Beer the construction of the R2.2m school was symbolic of the co-operation his department had been seeking between the state, the private sector and the community.

In his speech Steyn said the school served as a model for the IDT's nationwide R300m school building programme, which was aimed at reducing the backlog of 50 000 classrooms.

The school — which bears Mandela's middle name — was a new venture because there would be two primary school sessions a day, after which the premises would be offered to the community as an adult learning centre.

The school would eventually have two headmasters, two sets of teachers and two intakes of pupils.

Already 1 700 pupils have been registered, but numbers will double when more staff are hired.

The IDT donated R1.8m, the Etwatwa Civic Association pledged R200 000, and the Nedcor Chairman's Trust donated R320 000 towards the costs of the school.

Steyn called on national, regional and local leaders across the political spectrum

to commit themselves to working towards the eradication of poverty and deprivation. "SA runs the risk of becoming irreversibly ungovernable, no matter who governs.

"The time for building is now. We need to give the unhoused, the under-educated and those who do not have access to health care hope of a better future," he said.

Mandela told the 5 000 strong crowd that whether the day came when there would be better health and increased literacy, depended on them.

Political tolerance was absolutely essential, he said. "Although we must defend ourselves, our main efforts must be towards peace. Let us bury the past so that the damage done to SA is minimised."

De Beer said the days of apportioning blame and taking "potshots" at those in positions of authority were over.

He acknowledged that inequalities and backlogs had developed over the years.

"Whatever the shortcomings and mistakes we made, we have been trying for many years to improve the education of black pupils," De Beer said.

It was obvious that money alone could not solve the problems in education, and that the crisis of values and pattern of behaviour would have to change.

In many cases teachers had been breaking down the process of education through their defiance campaigns, he said.

81 Dec 14/4/92

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# Rolihlahla School a wonderful example

*Dowetwa 14/4/92*

~~51~~ (51) ~~51~~

INDEPENDENT Development Trust chairman Mr Jan Steyn yesterday called on national, regional and local leaders across the political spectrum to commit themselves to working towards the eradication of poverty and deprivation.

Steyn was speaking at the official opening of the Rolihlahla Primary School on the East Rand.

"We need to give those without houses, the uneducated and those who do not have access to health care hope of a better future.

"We can do this through well-structured programmes capable of being sustained over time," he said.

The commitment of ANC president Mr Nelson Mandela, President FW de Klerk, Inkatha Freedom Party leader Chief Mangosuthu Buthelezi and Pan Africanist

Congress deputy president Mr Dikgang Moseneke was needed to be bolstered by regional and local leaders.

"South Africans must join hands in creating a new future by building."

The school was funded with R200 000 raised within the 100 000-strong Etwatwa community and R1,8 million from the IDT. About 400 labourers were given jobs and trained to construct the school.

Steyn said: "In Etwatwa we saw the involvement of the community in providing money and labour. Your community trust raised over R200 000 towards the cost of the school.

"You have set a wonderful example of not only benefiting from empowerment, but also of accepting the responsibilities associated with it." - *Sapa*.

NEW NATION  
Sports  
funding  
attacked

THE Department of Education and Training (DET) has been accused of gross underfunding of sports facilities at black schools countrywide.

National and Olympic Sports Congress (Nosc) Transvaal region spokesperson, Pule Sealanyane, told NEW NATION this week that the DET deliberately ensured that black pupils lost interest in sport by selectively channelling sports funding to whites schools.

"We are looking to the unified sports bodies to improve sports facilities at black schools. But, the DET has to look into this matter seriously," he said.

Millions of rands were spent on sports facilities for white schools, but students in the townships had to put up with grossly inadequate or non-existent facilities, he said. **S** **N**



Sports facilities in most black townships are woefully inadequate as these Soweto kids, playing football on a vacant lot using paraffin tins for goalposts, know only too well. A DET spokesperson told NEW NATION that the department did not have sufficient funds to carry out improvements to sports facilities at all black schools. White schools, on the other hand, have among the best sports facilities in the country.

in the community, with the Administration: House of Delegates merely acting as the funding authority.

However, because the Local Authority in this instance, failed to take the necessary remedial action, the House of Delegates out of concern for the plight of those low-income families who desperately need to be assisted, decided to departmentally execute a housing project as indicated above.

**THE LEADER OF THE OFFICIAL OPPOSITION:** Mr Chairman, arising out of the hon the Minister's reply, is he aware of the fact that, firstly, there was no request from the House of Housing, and secondly, a city councillor by the name of Mr Peter Cochet is adopting an obstructionist attitude, is playing cheap party politics and refuses to accede to the reasonable request of the LAC? In view of this, is the hon the Minister now prepared to wield the big stick and to use his powers in terms of the Housing Development Act (House of Delegates)?

**THE MINISTER:** Mr Chairman, the Department of Housing is fully aware of the situation in Durban, and particularly in Chatsworth, and I want to tell the hon the Leader of the Official Opposition that a meeting is scheduled for this Friday to discuss two projects in Chatsworth. If the hon the Leader of the Official Opposition has any special matter to raise, he can write to us and we shall look into the matter and furnish him with an answer.

**THE LEADER OF THE OFFICIAL OPPOSITION:** Mr Chairman, further arising out of the hon the Minister's reply, and in view of the fact that when he was an ordinary member of Parliament he condemned the fact that a meeting of the Housing Advisory Committee was not called, is he now prepared to call a meeting to discuss this matter within 24 hours?

**THE MINISTER:** Mr Chairman, although the question is not relevant to the issue under discussion... [Interjections.]

**THE CHAIRMAN OF THE HOUSE:** Order!

**THE MINISTER:**... I want to assure hon members that only this morning the hon the Deputy Minister and I discussed this issue and hon members will be notified of that meeting in due course.

**Mr M MOHANLALL:** Mr Chairman, further arising out of the hon the Minister's reply, is he aware that community halls are provided, from what one calls community facility funds. These are collected over and above the sale price of the houses and over and above the rentals that are paid. Why can that money not be used to build such a hall? [Interjections.]

**THE MINISTER:** Mr Chairman, I ask the hon member for Clare Estate to pose that question to the local authority concerned.

**Sandfields Primary School: representations**

**Local Government and Agriculture:** (51) Whether representations made by the Sandfields Primary School in Tongaat for land under the control of this Department to be used as school grounds have been referred to him; if so, (a) (i) by which Department of the Administration; House of Delegates; (ii) why and (iii) when were they so referred and (b) what was his Department's response in this regard?

**D107E**  
**THE MINISTER OF HOUSING AND AGRICULTURE:**

- No.
- (a) (i) Falls away.  
(ii) Falls away.  
(iii) Falls away.  
(b) The land which the Sandfields Primary School wishes to use as a sportsfield is presently used for special residential purposes. As soon as it has been rezoned for educational purposes the matter will be referred to me for final approval. I also wish to point out that the Principal of the School has been informed that the Department has no objection to the school using the property as a sportsfield in the meantime.

**Mr M RAJAB:** Mr Chairman, arising from the hon the Minister's reply, could he please tell this House when the principal was informed of that decision?

**THE MINISTER:** Mr Chairman, I do not have the answer readily available, but I shall certainly

find out and inform the hon member of the facts he requires.

**Mr M ABRAHAM:** Mr Chairman, further arising from the hon the Minister's reply, he has just mentioned that he did not receive any representations from a school; how, then, did he respond to the principal? [Interjections.]

**THE MINISTER:** Mr Chairman, it is very obvious that I assumed the position of Minister of this portfolio only very recently. I got this information from the Department and I think it is understandable that I do not have all the information at my disposal. I ask for hon members' understanding in this regard.

**Mr M ABRAHAM:** Mr Chairman, I fully understand the hon the Minister's position. I shall take this matter further with him later.

**Sale of Stand 6876 Fortions 3 and 7; Lenasia**

- (1) Whether Stand 6876 Fortion 3 and Stand 6876 Fortion 7 in Lenasia Township were sold by tender by his Department; if not, (a) why not and (b) how were they sold; if so, which.

- (2) whether these stands were repossessed at any stage; if so,  
(3) whether they were repossessed owing to the failure of the awardees to pay the tender price; if not, why were they repossessed; if so, what is the present status of these stands?

**D108E**  
**THE MINISTER OF HOUSING AND AGRICULTURE:**

- (1) No.  
(a) Both of these properties were sold by the former Community Development Board.  
(b) It is not clear from the records inherited from the former Department of Community Development whether the properties were sold by public tender. Portion 3 was sold on 23 April 1982 and Portion 7 was sold on 21 May 1982.
- (2) Yes.



The hon the Minister will be taking the in-service programmes yet, another step into the future when he signs the accord with his counterpart in the KaNgwane Government on 28 April this year. Other Black governments such as Kwa-Ndebele, Venda, Gazankulu, Ciskei, Bophuthatswana and Lesotho have shown a keen interest in allowing the poorly qualified or unqualified teachers in service to take advantage of the training programmes offered by our Department of Education and Culture by means of tele-tuition.

These in-service teacher training programmes are the fundamental blocks in nation-building. We have the expertise of highly trained and experienced professional and administrative staff to assist our long deprived Black country men in their quest for quality education. With the drop in numbers for our recruitment of teachers, we also have available ample material resources which could be utilised in the in-service programmes. The hitherto so-called Indian education is now becoming truly national, or should I say international.

Hon members must also note that the Black states participating in this in-service programme are willing to pay for the service. The KwaZulu Government is paying more than R1 million for the training of approximately 500 teachers a year. Hence, we must refrain from complaining that we have been charitable and that that is why we are so short of funds.

The goodwill generated by these in-service programmes is tremendous. It is to the distinct credit not only of the teaching fraternity, but of the Local Authority as a whole. [Time expired.]

MR RAJAB: Mr Chairman, I was very pleased to hear that very positive contribution by the hon member for Montford. I must agree with what has been said in this interpellation thus far. The Springfield College of Education has played a very important role in the history of teacher training in this country. I believe it is also playing a very important role in the training of Black teachers, and we appreciate that.

However, with great respect, I do not agree with the submission made by the hon the Minister that it would make economic sense to increase our facilities at Springfield rather than to encourage the University of Durban-Westville to enlarge its

#### QUESTIONS

\*Indicates translated version

For oral reply:

Own Affairs:

**Teaching of Afrikaans: new policy**  
\*1. Mr K. CHETTY asked the Minister of Education and Culture:

- (1) Whether a new policy regarding the teaching of Afrikaans has been introduced in schools under his control; if so, (a)(i) by whom, (ii) why and (iii) when was this policy introduced and (b) how will this change affect pupils in regard to Afrikaans as an official language;
- (2) whether he will make a statement on the matter?

D99E  
THE MINISTER OF EDUCATION AND CULTURE:

- (1) No.
- (2) Yes. Towards the end of 1991, the Committee of Heads of Education Departments (CHED) released a Discussion Document on "A curriculum model for education in South Africa".
- On the matter of languages, the model proposes the following for the future:

*Junior Primary Phase:*  
Class 1: 1 or 2 languages.  
Class ii & Std 1: 2 languages from Afrikaans, English and an African language.

*Senior Primary Phase:*  
Std 2: 2 languages.

Thereafter: 3 languages.  
*Junior Secondary Phase:*  
2 languages from English, Afrikaans and an African language.

An optional third language.  
*Senior Secondary Phase:*  
Sids 8 & 9: 2 compulsory languages, and a third optional language, if desired.

St. 10: Only 1 language is compulsory.

In its response to the above, the Department has recommended (to the Department of National Education—DNE) that there be just ONE compulsory language and that pupils be allowed to choose a second language from a list of optional languages, including the Indian languages and AfriBic.

Housing needs: Chatsworth area

\*2. Mr K. CHETTY asked the Minister of Housing:

Whether he recently carried out any on-the-spot inspections, or caused such inspections to be carried out to determine the housing needs of the Chatsworth area; if not, why not; if so, (a) when and (b) what were the findings?

D99E  
THE MINISTER OF HOUSING AND AGRICULTURE:

- (a) Falls away.  
(b) Falls away.

I wish, however, to point out that on direction of my predecessor, the Deputy Minister of Housing recently had a meeting with the Deputy Mayor of Durban, Senior Officials of the City Council and Members of the Southern Durban Local Affairs Committee to discuss various issues, inter alia, the provision of further low cost housing on remaining sites/land within Chatsworth. Following a number of subsequent inspections in loco by the Deputy Minister of Housing and others, certain sites within Chatsworth had been identified for this purpose.

Furthermore, my predecessor has taken a firm decision to proceed with low cost housing in the area contiguous to Croftdene and Westcliff to the east of the R. K. Khan Hospital and it is anticipated that the Local Authority, in the light of information presented to it, will release the sites in question to this Administration for the purpose of providing much needed low cost housing thereon.

It must also be made quite clear that it is the Local Authority's responsibility and obligation to provide low-cost housing for the needy

# Plan to resolve education crisis

Teachers and students in Soweto have adopted a six-point plan in an attempt to cultivate the culture of learning and teaching in the classroom. (5) (2) (2)

This was adopted at the first annual general meeting of the South African Democratic Teachers' Union (Sadtu) Soweto branch at the Ipelegeng Community Centre, 464 N. 1st St. (Lekwa) (1)

The event was attended by 20 delegates representing eight areas in the township, fraternal organisations including the Soweto Education Co-ordinating Committee (SECC), Sadtu Cultural Forum, Soweto Schools Sports Congress (SSSC) and interested students in general.

## Effort

The six-point plan will involve - resuscitating the subject and standard committees; involving students in motivation programmes, weekly monitoring of class and subject registers; involving parents in the students' learning process and improving direct communication problems between parents and teachers; evaluate teachers' progress; provide additional teaching time in the mornings, afternoons, weekends and continuing classes during school holidays.

The combined effort to resolve our education crisis also identified various projects which include: forming Area Sub-Committees to work out and analyse the syllabi; share knowledge and information on particular subjects; work out common programmes. 244-30/4/92

## Discredited

There will also be sub-committees to deal with regular workshops and seminars; develop and improve working relations with relevant education structures and projects such as those at Funda Centre. Professionals and educationists will also be drawn in to make inputs on relevant topics.

On the sports side, the conference called on the DEI to recognise SSSC in the place of the discredited Soweto Sports Council. They also called for money allocated for sports facilities and teams to be channelled through the SSSC to stop the abuse of such funds. Sports co-ordinators who left their posts were called to return because their posts were "misplaced and irreplaceable".

Teachers, parents and students agreed to embark on programmes which would identify and challenge unjustifiable actions by DEI against teachers. These include dismissals, transfers and suspensions. Sadtu also pledged to increase its recruitment programme in Soweto.

(a)

Schools	Gr I	Gr II	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10
Buccleuch Primary School	107	95	107	94	83	66	50	—	—	—	—	—
Hyde Park High School	—	—	—	—	—	128	129	99	150	137	—	—
Laerskool Bryanston School	46	61	57	38	44	42	32	—	—	—	—	—
Montrose Primary School	101	101	113	112	98	81	76	—	—	—	—	—
Rembrandt Park Primary School	101	86	87	96	91	94	90	—	—	—	—	—
Rivonia Primary School	126	131	142	135	127	120	121	—	—	—	—	—
Sandown High School	—	—	—	—	—	160	156	176	170	181	—	—
Sandown Primary School	79	87	86	91	91	89	93	—	—	—	—	—
Wendwood High School	—	—	—	—	—	136	160	183	179	174	—	—
Wendwood Primary School	111	99	116	93	94	103	89	—	—	—	—	—

(b)(i)

Schools	Gr I	Gr II	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10
Buccleuch Primary School	96	88	101	88	80	62	48	—	—	—	—	—
Hyde Park High School	—	—	—	—	—	120	125	94	145	137	—	—
Laerskool Bryanston School	46	61	57	38	44	42	32	—	—	—	—	—
Montrose Primary School	87	90	110	109	93	80	58	—	—	—	—	—
Rembrandt Park Primary School	89	76	82	86	89	93	82	—	—	—	—	—
Rivonia Primary School	120	125	136	128	124	117	119	—	—	—	—	—
Sandown High School	—	—	—	—	—	133	133	159	149	179	—	—
Sandown Primary School	63	77	65	77	78	68	81	—	—	—	—	—
Wendwood High School	—	—	—	—	—	129	148	165	168	168	—	—
Wendwood Primary School	103	91	110	89	91	101	82	—	—	—	—	—

(ii)

Schools	Gr I	Gr II	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10
Buccleuch Primary School	11	7	6	6	3	4	2	—	—	—	—	—
Hyde Park High School	—	—	—	—	—	—	—	8	4	5	5	—
Laerskool Bryanston School	—	—	—	—	—	—	—	—	—	—	—	—
Montrose Primary School	14	11	3	3	5	1	18	—	—	—	—	—
Rembrandt Park Primary School	12	10	5	10	2	1	8	—	—	—	—	—
Rivonia Primary School	6	6	6	7	3	3	2	—	—	—	—	—
Sandown High School	—	—	—	—	—	—	—	—	—	—	—	—
Sandown Primary School	16	10	21	14	13	21	12	—	27	23	17	21
Wendwood High School	—	—	—	—	—	—	—	—	—	—	—	—
Wendwood Primary School	8	8	6	4	3	2	7	—	7	12	18	11

Provincial education departments: non-White teachers

57. Mr R M BURROWS asked the Minister of Education and Culture: (1) Whether any provincial departments of education have taken into employment any teacher who is not classified as White; if so, (a) which provincial departments and (b) how many teachers in total?

(2) Whether any registered private schools did not apply for this subsidy in 1991; if so, which schools? (51) B450E

The MINISTER OF EDUCATION AND CULTURE:

Yes.

(a) in all four provincial education departments,

(b) 19.

Private schools: subsidy

58. Mr R M BURROWS asked the Minister of Education and Culture: (1) Whether any private schools in (a) the Transvaal, (b) Natal, (c) the Cape Province and (d) the Orange Free State (1)

(1) (a) (i) Yes, Auckland Park Preparatory School Assumption Convent Primary School Belavisa School Barnato Park High School Beth Jacob Girls' High School Bishop Bayin School Boys' Town School Brescia House Ursuline Convent Broadlands School

applied for and (ii) were granted a subsidy for private schools in 1991, in terms of the Private Schools Act (House of Assembly, No 104 of 1986; if so, which schools in each case;

(2) whether any registered private schools did not apply for this subsidy in 1991; if so, which schools? (51) B450E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) Yes,

Auckland Park Preparatory School Assumption Convent Primary School Belavisa School Barnato Park High School Beth Jacob Girls' High School Bishop Bayin School Boys' Town School Brescia House Ursuline Convent Broadlands School

(a)

Schools	Gr I	Gr II	Sid 1	Sid 2	Sid 3	Sid 4	Sid 5	Sid 6	Sid 7	Sid 8	Sid 9	Sid 10
Buccleuch Primary School	107	95	107	94	83	66	50	—	—	—	—	—
Hyde Park High School	—	—	—	—	—	—	—	128	129	99	150	137
Laerskool Bryanston	46	61	57	38	44	42	32	—	—	—	—	—
Montrose Primary School	101	101	113	112	98	81	76	—	—	—	—	—
Rembrandt Park Primary School	101	86	87	96	91	94	90	—	—	—	—	—
Rivonia Primary School	126	131	142	135	127	120	121	—	—	—	—	—
Sandown High School	—	—	—	—	—	—	—	160	156	176	170	181
Sandown Primary School	79	87	86	91	91	89	93	—	—	—	—	—
Wendwood High School	—	—	—	—	—	—	—	136	160	183	179	174
Wendwood Primary School	111	99	116	93	94	103	89	—	—	—	—	—

(b)(i)

Schools	Gr I	Gr II	Sid 1	Sid 2	Sid 3	Sid 4	Sid 5	Sid 6	Sid 7	Sid 8	Sid 9	Sid 10
Buccleuch Primary School	96	88	101	88	80	62	48	—	—	—	—	—
Hyde Park High School	—	—	—	—	—	—	—	120	125	94	145	137
Laerskool Bryanston	46	61	57	38	44	42	32	—	—	—	—	—
Montrose Primary School	87	90	110	109	93	80	58	—	—	—	—	—
Rembrandt Park Primary School	89	76	82	86	89	93	82	—	—	—	—	—
Rivonia Primary School	120	125	136	128	124	117	119	—	—	—	—	—
Sandown High School	—	—	—	—	—	—	—	133	133	159	149	179
Sandown Primary School	63	77	65	77	78	68	81	—	—	—	—	—
Wendwood High School	—	—	—	—	—	—	—	129	148	165	168	168
Wendwood Primary School	103	91	110	89	91	101	82	—	—	—	—	—

(ii)

(S1)

Schools	Gr I	Gr II	Sid 1	Sid 2	Sid 3	Sid 4	Sid 5	Sid 6	Sid 7	Sid 8	Sid 9	Sid 10
Buccleuch Primary School	11	7	6	6	3	4	2	—	—	—	—	—
Hyde Park High School	—	—	—	—	—	—	—	8	4	5	5	—
Laerskool Bryanston	14	11	3	3	5	1	18	—	—	—	—	—
Rembrandt Park Primary School	12	10	5	10	2	1	8	—	—	—	—	—
Rivonia Primary School	6	6	7	3	3	2	—	—	—	—	—	—
Sandown High School	—	—	—	—	—	—	—	—	—	—	—	—
Sandown Primary School	16	10	21	14	13	21	12	—	27	17	21	2
Wendwood High School	—	—	—	—	—	—	—	7	12	18	11	6
Wendwood Primary School	8	8	6	4	3	2	7	—	—	—	—	—

Provincial education departments: non-White teachers

57. Mr. R. M. BURROWS asked the Minister of Education and Culture: (S1)

Whether any provincial departments of education have taken into employment any teacher who is not classified as White; if so, (a) which provincial departments and (b) how many teachers in total?

B449E

The MINISTER OF EDUCATION AND CULTURE:

Yes,

(a) in all four provincial education departments;

(b) 19.

Private schools: subsidy

58. Mr. R. M. BURROWS asked the Minister of Education and Culture: (S1)

(1) Whether any private schools in (a) the Transvaal, (b) Natal, (c) the Cape Province and (d) the Orange Free State (i)

applied for and (ii) were granted a subsidy for private schools in 1991 in terms of the Private Schools Act (House of Assembly), No 104 of 1986; if so, which schools in each case;

(2) whether any registered private schools did not apply for this subsidy in 1991; if so, which schools? (S1) B450E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) Yes,

Auckland Park Preparatory School  
Assumption Convent School  
Assumption Convent Primary School

Barnato Park High School  
Bellavista School  
Beth Jacob Girls' High School  
Bishop Bavin School  
Boys' Town School  
Brescia House Ursuline Convent  
Broadlands School

Calvary Christian College  
 Calvary Christian School  
 Capital Tutorial College  
 Carmel High School  
 Carmel Primary School  
 Christian Brothers' College  
 (Brampton)  
 Christian Brothers' College  
 (Silverton)  
 Christian Brothers' College  
 (Springs)  
 Christian Community College  
 Convent of Our Lady of Mercy  
 Dominican  
 Convent of the Holy Family  
 Covenant College  
 Crossroads School  
 Damin College High School  
 De la Salle Holy Cross College  
 Deutsche Schule (Auckland  
 Park)  
 Deutsche Schule (Silverton)  
 Dominican Convent School  
 Belgavia  
 East Rand Christian Centre  
 Eden College  
 Emmanuel Christian School  
 Flamboyant School  
 Gereformeerde Laerskool  
 "Dirk Postma"  
 Gereformeerde Laerskool  
 "Johannes Calvin"  
 Glen Oaks School  
 Grace Christian School  
 Grantley School  
 Haifield Christian School  
 Hill School  
 Holy Rosary Convent  
 Iona Convent  
 Japan School  
 Karisban College  
 King David Primary School  
 King David School (Linksfield)  
 King David School (Victory  
 Park)  
 Kingsmead College  
 Klerkskorp Christian Academy  
 Kriel Christian Academy  
 Kroomdool Deutsche Schule  
 La Salle College  
 Liberty Christian College  
 Lighthouse Christian College  
 Loidal Christian School  
 Loreto Convent  
 Loreto Convent High School

Lowveld Christian School  
 Marist Brothers' College  
 Maryvale College  
 Mayfair Convent  
 McAuley House School  
 Menzies Primary School (Glen-  
 hazel)  
 Michael Mount Waldorf School  
 Our Lady of Mercy School  
 Paterson Park School  
 Pretoria Laerskool  
 Pretoria Chinese School  
 Pretoria Preparatory School  
 Redhill Preparatory School  
 Redhill School  
 Rietmooi School  
 Roedeiaan School (SA)  
 Sacred Heart College  
 Sageswood School  
 Salfert School  
 Sancta Maria Junior School  
 Sedaven High School  
 Sedaven Primary School  
 Selby Park Convent  
 Sha-Arei Torani Primary School  
 Shannan Christian School  
 St Alban's College  
 St Andrew's School  
 St Benedict's College  
 St Catharine's Convent  
 St Catharine's Dominican  
 Convent  
 St Columbus Primary School  
 St Conrad's College  
 St David's Marist Brothers'  
 College  
 St Dominic's School  
 St Dunstan's Memorial  
 Diocesan School  
 St John Bosco College  
 St John's College  
 St John's Preparatory School  
 St Katharine's Preparatory  
 School  
 St Martin's School  
 St Mary's Diocesan Convent  
 St Mary's School for Girls  
 St Paulus Laerskool  
 St Peter's Preparatory School  
 St Peter's School  
 St Sibiham's College  
 St Teresa's Convent  
 St Thomas Aquinas School

Stuydewell Tutorial College  
 St Ursula's Convent High  
 School  
 St Ursula's Convent Primary  
 School  
 The King's School Bryanston  
 The King's School Fontaine-  
 bleau  
 The King's School North East-  
 ern Suburbs  
 The King's School West Rand  
 The Ridge Preparatory School  
 The Torah Academy  
 Uplands Preparatory School  
 Waterkloof House Preparatory  
 School  
 Windsor House Academy  
 School  
 Woodmead School  
 Yeshiva College of SA  
 Yeshivath Torah Emeth  
 College

(b) (i) yes, as for (1)(a)(i),  
 (f) yes,

Carmel Junior Primary (Durban  
 North)  
 Carmel College  
 Clifton Preparatory (Durban)  
 Clifton Preparatory  
 (Nottingham Road)  
 Cordwallas Preparatory  
 Cowan House Primary  
 Deutsche Schule Durban  
 Drakensberg Boys' Choir  
 Durban Girls' College  
 Empangeni Christian School  
 Epworth High  
 Evangelist Christian School  
 Faith Christian School  
 Deutsche Schule Hermannsburg  
 Highbury Primary  
 Highwood College  
 Holy Childhood Convent  
 Kestel College  
 Kestel Primary  
 Marist Brothers' Convent  
 Marist Brothers' College  
 Maritzburg Christian School  
 Michaelhouse  
 Michaels

(c) (i) yes,  
 (f) yes,

Abundant Life Christian  
 School (King William's Town)  
 Bosko Christian School (Her-  
 manus)  
 Christian Brothers' College  
 (Green Point)  
 Christian Brothers' College  
 (Kimberley)  
 Deutsche Schule (Tamboers-  
 kloof)  
 Diocesan College (Rondebosch)  
 Diocesan School For Girls  
 (Grahamstown)  
 Forbes School (Rondebosch)  
 George Christian School  
 (George)  
 Gereformeerde Laerskool  
 (Bellville)  
 Harvest Christian School  
 (Walmer)  
 Hebrew Academy (Sybrand  
 Park)  
 Helderberg High School  
 (Somerset West)  
 Helderberg Primary School  
 (Somerset West)  
 Herschel School (Claremont)  
 Herziela High School (Highlands  
 Estate)  
 Herziela Primary School  
 (Highlands Estate)

Nardini Convent  
 New Hanover Primary  
 Our Lady of Fatima  
 Our Lady of Natal Convent  
 Phoenix Preparatory  
 Pinetown Convent  
 Richards Bay Christian School  
 SA Jockey Academy  
 St Anne's Diocesan  
 St Cathrine  
 St Charles' College  
 St Dominic's  
 St John's  
 St Mary's  
 The Holy Family Convent  
 The Thomas More  
 Trevorton College  
 Trevorton Preparatory  
 Waldorf School  
 Wykhamham Collegiate  
 Uthungathi School

Herzlia Primary School  
 (Constantia)  
 Herzlia Primary School  
 (Milnerum)  
 Herzlia Weizman Primary  
 School (Sea Point)  
 Hillcrest Secondary School  
 (Mowbray)  
 Holy Cross Convent School  
 (Brooklyn)  
 Holy Cross Senior School  
 (Main Road)  
 Holy Cross Sisters' School  
 (Bellville)  
 Four Bay Christian School  
 (Jeffreys Bay)  
 Joan Cole Academy (Bellville)  
 Kingswood College (Grahamstown)  
 Loreto Convent School (Strand)  
 Michael Oak School  
 (Kleinwoude)  
 Micklefield School  
 (Rondebosch)  
 Mossel Bay Community  
 Christian School (Mossel Bay)  
 Pictorial Bay Christian  
 School (Pictorial Bay)  
 Somerset House Preparatory  
 School (Somerset West)  
 Springfield Convent of the Holy  
 Rosary (Wynberg)  
 St. Andrew's College (Grahamstown)  
 St. Andrew's Preparatory School  
 (Grahamstown)  
 St. Cyprian's School (Oranje-  
 zette)  
 St. Dominic's Priory (Walmere)  
 St. George's Grammar School  
 (Mowbray)  
 St. George's Preparatory School  
 (Port Elizabeth)  
 St. Joseph's College  
 (Rondebosch)  
 Theodor Herzl School  
 (Walmere)  
 Trinity High School (Port  
 Elizabeth)  
 Waddorf School (Constantia)  
 Western Province Preparatory  
 School (Claremont)  
 Woodridge College and Prepa-  
 ratory School (Thornhill)

Word of Faith Christian School  
 (Newton Park)  
 (ii) yes, as for (1)(c)(f) except for  
 Basko Christian School (Her-  
 manus)  
 Hout Bay Christian School  
 (Hout Bay)  
 Word of Faith Christian School  
 (Newton Park),  
 (d) (i) yes,  
 Bethlehem Christian School  
 (Bethlehem)  
 Christian Brothers' College  
 (Bloemfontein)  
 Christian Brothers' College  
 (Wolkom)  
 Convent of St. Agnes (Wolkom)  
 St. Andrew's Secondary School  
 (Wolkom)  
 (ii) yes, as for (1)(d)(f) except for  
 Bethlehem Christian School  
 (Bethlehem);

(2) yes,

*Transvaal*

Alberton Christian Academy  
 Efficiency Business Academy  
 Kingdom School  
 Max Sibbe School  
 Rand Tutorial School  
 The First College  
 The Japanese School  
 Verney College  
 Word of Life Christian School  
 Yael Primary School

*Natal*

Ananizmotof Christian School  
 Bible Fellowship School  
 Cambridge College  
 Chelmsford School  
 Highway Christian Academy  
 Kainon School  
 Kenmore School  
 King's School  
 Lifestyle Christian School  
 South Coast Christian Learning Centre  
 St James' College  
 Victory Christian Academy  
*Cape Province*  
 Abbots College (Clareinch)  
 Agapé Christian School (Noordhoek)

(5) Boston House College (Cape Town)  
 Boston House College (North) (Bellville)  
 Cape Tutorial College (Rondebosch)  
 High College (Port Elizabeth)  
 Holy Cross Convent Primary School  
 (Aliwal North) (51)  
 Kleinsee School (Kleinsee) (51)  
 Northside Christian School (Bellville) (51)  
 Olyfrans Kollege (Swellendam) (51)  
 Progress College (Rosebank) (51)  
 Rosebank House College (Rosebank) (51)  
*Orange Free State*  
 Agapé Christian School (Bloemfontein)

Number of pupils/teachers: Orange Free State  
 59. Mr L. F. STOFBERG asked the Minister of  
 Education and Culture:†

(a) How many male and female teachers were  
 employed at White schools in the Orange Free  
 State as at 1 February 1989, 1990, 1991 and  
 1992, respectively, and (b) how many pupils  
 were enrolled at such schools as at each of  
 these four dates?

	1989	1990	1991	1992
(a)	4 229	4 212	4 100	3 717

(b) 1989 1990 1991 1992  
 73 583 72 770 71 560 71 361

The above-mentioned figures include full-time  
 teaching posts at secondary, combined, pri-  
 mary and special schools but exclude substi-  
 tute teachers. Figures are given as on the first  
 Tuesday of March.

The above-mentioned pupil numbers include  
 secondary, primary and special education pu-  
 pils as on the first Tuesday of March of each  
 year but the figures for 1992 are as on the tenth  
 school day.

Matriculation exemptions/symbols: Natal  
 60. Mr R. M. BURROWS asked the Minister of  
 Education and Culture:†

(1) How many  
 the cont-  
 passed, (ii)  
 tricolour exa,  
 the matriculation ex,  
 of Natal at the end of 1.  
 (2) how many of these pupils obs,  
 (b) B, (c) C, (d) D, (e) E, (f) F,  
 other aggregate symbols in these exa,  
 nations;  
 (3) how many of these pupils passed in (a)  
 Mathematics and (b) Physical Science in  
 the above-mentioned year? (5) B506E

THE MINISTER OF EDUCATION AND CUL-  
 TURE:

(1) (a) (i) 8 119  
 (ii) 263  
 (iii) 4 009,  
 (b) 8 382;  
 (2) (a), (b), (c), (d), (e), (f) and (g) not  
 available;  
 (3) \* (a) 5 340,  
 \* (b) 3 510.  
 \*Includes Higher and Standard grade.

Number of White pupils in Std 6: 1987  
 62. Mr K. M. ANDREW asked the Minister of  
 Education and Culture:

How many White (a) boys and (b) girls were in  
 Standard 6 in 1987 in schools under the control  
 in (i) the Transvaal, (ii) the Cape Province,  
 (iii) the Orange Free State and (iv) Natal?

THE MINISTER OF EDUCATION AND CUL-  
 TURE:

	(a)	(b)
(i)	22 827	22 547
(ii)	9 877	9 521
(iii)	3 269	2 944
(iv)	4 489	4 373

The above-mentioned figures are with regard  
 to public ordinary schools.

# DET challenged on corruption

New Nation (Learning Nation) 24/4-30/4/92.



**T**he Soweto Education Co-ordinating Committee (SECC) has challenged the Department of Education and Training (DET) to explain its position regarding allegations of corruption in several schools in the township.

SECC spokesperson, David Maepa, told PUPILS FORUM that a meeting with the department's director-general, Dr Barnard Louw, was requested for this week. The SECC wants to discuss the issue of corruption as well as other irregularities at Soweto schools.

Maepa pointed out that there were three instances where principals were challenged by Parent-Teacher-Student Associations (PTSA) at their schools to explain certain expenditures or produce financial statements, but they refused and the department's Johannesburg regional office apparently supported these headmasters.

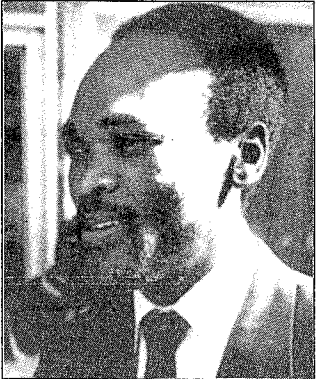
The schools implicated are Morutathuto Primary in Meadowlands, where parents are locked in a dispute with the headmaster over the school's financial statement, Ithuteng Lower Primary in Tladi, where the PTSA has uncovered that a salary had been paid to a non-existing employee, and Emathafeni Lower Primary where parents suspected that a signature of a late member of the school's management council is being used to withdraw money from the school's bank account.

In the case of Emathafeni, the DET went to the extent of obtaining a court order to restrain certain parents from interfering with the running of the school.

"People who have a legitimate right to question things in the schools are harassed instead of being given an opportunity to debate the issues," said Maepa.

He said another issue that would be discussed with the director-general was the new system of enrolment for matric examinations.

He said matric students had the option of enrolling for a university entrance or a school leaving certificate. If they enrolled for the former, they were required to pay R71 and for the latter, R66.



**SECC spokesperson, David Maepa . . . parents are harassed instead of being given an opportunity to debate issues**

The SECC, Maepa said, was also worried about the fact that education and training minister, Sam de Beer has announced, a few weeks ago, that enough textbook supplies had been dispatched to the schools. But, he said, several Soweto schools were still without textbooks.

"We will ask the director-general to investigate where the supplies are, because they have not reached the schools," said Maepa.

Maepa also said they would ask Louw to intervene and halt the harassment of teachers in Soweto. He said several teachers in the township were being threatened with retrenchment or transfer under the pretext that there was an oversupply of teachers in the township.

He said the SECC's own study had established that about 1 000 more teachers were needed in the entire township.





# Warm gesture from ex-pupil

By REV NTOULA *1997 15/12*

PUPILS in Mawila Shangan school in Meadowlands Zone 5 will enjoy a little comfort this winter after a former pupil of the school paid for 93 smashed window panes to be replaced.

Kitts Mageza, now a successful Soweto undertaker, told the school at a ceremony to thank him that he was proud to get involved with the Zone 5 community.

"It is vital that we, as black businessmen, get involved with the community in an effort to improve the quality of life — especially at a time when the emphasis is on education," said Mageza, who did his primary schooling at Mawila.

Mageza was taking part in the "Adopt-a-school" project jointly launched by the City Press and Soweto Glass Services.

The project involves inviting the business community to help replace thousands of broken panes at about 250 Soweto schools.

Mawila principal Bernard Masingi said he was proud that a former pupil had come forward to help.

Businesspeople wishing to get involved in the project — especially now as winter approaches — can contact City Press at (011) 402-1632 or (011) 988-7902.



**HAND IT TO THE MAN ... Kids at Mawila Lower Primary give former pupil Kitts Mageza a glowing reception. Kitts donated enough cash to replace a whopping 93 broken window panes. ■ PIC: EVANS MCGOWEN**

**Windows make  
schooling easier**

# Cash ~~boost~~ boost for squatter <sup>(51)</sup> school ~~school~~

By Sabata Ngcai

South  
2/5-7/5/92

A HUGE burden has been lifted off the shoulders of the the squatter communities in the Western Cape — they no longer have to pay the salaries of teachers at the privately-run squatter schools.

After a long struggle, the Department of Education and Training (DET) has promised to subsidise salaries of teachers.

This follows recent negotiations between the DET and the Western Cape United Squatters Association (Wecusa).

Wecusa chairperson Mr Enoch Madywabe said Wecusa had requested DET to convert the five private squatter schools into government schools and subsidise salaries of teachers.

Each teacher presently receives a stipend of R400 a month by the KTC Relief Fund, which was set up by squatters to pay the teachers' salaries.

## New building

Madywabe said: "We were told by DET that a private school could be registered as a government school only if a new building was erected to replace a shack school.

"However, the DET officials, after consultation with the Minister of Education, promised to subsidise the salaries of teachers.

"We were told that the money would only be paid into a trust account. So we have to elect trustees who will look after the management of funds. As soon as we receive it, the KTC Relief Fund will stop payment of salaries."

DET director for the Western Cape, Dr JHP Brand, said: "The subsidies are to be used for salaries, books, maintenance and all other operating expenses. Each school has been evaluated, and the amount to be awarded will depend on the school and the number of pupils enrolled there.

"The subsidies are normally paid out twice annually, but we have requested that payment be made monthly, with the first payment in respect of the month of April 1992, due in May.

"The agreement is that the registration of these private schools will lapse as soon as the DET implements public schools in the area.

"In the case of Bongoletu, for example, a building for a public school is already under construction, and it will therefore no longer be necessary to operate a private school once the public school starts operating in 1993," said Brand.

# Blaze leaves Battswood with major cash battle

(5) ART 18/5/92

**JOHN VILJOEN**  
Education Reporter

A WYNBERG church school with a 100-year tradition is struggling to overcome the effects of a fire which destroyed eight of its classrooms.

Battswood Practising School, which is run by the Ned Geref Sendingkerk faces a R300 000 bill to replace facilities destroyed in the March blaze.

Mr Botman believed the fire was "a senseless act of violence and arson" by gangsters, although it was hard to imagine Battswood having enemies in the community.

"We are well known for our

commitment to the struggle for peace and justice," he said.

According to the Rev Russell Botman, who manages Battswood, insurers are willing to pay only R76 000 and the school is now looking to big business and foreign embassies for help.

If the money is not raised, the school — which charges fees of only R60 a year — will be forced to increase its pupil complement.

The Battswood Development Committee had been established to give impetus to the fundraising effort, said Mr Botman.

The school, which has classes from Sub A to Std Five, was a

deserving cause as it was one of the oldest church schools in the Cape. It opened in 1891, he said.

It was also the only primary school on the suburban railway line providing education in English and Afrikaans.

The school operated on the principal of providing education for those who could not afford it normally.

It had 581 pupils — 278 boys and 303 girls — and the number was expected to increase, he said.

Many of the pupils were the children of domestic workers, or came from shelters, and were drawn from a wide area.

More than 10 percent were from Khayelitsha, Crossroads, Guguletu and Nyanga, while others came from Wynberg, areas along the railway line, and as far afield as Mitchell's Plain and Hout Bay.

Parents would be devastated if Battswood could no longer accommodate their children, said Mr Botman.

The fire had severely affected teaching at the school with every available space now being used for classes. Pupils were sharing classrooms and using the educare centre and crèche.

If the money could be raised he hoped the school could be fully restored and running normally by the beginning of next year.

more money from the country's budget on education than what we are doing at the moment. The hon member will concede that it is hardly feasible. Nevertheless we need approximately 4 times as many pupils on the education of a white child than on the education of a Black child. [Interjections.]

(51)

\*Mr D S PIENAR: And who pays the tax?

\*The MINISTER: Does that hon member wish to maintain that only white people pay tax? He should wake up to reality. We are no longer living in the twenties. We are living in the last decade of this century. [Interjections.]

It was a gratifying experience for me that the hon member for Potgietersburg quoted from the territorial liberal Education Renewal Strategy document.

It shows me that the hon member read the document. I suddenly have hope for him. There are also other wonderful proposals in the document that are totally in conflict with the thinking of that party, and I hope that the hon member will also take cognisance of them. I hope that he will get up and make an innovative speech one of these days! [Time expired.]  
Debate concluded.

#### QUESTIONS

\*Indicates translated version.

For oral reply:

Own Affairs:

**Determination of admission requirements for pupils**  
\*Mr A GERBER asked the Minister of Education and Culture:\*

- (1) Whether it is the function of existing management councils to determine requirements for the admission of pupils before state-aided schools are put into operation; if not, (a) what requirements for admission will apply as from 1 August 1992 and (b) who is responsible for determining these requirements; if so,
- (2) whether existing management councils have been informed that this is their function; if so, when;

(2) Statistics on the basis required are unfortunately not available. The applications not finalized during 1990 and therefore carried over to 1991 are included in the following figures which are given for the purpose of the reply:

	Carried over from 1990	(a)(i)	(a)(ii)	(b)
New applications	57	665	6	12
Renewal applications	8	205	1	5

(3) It took on average 10 working days in 1992.

#### Note

Above-mentioned statistics are in respect of applications of media representatives received in the RSA only. Since 11 February 1991 such applications are also considered by South African Missions, but do not keep statistics thereof separately.

The Department has no longer a need for statistics on this basis and therefore ceased to record such statistics with effect from 1 January 1992.

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

B620E  
THE MINISTER OF EDUCATION AND CULTURE:

(1) No,

- (a) admission requirements contained in the "Regulations relating to the Conditions of Admission of Pupils to Public Schools (excluding Industrial and Reform Schools) and State-aided Schools," unless other admission requirements, which are not in contradiction with the regulations referred to, are determined by the governing body after that date,
- (b) after 1 August 1992, the governing body of the school, in consultation with the parents and within the prescribed juridical framework. As from 1 August 1992 until a new governing body has been elected, the existing management council will be regarded as the governing body;

(2) falls away;

(3) no.

For written reply:

General Affairs:

Visa applications

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

- (1) How many applications for (a) new, and (b) the renewal of visas were received from foreign media representatives in 1991;
- (2) how many such applications (a) had been (i) granted and (ii) refused and (b) were pending as at 31 December 1991;
- (3) what was the average time taken before such applications were decided upon?

BS40E  
THE MINISTER OF HOME AFFAIRS:

- (1) (a) 670 of which 44 applications were withdrawn,
- (b) 203.

House of Assembly

House of Assembly

# Jomo Cosmos reach out to Soweto schools

By REVELATION NTOULA

THE social responsibility arm of Jomo Midas Cosmos has again reached out to the needs of black schoolchildren who otherwise would be exposed to the biting winter cold now gripping the country.

The soccer team has offered to join hands with the City Press-Soweto Glass Services campaign in an effort to replace broken window panes in PVV schools.

Jomo Midas Cosmos, which recently carried the costs of replacing panes at the Pimville High School in Soweto, is now pledged to donate proceeds from their masters' games towards the City Press Window on Education Project.

"I think it is our responsibility and that of others to get involved with the community in trying to make the schools better places of learning," said the club's public relations officer, Seth Twala.

"We must plough back into black communities at least some of our profits," Twala added.

The City Press Window on Education Campaign was launched as a result of numerous requests from school principals asking for some Good Samaritans to adopt their school with a view to at least replacing broken

panes - some of which have been broken for over 20 years.

Of the 260 schools in Soweto alone, each has an average of about 120 broken panes.

A typical example is Progress High School in Pimville, Soweto, where all 1 200 panes need replacement.

Community involvement in the project, says Soweto Glass Services manager Edwin Rangaza, has an element of making children feel closer to their schools - and the respect for the institution that goes with that.

"For instance, when a local businessman gets involved, the kids attach more value to his effort, rather than entertaining the feeling of 'why worry after all this is government or DET property'," Rangaza said.

To date, the following concerns have each adopted a Soweto school:

- Kupane Funerals - Diwawana School;
- City Funeral Directors - Fontanus High School;
- Mageza Funeral Directors - Mawila Primary School; and
- Jomo Midas Cosmos - Pimville High School.

Offers to get involved in the project may be communicated to City Press at (011) 402-1632, or to Soweto Glass Services at (011) 988-7902.

(2) Yes. Since boats commissioned both vessels are used regularly to transport passengers as well as small quantities of cargo such a bread, milk, vegetables etc.

Ferry-boat *Wolward Wolward/Diaz*

\*16. MR R V CARLISLE asked the Minister of Correctional Services:

Whether the ferry-boat *Wolward Wolward* had its name changed to *Diaz*: if so, (a) why, (b) when and (c) for what purposes is it being used?

B641E

THE MINISTER OF CORRECTIONAL SERVICES:

(a), (b) and (c) ~~Yes.~~

The ferry-boat *Wolward Wolward* was taken over from the South African Navy during 1961. When application was made to the Department of Transport at the beginning of 1962 to register the *Wolward Wolward* in Cape Town, it could not be done as it was found that another vessel with the name of *Wolward Wolward* had already been registered in Cape Town. The name of the ferry-boat was then changed and it was registered as the *Diaz*. The vessel is still being used for the transportation of passengers and small quantities of cargo between Cape Town and Robben Island.

Private/state-aided schools: tax concessions

\*17. MR A GEBBER asked the Minister of Finance:

(1) Whether he is considering making tax concessions in respect of (a) parents and (b) sponsors making financial contributions for state-aided schools; if not, why not? If so, what are the relevant details.

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

B642E

THE MINISTER OF FINANCE:

(1) (a) Section 18A of the Income Tax Act, 1960, already provides *inter alia* that donations made by parents to private and/or state-aided schools, may be

deducted for tax purposes, to an amount of R500 or 2 per cent of the taxable income (whichever is the greater) of the parent. The deduction is however at present limited to donations made to special funds established by schools whose sole purpose is the promotion of secondary education.

(b) Companies may, in addition to donations to the funds mentioned in (a) above, also claim a deduction in respect of donations to a few large educational funds for the advancement of both primary and secondary education, to an amount of 5 per cent of the taxable income of the company. The aforementioned measure was introduced last year after it came to light that the corporate sector had a pressing need to make donations to educational institutions for the advancement of primary and secondary education needs on a broad basis.

It may be that, with the use of the word "sponsors", the hon member has in mind not an out-and-out donation, but rather a contribution made mainly for the purpose of obtaining publicity for his business. In such case, the expenditure will constitute a normal business expense which will be fully deductible.

(2) An interdepartmental committee, consisting of representatives from the Department of Finance, the Department of National Education together with other interested parties, has conducted extensive discussions regarding the possible extension of the deductibility of donations to, especially, primary schools. As a result of practical problems that are being experienced, not only with the extension, but also with the current deductions, no solution has as yet been found. In the light of this, the committee has considered various alternative suggestions for State assistance in respect of education costs and proposals in this regard will be submitted to the Government shortly.

INTERPELLATION

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

*Own Affairs:*

Pre-primary education: extension

\*1. MR A GEBBER asked the Minister of Education and Culture:

(1) Whether his Department is contemplating extending the provision of pre-primary education; if not, why not; if so, what are the relevant details;

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

B665E INT

\*THE MINISTER OF EDUCATION AND CULTURE: Mr Speaker, pre-primary education is not compulsory education. For that reason the present subsidy formula does not generate funds for the maintenance and extension of pre-primary education. In simple terms this means of course that the Department does not receive money that is specifically earmarked for this type of education.

As a result, provincial education departments that are already under great financial pressure, have to make provision for pre-primary education out of funds for compulsory education. Money for pre-primary education is therefore limited. In co-operation with the organised teaching profession and the other education partners it was agreed that the *status quo* in respect of the financing of pre-primary education be retained. Among other things, this means firstly that pre-primary education will *pro rata* retain its part of the budget. Should there be a decrease or an increase in the funding of education, pre-primary education's share of the budget will be adjusted accordingly.

Secondly, it means that it will not be possible to establish any new facilities for pre-primary education. Communities are free, however, to establish pre-primary classes at existing schools with their own funds.

I am thoroughly aware of research findings that indicate the importance of pre-primary education for the promotion of school readiness particularly for learners from underprivileged environments. We are therefore looking anew at

ways of utilizing the money that can be made available for pre-primary education at present, for the benefit of the greatest possible number of pre-school children. We regard it as our responsibility to use this facet of education to maximum advantage within the financial means of the Department.

\*M. A GEBBER: Mr Speaker, the poster of the Government and the reply that the Minister gave here today on the position of the provision of pre-primary education, specifically in his Department, is to the detriment of the whole of South Africa, because a lack of pre-primary education provision inhibits the full utilization of our potential manpower and eventually stunts the economic growth and development of our country.

According to researchers pre-primary education is of the utmost importance to realize our children's full potential. Many researchers have come to the conclusion that achievements therein are so often associated with high quality intellectual stimulation at an early age that they virtually regard it as prerequisite. It is therefore extremely short-sighted of a government to try to save on pre-primary education. It is during this phase that the best investment in a country's manpower can be made. It is an investment that cannot and should not be extremely advantageous, beneficial, and otherwise, to the individual but also to the country as a whole.

In the USA research findings reflect, for example, that 67% of the children who attended pre-primary school completed their high school careers, compared with 49% who did not receive pre-primary education. I think we can learn a lesson from Japan in this regard. In this country the learning process, also with regard to pre-primary education, is not limited to an elite group of the people, but is for everyone. That is the reason for the high standard and success that they achieve in their education, as reflected by their share of world markets and their achievements in the economic sphere. In Japan, as in most countries in the world, pre-primary education is not compulsory yet their attendance figure for three-year-olds is 40% and that for four- and five-year-olds 92%.

If the Japanese were asked for the recipe to their success in respect of productivity and their place in the world economy they would attribute it to the high standard of education. They would also

says that pre-primary education forms the foundation of their achievement.

We dare not shut our eyes to the losses that we are suffering because this Government is not giving the provision of pre-primary education high priority. To try to economise on this extremely important phase of education will eventually prove to be penny wise and pound foolish.

**MR F. M. BURROWS:** Mr. Speaker, the DP can, for a change, identify with much of what the hon member for Brits has said. We also believe that the NP has not delivered the goods where pre-primary education is concerned.

If we are looking for a cost-effective phase of education, it is pre-primary. I once kept failing back, as the hon the Minister did again today by saying pre-primary is not a compulsory phase, therefore it is where the cuts will start, then SADS and 10 are not a compulsory phase, neither is tertiary education, nor the teacher training colleges phase. It is a nonsense argument.

There is no national policy on pre-primary education. In addition, the Education Renewal Strategy document did not address pre-primary education. The hon the Minister of National Education asked a non-government body to investigate it. We would like to know where that report is.

We find this hon the Minister sitting with the Department with four provinces, all of whom treat pre-primary education differently, with different funding bases—some are *per capita*, some are by subsidy, some *per teacher* salaries.

The hon the Minister can take his position and say there will be no cuts, there will be no growth. The hon the Minister knows full well that in the Natal Education Department over 50% of the pre-primary teachers have lost their jobs in the past year. If that is not a cut, I do not know what is.

That is exactly what has been happening here, and the hon the Minister can kindly answer the question: Has he remained the quotas from pre-primary schools, because certainly pre-primary schools were for a long time limited to taking 10% of children who were not White, and then the story came possibly 50% plus one?

No, we must allow pre-primary to grow. We must fund it as far as we can with State funding

and we must have a national policy for the whole country.

**THE MINISTER OF EDUCATION AND CULTURE:** Mr. Speaker, let there be no doubt that I accept that it is desirable to promote pre-primary education. I accept that there is a real and genuine need for it and that we should spend all the money that can be made available on this indisputably important sector of education. That is exactly what we are doing, because, taking into account other priorities such as formal ordinary school education, we are doing as much as is financially possible to promote pre-primary education.

I also want to tell the hon member for Pinetown that in the process of planning and negotiating a new education system, this matter should also receive special attention. In doing so we shall have to consider fresh, new and innovative approaches. That is the one reason why I am looking forward to beginning the process of negotiation.

The hon member for Brits said one very important thing. It seems to me that a greater emphasis is apparent in him, his heart has opened up to education, because he says that the NP's policy on pre-primary education is to the detriment of the whole of South Africa and not just White South Africa. [Interjections.] I agree wholeheartedly with him, because it is an absolute shame. It is almost a tragedy, that we do not have enough money to be able to provide for that year or two before formal education for the underprivileged communities.

The hon member says it is short-sighted to save on pre-primary education. He will get him to opportunity to speak. I should like him to tell me where else we should save, because we only have a certain amount of money. [Interjections.] If we should develop pre-primary education, what does the hon member suggest, that we omit Stages 9 and 10? [Interjections.] The fact is, I am faced with a certain amount of money; I cannot go further than that.

**MR D. S. PENNAAR:** Mr. Speaker, it has been increasingly proved how essential pre-primary education is for the children of our people. Research supports it. Peoples who are successful and perform well in the world demonstrate that

pre-primary education forms the indispensable cornerstone of their civilization's progress.

**ON** pg. 65 of the Education Renewal Strategy document the following admission is made: The value of pre-primary education in improving performance in the ordinary school is universally acknowledged.

If it is a pedagogic fact, why does this Government neglect pre-primary education in this way? [Interjections.] The neglect is verified by the fact that this document on the one hand recommends that a national strategy for pre-primary education be developed—such a strategy does not even exist—and on the other hand recommends that the first school year be used as a bridging year for certain learners to attain school readiness—surely not a reference to the children of our people.

We do not have a problem if other peoples' learners are not ready for school in good time and they therefore prefer to finance bridging years, but we do not have that need. We justifiably insist on the financing of pre-primary—pre-school—education for our children. Go and have a look at how pre-primary education has been neglected in the annual report of the Department for the past year. The Government is creating a new generation of deprived primary school children and it must accept responsibility for it.

The problem is that the logical consequence of the equibisation of education for our children with education for other peoples' children is the disintegration of those standards that we have already achieved. Instead of striving towards higher standards, towards the extension of pre-primary education, we are caught in the grip of egalitarianism that results in standards disintegrating and being undermined.

Although the International Monetary Fund finds that Whites in this country get absolutely no return for 23 cents every rand paid in tax, the Government refuses to finance pre-primary education. We have already paid for it. [Time expired.]

**MR A. GERBER:** Mr. Speaker, I want to reply to the hon the Minister as follows.

Firstly, we are dealing with education as an own affair here, and it therefore affects the White

pupils in this country. That is what we are discussing here.

Secondly, the hon the Minister asked where funds for pre-primary education should come from. There are two reasons why this Department does not have funds available for pre-primary education. The first is that they are forcing us into a unitary state in which our people must become the milk cow of 13 other ethnic groups in this country. The second reason is that they squander scarce public money in a shocking manner. The worst part is that they do nothing about it when this squandering is brought to their attention.

The hon the Minister for State Affairs is still in his post, in spite of the fact that it has been proved that he is incapable of eradicating the corruption in his own Department. [Interjections.]

This hon the Minister of Education and Culture knows that education funds were squandered on a large scale in the Transvaal by the Department of Public Works. When I gave him this information—it was at his Department's disposal—the washed his hands of it and said it happened in another department, and he simply acquiesced.

This Government is no longer capable of attending to the ordinary financial management of our country. The sooner we get rid of this Government, the better it will be for the more successful we will be in the education field. [Interjections.]

**THE MINISTER OF EDUCATION AND CULTURE:** Mr. Chairman, first of all I would like to refer to a comment that the hon member for Brits made in his first turn to speak, namely that we can learn a lesson from Japan, Japan has such a wonderful education system and a growing and blossoming economy. I agree with him. We can learn a lesson from Japan. Japan never allowed its economy to be obstructed by ideological motives. Those hon members should consider that. They can learn an important lesson there. I should like to suggest that the hon member visit Japan as soon as possible to see what it is like there. [Interjections.]

The hon member said that Whites were becoming the milk cow of this country. If one looks at our education budget one sees that approximately 20% of our national budget goes to education. Goodness knows, we cannot spend

more money from the country's budget on education than what we are doing at the moment. The hon member will concede that it is hardly possible. Nevertheless we spend approximately 4 times more *per capita* on the education of a White child than on the education of a Black child. [Interjections.]

\*Mr D S PENNAAR: And who pays the tax?

\*The MINISTER: Does that hon member wish to maintain that only White people pay tax? He should wake up to reality. We are no longer living in the twenties. We are living in the last decade of this century. [Interjections.]

It was a gratifying experience for me that the hon member for Potgietersrus quoted from the territory: liberal Education Renewal Strategy document.

It shows me that the hon member read the document. I suddenly have hope for him. There are also other wonderful proposals in the document that are totally in conflict with the thinking of that party, and I hope that the hon member will also take cognisance of them. I hope that he will get up and make an innovative speech one of these days! [Time expired.]

Debate concluded.

#### QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

**Determination of admission requirements for pupils**

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

- (1) Whether it is the function of existing management councils to determine requirements for the admission of pupils before state-aided schools are put into operation; if not, (a) what requirements for admission will apply as from 1 August 1992 and (b) who is responsible for determining these requirements; if so, (2) whether existing management councils have been informed that this is their function; if so, when:

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

BE20E

The MINISTER OF EDUCATION AND CULTURE:

(1) No.

(a) admission requirements as contained in the Regulations relating to the Conditions of Admission of pupils to Public Schools (excluding Industrial and Reform Schools) and State-aided Schools, unless other admission requirements, which are not in contradiction with the regulations referred to, are determined by the governing body after that date.

(b) after 1 August 1992, the governing body of the school, in consultation with the parents and within the prescribed juridical framework. As from 1 August 1992 until a new governing body has been elected, the existing management council will be regarded as the governing body;

(2) talks away;

(3) no.

For written reply:

General Affairs:

Visa applications

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

- (1) How many applications for (a) new, and (b) the renewal of, visas were received from foreign media representatives in 1991;
- (2) how many such applications (a) had been granted and (b) refused and (c) were pending as at 31 December 1991;
- (3) what was the average time taken before such applications were decided upon?

PS20E

The MINISTER OF HOME AFFAIRS:

- (1) (a) 670 of which 44 applications were withdrawn.
- (b) 203.

- (2) Statistics on the basis required are unfortunately not available. The applications not finalized during 1990 and therefore carried over to 1991 are included in the following figures which are given for the purpose of the reply:

	Carried over	(a)(i)	(a)(ii)	(b)
New applications	57	665	6	12
Renewal applications	8	205	1	5

- (3) It took on average 10 working days in

respect of new applications and 8 working days in the case of renewal applications to finalize the respective applications.

Note

Above-mentioned statistics are in respect of applications of media representatives received in the RSA only. Since 11 February 1991 such applications are also considered by South African Missions, but do not keep statistics thereof separately.

The Department has no longer a need for statistics on this basis and therefore ceased to record such statistics with effect from 1 January 1992.



# Teachers strike over appalling conditions at Ennerdale school

By Phil Molefe  
Education Reporter

All 26 teachers at the Ennerdale No 8 Primary School, south of Johannesburg, began an indefinite chalk-down strike on Tuesday, demanding the building of a new school.

The principal and staff declared yesterday that "enough is enough" and vowed to continue with the protest action until the authorities had addressed their grievances.

"We are not prepared to go back to the classroom until the contract to build a new school goes out on tender and we are given the dates as to when the new school would be built," said an angry teacher.

School chairman Fabian Mackoy said the school was accommodated in a prefabricated structure in 1985 and the

Department of Education and Culture (DEC) in the House of Representatives had not kept its promise to move the school to new buildings.

He said the asbestos structure was a health hazard. Because the school had no electricity, classrooms were very dark on cloudy days, causing eye-strain.

"The toilets are blocked, the classrooms are overcrowded, children have to sit on crates ... in fact the whole place is a real mess."

The school had sent numerous memoranda to the department but received no positive response.

On Monday, said Mr Mackoy, the department had replied, saying it had no money to build a new school.

The DEC was not available for comment.

# Final warning for Minister

Sowetan 29/5/92

51

By PHANGISILE MTSHALI

PARENTS in Dobsonville yesterday threatened to lead a march of pupils on the Forte school unless the Minister of Education and Training removed hostel dwellers squatting there.

The Minister, Mr Sam de Beer, allegedly promised to move the inmates on Tuesday during his secret fact-finding visit to high schools affected by violence.

Parents were attending a meeting to discuss the plight of more than 4 000 Soweto pupils roaming the streets after violence disrupted their education.

The meeting was called by the Dobsonville-Meadowlands Crisis Committee, which was formed to look into the problem of schools disturbed by the violence.

They are Forte in

Dobsonville, Veritas in Meadowlands and Anchor in Mzimhlophe.

Veritas and its neighbouring primary schools, Dzata and Tshumetso, closed on May 15.

This was after attackers, allegedly from Dube Hostel, injured one pupil when they invaded the schools.

Veritas pupils are expected to platoon at KwaMahlobo High in Zone 10, Meadowlands, from Monday.

Forte closed on April 22 after seven months of irregular schooling due to violence around the hostel.

One pupil was hospitalised while three staff members dodged bullets as they tried to protect pupils, parents

were told.

A crisis committee spokesman said De Beer agreed that Forte could only be re-opened after the removal of the squatters.

Currently, Forte's 1 240 pupils are platooning for two hours every afternoon at three primaries.

"High school pupils need at least six hours of tuition to be able to make it," the committee spokesman said.

Forte's closure has also led to the disruption of the three schools they use in the afternoon.

Anchor was the first school to close.

Its pupils now attend at Aitem in Orlando East.

## QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

**Maladministration/Grand: Brentvale Primary School** (S1)

\*1. Mr G ROOSBRANS asked the Minister of Education and Culture:†

- (1) Whether he or his Department has investigated maladministration and grand with school funds that has allegedly occurred at the Brentvale Primary School in the Bloemfontein region; if not, why not; if so, what are the (a) circumstances surrounding the alleged irregularities and (b) findings of the investigation;
- (2) whether his Department has taken action against any persons and/or bodies as a result of the investigation; if not, why not; if so, what are the relevant details;
- (3) whether the matter has been reported to the South African Police; if not, why not; if so, with what results;
- (4) whether he will make a statement on the matter?

C23E

**THE MINISTER OF HEALTH SERVICES AND WELFARE** (for the Minister of Education and Culture):

- (1) Yes,
  - (a) The School Committee alleged that the principal has used school funds for self-gain
  - (b) the principal admitted the allegation and has undertaken to repay the monies.
- (2) No. The investigation has not yet been completed departmentally.
- (3) No. The matter is still under consideration.
- (4) No. A statement is not deemed necessary.

Complaints by residents of Brentpark

\*2. Mr G ROOSBRANS asked the Minister of Education and Culture:†

- (1) Whether he or his Department recently received any complaints from an association of residents of Brentpark in the Kroonstad area; if so, (a) what is the name of the association concerned and (b) what is the subject of the complaints;
- (2) whether these complaints have been investigated; if not, why not; if so, with what results;
- (3) whether he will make a statement on the matter?

(S1)

C26F

**THE MINISTER OF HEALTH SERVICES AND WELFARE** (for the Minister of Education and Culture):

- (1) Yes,
  - (a) the Parent Committee of Brentvale Primary School,
  - (b) poor control and administration of the school, maladministration of school funds and absence of the principal from school functions.
- (2) Yes. The matter has not yet been concluded.
- (3) No. A statement is not deemed necessary.

For written reply:

Own Affairs:

**Dr Stals Hospital complex: number of living units** (S1)

9. Mr W J DIETRICH asked the Minister of Health Services and Welfare: (S1)

- (1) (a) (i) How many living units are there in the Dr Stals Hospital complex in Westlake and (ii) how many such units were occupied as at the latest specified date for which information is available and (b) what recreational facilities are available there;
- (2) (a) when was this complex acquired by the Administration; House of Representatives, (b) to what use is it being put at present and (c) what was the value of the complex when it was acquired;

- (3) whether it is the intention to put this complex to a different use in the future; if so, what are the relevant details?

C27E

**THE MINISTER OF HEALTH SERVICES AND WELFARE:**

- (1) (a) (i) Thirty three (33)  
(ii) Thirty one (31)
- (b) None
- (2) (a) The complex was not acquired by the Administration; House of Representatives.
- (3) (a) It is intended for education purposes. Requests received regarding this are being considered.
- (b) Institutional care, treatment and rehabilitation of TB and chronically-ill patients.
- (c) Unknown.

THE BUSINESS TIMES 1992/07/06 11:31:34

# Nkomo helps to mend the pain

By NOMVULA KHALO (S1)

PUPILS at Tiakane Combined School, in Chiawelo, Soweto, will enjoy a little comfort this winter after a former pupil of the school replaced 100 smashed window-panes.

Peter Nkomo, now a successful Soweto businessman, told the school-children at a ceremony arranged to thank him that he was proud to be

back at the school after 29 years.

"It is important that we, as black businessmen, get involved with the community and improve the quality of life - especially at a time when the emphasis is on education," Nkomo said.

"We all know that education in our country is in shambles. But we must not give up, because in these small bodies I see the teachers, doctors and

journalists of tomorrow," he said.

He appealed to other businessmen and the community to get involved in replacing windows at Soweto schools.

Nkomo was taking part in the "Adopt-a-School" project jointly launched by City Press and Soweto Glass Services.

The project's involvement is to get black businessmen and the community to help replace

broken windows at the schools in Soweto.

Vice-principal Anna Khosa said: "I am proud that my former pupil came forward to help."

Khosa also thanked City Press and Soweto Glass Services for launching the project.

Business people wishing to get involved in the project can contact City Press at (011) 402-1632 or (011) 988-7902.

City Press 7/6/92

# Project ends hassles

*Sowetan* 10/6/92 (51)  
BASIC learning problems experienced by pre-school graduates in primary schools could soon become a thing of the past.

A new project aimed at bridging the gap between pre-school and primary school has been established.

The brainchild of an organisation called Supedi (Supplementary Education Programme), the project will help teach pre-school children basic skills in English, mathematics and science.

Project co-ordinator Mrs Pam Tsela said according to research carried out by her organisation, children in black schools often had to repeat the first year at primary school because of lack of basic reading and understanding skills.

By LULAMA LUTI

"Our researchers found that many children have a problem reading and grasping knowledge, largely because they have not been taught these skills while at pre-school," she said.

Tsela said a pilot project involving 25 children at pre-school would be held at Kaalfontein Training Centre near Tembisa on the East Rand.

Once the pilot project had proved successful, it would be carried out at all the organisation's centres in Soweto, Durban, Pietersburg, Cape Town and the Eastern Transvaal.

For more information people interested can contact Pam Tsela at (011) 482-30704.

# An oasis in schooling desert

By Phil Molefe  
Education Reporter

Orange Grove Primary School is emerging as an oasis in the desert of the black education crisis.

Scores of black pupils from the neighbouring townships of Alexandra and Soweto have found a fountain of learning at this previously "whites-only" school, which opened its doors to all races this year under the new Model D plan.

On Friday, the principal and staff invited parents and white neighbours to the school's first open day.

The visitors, including prospective pupils from the next-door nursery school, had the opportunity to listen to pupils reading, see their schoolwork and observe how lessons were conducted.

Thabiso Molomo (7) is one of the 300-odd pupils who bear testimony of the quality education offered at the school.

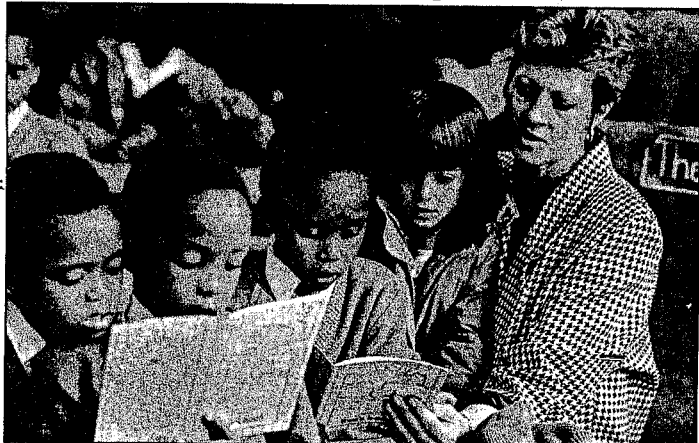
Thabiso is in Grade 2 and already speaks English with the confidence that is hopelessly lacking among his township peers.

"I am very happy to be at Orange Grove Primary," he says with a smile.

"We do a lot of reading and I read better than I did at my old school."

Thabiso was attending school at Alexandra's Iphutheng Primary School but would not dream of returning to his old school because township schools have faltered dismally to offer children what they need due to a deepening crisis characterised by overcrowding, a shortage of teachers, ill-equipped schools and the lack of essential learning facilities.

Thabiso enjoys every minute at his new school, which has better learning and playing facilities.



Success in the suburbs... the headmistress of Orange Grove Primary School, Margaret Greve, reads with Grade 2 pupils at the school's open day on Friday.

Picture: Karen Fletcher

"I like reading and sports," he said.

The principal of the school, Margaret Greve, strongly believes it is the system that is at fault for the crisis and poor results in black education.

She said the pupils had made tremendous progress in the six months they had been at the new school.

"It's incredible. They are now giving back what they have been learning.

"They are speaking and reading with confidence," Mrs Greve said.

Her only concern was that

the school could not accommodate everyone seeking a place.

"We have already had 500 pupils looking for a place but we can only take 65 Grade ones and a few more that we could slot into other classes," Mrs Greve said.

"We would be lucky if we could take 120 pupils, unless we get more classrooms."

She said the school had not experienced any problems from rightwingers. It was initially feared that they might attack the school or pupils because of their vehement opposition to black children attend-

ing school in white suburbs.

"Even our neighbours are pleasantly surprised how orderly it is here," Mrs Greve said.

Orange Grove Primary came under the spotlight last year when the southern Transvaal region of the National Education Co-ordinating Committee targeted the school for occupation by Alex pupils.

The NECC had threatened to illegally take over more than 50 white schools which had been closed because of the dwindling pupil enrolment figures.

The organisation questioned

the rationale behind the closure of white schools while black pupils were faced with gross overcrowding.

The Government eventually gave in and in November 1991 announced that the school and two others, Malvern and Troyeville primaries, would open as non-racial schools under the Model D plan.

The NECC's Amon Msane summed it up at the open day on Friday: "This school had fallen into disuse and the Government almost gave it to the army and police despite the conspicuous need in black communities."

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# The School of Shame <sup>(51)</sup> is 'joke' of Langa

APR 30/5/92

## VUYO BAVUMA

Weekend Argus Reporter

THE school's motto is "Shine", but the 750 children at the 42-year-old dilapidated Nyanga primary school have little to glow about.

Mkhanyiseli Primary School, near KTC squatter camp, has 15 classrooms in a condition not conducive to good education.

Most classrooms have cracked walls and broken windows. Some have holes in the roof. In winter, it is cold and often wet. Puddles of rainwater in the classrooms are common.

On windy days, posters and other teaching aids blow off the walls.

A classroom near the gate was damaged by a tree which fell on the roof.

Sometimes, pupils sit on the cement floor because of the shortage of desks.

On cold days, pupils' attendance drops drastically — sometimes by 70 percent — because parents prefer to keep their children at home.

About 10 pupils and one teacher have tuberculosis and teachers believe conditions at the school are responsible. All are being treated at the Nyanga clinic.

In 1988, things improved slightly when several pre-fabricated classrooms were built, but teachers said this was not enough.

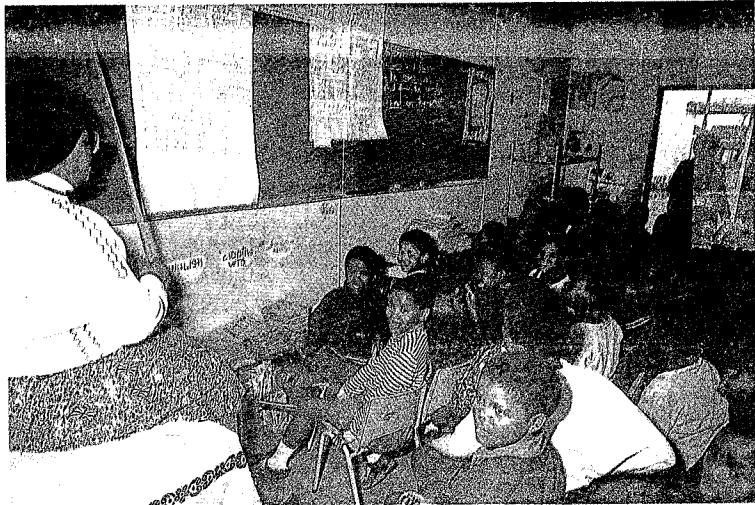
They claimed other schools were contemptuous of Mkhanyiseli Primary and that teachers were a laughing stock in the community because of the dreadful conditions.

Principal Mrs Nomakhosi Mbane said some people thought the staff were "crazy to work in such bad conditions and this undermines us".

"But, what can we do? Our children need education for survival. No one wants to come and work here."

Most pupils at the school are from New Crossroads and KTC.

The school was founded by the NG Kerk in April 1950. Six years later, it fell under the control



□ **TUITION:** Mrs Elsie Ngxono teaches her Sub-A pupils.

Pictures: OBED ZILWA, Weekend Argus.



□ **CHOIR PRACTISE:** Sub-B pupils practise songs under the watchful eye of choir mistress Miss Christina Ndabambi.

of the Bantu Education Department, now known as the Department of Education and Training (DET).

Teachers said they repeatedly had approached the DET to renovate the school, but to no avail.

The school has excelled in sport. Last year, the junior team won the soccer tournament, but did not get the shield because, said Mrs Mbane, the school was not taken seriously.

She said they were raising funds to buy window panes. "We sometimes get promises from firms, but they pull out when we see how bad our school is."

"It's really frustrating for us to teach in these conditions. Our kids are badly affected and they are taunted by pupils from other schools."

Miss J N Totoyi, who joined the school in 1978, said the pupils found it difficult to concentrate in



□ **PRINCIPAL'S OFFICE:** Dirty and mouldy walls near the office of principal Mrs Nomakhosi Mbane at Mkhanyiseli Primary School in Nyanga.

class because of the cold.

"Sometimes we bring our own primus stoves to warm the classrooms. We don't blame the parents when they keep their pupils at home because of the cold," she said.

Mrs Ellie Ngxono, who will retire in November after 27 years, said the school seemed to be dogged by bad luck.

"We are neglected by everyone. One day, our school was broken into and our road patrol equipment was stolen."

"Our school is full of sorry tales of bad luck. But, we're trying to do our best to teach the children to light their future."

DET officials did not respond to requests for comment.

(b) (i) and (ii) The nature and cost of each of the projects developed in this town, is as follows:

PROJECTS	R
Main Post Office	1 654 000
Supreme Court	3 355 000
Independence Stadium	5 069 000
Secondary school	1 831 000
Primary school 1	439 000
Primary school 2	579 000
Show grounds	2 087 000
Upgrading houses Sustershoek	401 000
Radio KwaNdebele terrain identification	12 000
Provision of water and sewerage	1 322 000
Water reservoir	704 000
Main water supply	2 071 000
Structure master plan	198 000
Services master plan	185 000
Planning central business area	40 000
Main access road	1 130 000
Water reticulation	1 359 000
28/11 KV Sub station	4 998 000
Electrical reticulation	1 664 000
Roads and drainage	3 252 000
130 Residences	7 532 000
Computer centre	1 925 000
Legislative assembly and government offices	13 354 000
Philadelphia nurses home	1 856 000
Siyabuswa community health centre	531 000
Twentfontein community health centre	357 000
Vlaaklaagte community health centre	521 000

The cost quoted above, is 1987 Rand values.

(2) Similar amenities at Siyabuswa, was temporary accommodation for the Legislative Assembly. A school building and hall was used for this purpose and the provision of the Legislative Assembly hall and other structures and services at KwaMhlanga is therefore not a duplication.

#### Number of prisoners: Robben Island

315. Mr D J DALLING asked the Minister of Correctional Services:

How many prisoners were being held at the (a) maximum security and (b) medium security

prison on Robben Island as at the latest specified date for which information is available?

B77E

#### The MINISTER OF CORRECTIONAL SERVICES:

(a) and (b)

Since 20 August 1991 no maximum security prison is in operation on Robben Island. Only minimum and medium security prisoners are now being accommodated on the island.

The number of prisoners on 9 June 1992 was 490.

#### Distribution of food in terms of feeding scheme National Health:

316. Mr M J ELLIS asked the Minister of National Health:

- (1) What is the name and/or rank of the senior official of her Department who is responsible for the distribution of food in terms of the Government's feeding scheme;
- (2) whether additional staff have been employed by her Department to assist in the distribution of food; if not, why not; if so, how many;
- (3) what steps have been taken by her Department to date to ensure that food distributed to organizations reaches those persons and regions requiring food;
- (4) whether any food supplies distributed to areas in South Africa have not reached their destinations; if so (a) why and (b) what are the names of these areas?

B77E

#### The MINISTER OF NATIONAL HEALTH:

(1) No food is being distributed by the Department of National Health and Population Development (NHPD) in terms of the Nutrition Development Programme (NDP). Dr FC Sjabber, Director-General of NHPD, who is the accounting officer for the Department gives final approval for funds to be paid out to non-governmental organizations that apply for funding from the NDP;

(2) no, the NDP initially attempted to administer the scheme without employing additional staff. The Commission for Administration has now however been approached for a recommendation to employ temporary staff, or staff on contract, additional to the approved establishment;

(3) it must be emphasised that no food is issued to organisations. Organisations have to apply for funds via the regional offices of NHPD, where they are rendering services. The regional committees process the application and make recommendations concerning funding. These committees are furthermore responsible for monitoring the implementation of programmes and for ensuring that food reaches the target group(s);

(4) yes, the only report which the Department has received is in respect of one self-governing territory, where food allegedly did not reach the target group:

(a) the relevant authorities have been requested to furnish particulars with a view to a thorough investigation and

(b) Lebowa.

#### Damage to school buildings/equipment: total amount

318. Dr F H PAUW asked the Minister of Education and Training:

In respect of each of the latest specified five years for which information is available, what was the total amount of the damage to (a) school buildings and equipment at schools under the control of his Department and (b) building work and material at schools that were still under construction?

B79IE

#### The MINISTER OF EDUCATION AND TRAINING:

	R
(a) 1987	— R 11 030 358
1988	— R 20 052 299
1989	— R 3 454 586
1990	— R 12 239 053
1991	— R 9 649 588

(b) The information is not available. The Department makes use of private contractors for the erection of buildings and is contractually indemnified against damage or loss during building contracts. Contractors are usually insured against damage or loss. No record of damage suffered by contractors is ~~being kept by the Department~~.

#### Transfer of schools

319. Mr A GERBER asked the Minister of Public Works:

(1) Whether the Department of Education and Culture in the Administration: House of Assembly has transferred any schools to his Department since 1 January 1991; if so, what schools;

(2) whether his Department has decided to which Departments or other institutions these schools are to be made available; if not, (a) why not and (b) when are decisions in this regard expected to be taken; if so, to what Departments or institutions?

B79BE

#### The MINISTER OF PUBLIC WORKS:

(1) Yes.

(2) Yes.

Primary School Drakensberg; (Nelspruit) SA Defence Force  
 Primary School Nooitgedacht; (Lichtenberg) SA Defence Force  
 Primary School Rooiberg; (Warmbaths) SA Police  
 Primary School Die Bron; (Worcester) Dept of Correctional Services

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

#### Financial/development aid to self-governing territories

320. Mr P G SOAL asked the Minister of Regional and Land Affairs:

(a) What (i) financial and (ii) development aid was granted by the South African Government to each of the self-governing territories in the



## THE MINISTER OF LAW AND ORDER:

- (1) No.
- (2) After the inquest into the death of Mr Jacobs was concluded, the magistrate found that the death was due to a gunshot wound inflicted by an unknown person. At present there is insufficient evidence to charge a specific person for the murder.
- (3) No.

## Own Affairs:

## Shortage of school hostel facilities:

## Orange Free State

11. Mr P J BERGMAN asked the Minister of Education and Culture:†

- (1) Whether he or his Department is taking any steps to make good the shortage of school hostel facilities in the Orange Free State; if not, why not; if so, what steps;
- (2) whether an increase in the establishment of informal hostels is being experimented in this province; if so, (a) why, (b) to what extent and (c) what steps his Department is taking in respect of the (i) transport costs of pupils living in such hostels and (ii) maintenance of hygienic standards at these hostels;

- (3) whether he or his Department has enquired of the Department of Education and Culture of the Administration House of Assembly whether there are any allocated or unutilized hostel facilities in the Orange Free State; if not, why not; if so, (a) whether he or his Department has made any attempts to acquire such facilities; if not, why not; if so, (a) what attempts and (b) with what result?

C32E

## THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes. School hostels have been erected at Bloemfontein and Koonstad.

## HOUSE OF REPRESENTATIVES

## THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) 40.
- (b) 1 January 1992.
- (2) (a) Yes.

(i) The staff establishment of all colleges of education is reviewed annually, according to personnel provisioning scales based on student figures as prescribed by the Commission for Administration.

- (b) Yes.
- (i) 1 January 1993.
- (ii) The same as for (a)(i) above.

(3) (a) 90.

(b) As yet the figure has not been determined.

(4) (a) Yes. Students who fail are not excluded from re-admission to an education college. As a result of other disciplinary action against a student, however, re-admission of a candidate who failed cannot immediately take place in the year that follows but may be approved at a later stage.

(b) If women students become pregnant between the time of selection of students and the time of joining the college, they will not be approved for teacher training. If a woman student has her studies interrupted in her first year because of pregnancy, she may be part of the first year quota of the following year.

(5) Year	(a) Students enrolled for final year	(b) Qualified teachers
1988	193	159
1989	185	161
1990	151	116
1991	144	131
1992	176	

Pupils who passed Standard 7: certain schools 18. Mr P T C NAPIER asked the Minister of Education and Culture:

- (a) How many pupils passed Standard 7 at the (i) Dundee Primary School, (ii) Chelmsford Primary School, Newcastle, (iii) Lami Hill Primary School, (iv) Utrecht Primary School and (v) Florston Primary School at the end of 1991 and (b) how many such pupils were attending the (i) Haythorne High School, (ii) Harding Senior Secondary School and (iii) Sunnyside Senior Secondary School as at the latest specified date in 1992 for which information is available?

C46E

## THE MINISTER OF EDUCATION AND CULTURE:

- (a) (i) 25
- (ii) 23
- (iii) 28
- (iv) 24
- (v) 13
- (b) (i) 0. The curriculum extends up to and including Standard 5 only.
- (ii) 53
- (iii) 0
- (iv) 11.

## School hostel accommodation, Estcourt

19. Mr P T C NAPIER asked the Minister of Education and Culture:

- (1) Whether any school hostel accommodation is available in Estcourt for pupils falling under his Department; if not, why not; if so, where;

(2) whether any pupils will be accommodated there in 1993; if not, why not; if so, what are the relevant details;

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

C51E

## HOUSE OF REPRESENTATIVES

*Hansard*

FRIDAY, 19 JUNE 1992

*Hansard*

THE MINISTER OF EDUCATION AND CULTURE:

- (1) The Drakensberg hostel in Estcourt is in the process of being transferred from the Administration; House of Assembly of <sup>(S1)</sup> ~~the~~ ~~hostel~~ will accommodate 60 boys and 60 girls.
- (2) Yes. After the necessary repairs have been done and stocks have been provided the hostel will accommodate 60 boys and 60 girls.
- (3) No. A statement is not deemed necessary.

*Hansard*

FRIDAY, 19 JUNE 1992

*Hansard*

### HOUSE OF DELEGATES

#### QUESTIONS

Indicates translated version.

For written reply:

*Own Affairs:*

**Educational promotions: official reprimands**

35. Mr. K. PANDAY asked the Minister of Education and Culture:

Whether, with reference to his reply to Question No. 12 on 30 March 1992, any of the (a) superintendents of education, (b) school psychologists and (c) education planners who had been promoted were officially reprimanded in any way within 24 months of being promoted; if so, (1) what are their names, and (1) why were the reprimands necessary, in each case?

D209E

**THE MINISTER OF EDUCATION AND CULTURE:**

(a), (b) and (c) No.

(1) Falls away.

(ii) Falls away.

**Educational promotions: evaluations**

36. Mr. K. PANDAY asked the Minister of Education and Culture:

(1) With reference to his reply to Question No. 12 on 30 March 1992, who were involved in the evaluation of the (a) superintendents of education, (b) school psychologists and (c) education planners who were promoted;

(2) whether any candidate for such promotion was evaluated by an immediate relative of his; if so, (a) why and (b) what are the names of the persons involved?

D210E

**THE MINISTER OF EDUCATION AND CULTURE:**

(1) (a), (b) and (c)

The following parties are involved in the



assessment of officers:  
the immediate supervisor  
Head of Division  
Evaluation Committee approved by the Director-General  
Head of Department  
Director-General.

(2) I am unaware of any candidates who were evaluated by an immediate relative of his.

(a) Falls away.

(b) Falls away.

**Educational promotions: representations**

37. Mr. K. PANDAY asked the Minister of Education and Culture:

(1) Whether, during the period 1 September 1988 up to the latest specified date for which information is available, any representations in regard to promotions were made to his Department by (a) superintendents of education, (b) school psychologists and (c) education planners; if so, (1) how many, (ii) to whom were they made and (iii) what was the (aa) nature and (bb) outcome of these representations;

(2) whether any of these persons compared themselves with other such personnel who were promoted; if so, with what results?

D211E

**THE MINISTER OF EDUCATION AND CULTURE:**

(1) Yes. The information is valid for the period 1 September 1988 to June 1992.

(a) Yes.

(b) No.

(c) Yes.

(i) One Superintendent of Education and one Chief Education Planner.

(ii) The Acting Chief Executive Director: Education and Culture.

(iii) (aa) Requests were made for reasons as to why they were not promoted.

*Con'd*  
HOUSE OF DELEGATES

# Full marks for pride and co-operation

STAR 27/6/92.

**FOR the past six months, the teachers, parents and children of Haenertsburg Primary School have been working at turning adversity into opportunity. Chief Reporter JOHN PERLMAN visited the school.** (5)

THE noises around the Haenertsburg Primary School at break-time sound like the usual schoolyard babble, but if you cock your ear a little closer you'll be able to pick out English, Afrikaans, Pedi and Shangaan, all going at once.

While that is doubtless the case in many playgrounds in Johannesburg and Cape Town, it isn't quite what you'd expect to find halfway between Tzaneen and Pietersburg, even at what must be one of the most beautiful schools in the Transvaal.

The words "beautiful" and "school" may sound, to readers under 18 at least, like a contradiction in terms. But this school is perched on a hill above the little village of Haenertsburg, the classrooms and boarding house offering views of green hills and pine forests in every direction. The surrounding area, at the top of Magoebaskloof, is azalea country — even in winter, the school gardens bloom vividly in pink, red and snow-white.

In South Africa, though, even paradise tends to have its problems. For the past six months, the teachers, parents and children of Haenertsburg Primary have been working at turning adversity into opportunity. By the end of 1991, this school — which was founded in



**PLAYTIME:** Two pupils whoop it up.



**HEADMASTER:** Glenn Bosanquet.



**CORDON BLEU COOK:** Debby Tattersall in the school kitchen.

1888 — was staring at a bleak future.

"The numbers of pupils had started dwindling" says Leonora Dombrock who has two daughters at Haenertsburg and is herself involved in some teaching and organising of sport at the school. "I had no faith in the place and my children went to school in Tzaneen."

That meant getting up at five in the morning, but it was the prospect of Haenertsburg losing its only school, not the inconvenience of the alternatives, that got parents in the area going. "We recognised that we needed to upgrade the school and get more children to go there," Dombrock said.

Parents decided that the school should open its doors to black children and at the end of last year Haenertsburg became one of the first schools in the Transvaal to apply for Model C status. The immediate results weren't exactly heartening.

"Some parents took their children out when they heard there would be blacks coming to the school," says Dombrock. The people running the school hostel upped and left for the same reason. Enrolment numbers actually dropped, despite the arrival of 17 black pupils, but teachers and parents have been far from discouraged.

"I have never known such a high level of pa-

rental involvement in a school before," says new headmaster Glenn Bosanquet, who was a senior teacher at Johannesburg's Risidale Primary before coming to Haenertsburg and only got the job after "surviving an interview with 12 of the parents". There is evidence of this parental involvement all around the school.

Netball and soccer posts have been made from waterpipes that one parent had spare. A couple of dads came in and built a huge wooden jungle gym for the playground. Another father, who is a forester, comes in and teaches woodwork. A number of others have planted and maintained the school

gardens. "There isn't a single parent who isn't involved in some committee or another," says Dombrock. "Before, they used to just see it as a government school in which they had no say."

Haenertsburg even has a cook with a two-year cordon bleu qualification from a top London institution. "I love every minute of it," says Debby Tattersall.

Enthusiasm is one of Haenertsburg's key resources. The other is its natural surroundings. "We use the environment as much as possible in teaching," says Bosanquet, "and our aim is to make our children environmentally aware." Even so, he is acutely aware that it is not going to be plain sailing.

Finances are a problem, and with Model C schools required to fend for themselves to a great extent, the purse strings are bound to tangle up some of Haenertsburg's ambitious plans.

When Bosanquet arrived, there were sometimes four children to a textbook in certain subjects. Some of the buildings are in serious disrepair. "Even with all the initiative that people show here, we will still have to find ways to raise hundreds of thousands," he says. "What is encouraging, though, is that the Government seems to be encouraging innovation in education."

One solution to the cash squeeze would be to open the doors to the school as wide as possible, but Haenertsburg has opted for a stiff admission test and is sticking to it. Running parallel to that is a plan to run a winter school for local black children which will offer bridging courses in English, maths and Afrikaans.

It is the lower grade classes that have, the richest mix of children. Rietha Viviers, a who looks after them, joined Haenertsburg as a teacher two months ago. "If every school in South Africa was like this," she says, "things would be a lot better."

*Hansen*

*Hansen*

specified periods. As far as question (iii) is concerned the required information will only become available after 30 June 1992. To obtain the information now, all magistrates's offices would have to be contacted.

**End-of-year exams written/passed: schools in PE metropole**

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

- (a) How many pupils in schools falling under his Department in the Port Elizabeth metropole
- (b) (a) wrote the end-of-year examinations for, and (b) passed, each standard in 1989, 1990 and 1991, respectively? *(St)*

*B731E*

**THE MINISTER OF EDUCATION AND TRAINING:**

	1989		1990		1991	
	(a)	(b)	(a)	(b)	(a)	(b)
Sub A	9 456	8 404	10 504	9 355	10 445	9 211
Sub B	7 228	6 547	7 753	6 974	8 172	7 293
Sid 1	6 487	5 711	7 379	6 693	7 533	6 776
Sid 2	5 394	3 288	6 421	6 022	6 069	5 670
Sid 3	5 419	5 623	5 436	5 427	6 878	5 929
Sid 4	5 368	7 044	5 774	5 037	6 351	5 489
Sid 5	4 084	7 040	2 276	5 973	8 097	3 340
Sid 6	4 084	2 928	9 054	6 003	8 854	8 856
Sid 7	3 503	2 358	3 867	2 616	4 854	4 405
Sid 8	2 250	2 188	3 894	2 561	4 824	3 404
Sid 9	2 955	1 975	3 214	2 266	4 284	2 735

**End-of-year exams: primary schools in Uitenhage Education and Training:**

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

- (a) How many pupils in each of the primary schools falling under his Department in the Uitenhage metropole (a) wrote and (b) passed the end-of-year examinations in 1989, 1990 and 1991, respectively?

*B732E*

School	1989		1990		1991	
	Wrote	Passed	Wrote	Passed	Wrote	Passed
Alex Jayiya	439	389	468	381		
Ashron Gontshi	476	393	424	370		
Ilinge	539	483	359	320		
James Ntungwana	677	609	494	602	536	
J N Tulwana	625	565	523	537	443	
Little Flower	428	379	369	391	359	
Mjnteni	833	728	768	806	737	

**THE MINISTER OF EDUCATION AND TRAINING:**

School	1989		1990		1991	
	Wrote	Passed	Wrote	Passed	Wrote	Passed
(i) 1.7.89	695	867	1 562			
30.6.90	---	516	882	1 398		
(ii) 1.7.90	---	---	---	---		
30.6.91	---	---	---	---		

School	1989		1990		1991	
	Wrote	Passed	Wrote	Passed	Wrote	Passed
Mngcunube	882	764	798	693	842	716
Mghayi	930	841	816	455	622	484
Mtjenti	785	656	559	466	785	840
Nokhwezi	958	851	1 103	965	1 288	982
Nosipho	527	450	446	386	492	428
Ntlemela	893	780	1 304	1 083	1 488	1 319
Phakamile	879	796	738	710	818	755
R H Godlo	664	639	594	664	567	540
Stephen Nkomo	587	538	551	475	599	513
Vuba	553	507	624	567	706	624
James G Nkulula	919	792	937	794	1 170	1 010
Phundubuye						

**End-of-year exams: schools in Uitenhage Education and Training:**

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

- (a) How many pupils in schools falling under his Department in the Uitenhage metropole (a) wrote the end-of-year examinations for, and (b) passed, each standard in 1989, 1990 and 1991, respectively?

*(St) B733E*

**THE MINISTER OF EDUCATION AND TRAINING:**

	1989		1990		1991	
	(a)	(b)	(a)	(b)	(a)	(b)
Sub A	3 279	2 787	3 328	3 980	3 049	2 506
Sub B	2 093	1 811	2 281	1 997	2 268	1 934
Sid 1	1 868	1 655	1 941	1 665	2 344	2 081
Sid 2	1 766	1 572	1 833	1 627	1 856	1 657
Sid 3	2 115	1 074	727	496	1 831	1 633
Sid 4	1 138	1 029	1 253	1 067	1 676	1 446
Sid 5	1 362	1 290	1 240	1 166	1 258	1 143
Sid 6	911	615	1 233	683	1 478	847
Sid 7	506	526	571	346	1 077	631
Sid 8	692	413	621	371	818	449
Sid 9	439	299	420	256	631	290

**Flats in doctors' quarters: Addington Hospital**

296. Mr M J ELLIS asked the Minister of National Health:

- (1) Whether any flats in the doctors' quarters of Addington Hospital in Durban have been converted into luxury flats; if so, (a) how many flats were used to effect the conversion, (b) if how many luxury flats were developed, (ii) what is the size of

each such flat and (iii) what does each comprise, (c) if for what purpose are these flats to be used and (d) what are the names of the persons who are to use them, (e) what was the (f) total and (bb) itemized cost of (aa) converting and (bb) equipping these flats and (c) from which vote or votes was the cost of (i) constructing and (ii) equipping these flats financed; (2) whether any funds from the 1991-92 budget were used for these flats; if so, (a) what total amount and (b) how was this effected in terms of the practice of utilizing moneys in the budget having to be returned to the Treasury at the end of the financial year; (3) whether the decision to convert these flats was taken by the Executive Committee of the Province of Natal; if not, why not; (4) whether one of these flats is for the use of a director-general, if so, (a) for which director-general, (b) why and (c) at whose direction?

*B738E*

**THE MINISTER OF NATIONAL HEALTH:**

- (1) Yes, however the flats are modern living quarters and cannot be termed luxurious, (a) three, (b) (i) two average standard flats, (ii) flat A is 153m<sup>2</sup> flat B is 74 m<sup>2</sup>, (iii) flat A — two bedrooms, living/dining room, one bedroom, one

# Beer flows in Finetown as long struggle bears fruit

STAR 27/6/92  
310

THE children of Finetown, a squatter camp near Ennerdale, are celebrating the birth of the Buyani Community School in a huge steel and zinc structure that once served as an engineering shed.

Its opening marks the determination of the 2 000-odd shanty dwellers to establish their presence on the site where they have been living since the early '80s.

The story of the school and its founding was recalled for the Saturday Star by Terryson Mashele, chairman of what is now called the Finetown Community. He has no children of his own, but conceived the idea for a school for squatter children when he saw children "scratching around in rubbish heaps and running around with nothing to do. I decided that since I never had a chance to have an education, I would try to get a school for the children of our camp," he said.

Mashele was born in Gazankulu in 1938, drifted to Johannesburg in search of work, and in 1969 settled into the backyard of an Asian family near Grassmere. From there he did odd jobs and got to know the many immigrants who lived in shacks among the plots.

"We made friends, drank together, worked together and shared our problems. By 1986 there were over 75 shacks, and many wives and children had moved into the area.

"In January 1987 we were told that we were breaking the Group Areas Act, and many people who had been living in backyards were evicted. By October

**THANKS to one man's vision, the squatter children of Finetown are celebrating the opening of their own school in an old engineering shed.**  
**JOE LOUW reports.**

of that year the police moved in and, helped by the army, they surrounded the camp one night and arrested many of us.

"It was terrible. The army brought lights to shine on the shacks while the police came with dogs and searched them. They confiscated many of our things and broke our possessions. People fled."

## Persistence

Many of the shacks were demolished, but over the next few days the homeless returned — at the risk of arrest. Many similar settlements, according to the Black Sash, were also experiencing harassment, and soon legal aid was provided to the squatters. In the case of Finetown, the community was provided with a lawyer, Graham Reid, who appealed to Helen Suzman. She in turn appealed to the Government on behalf of the squatters.

By 1988 the State withdrew all prosecutions against people in this and other settlements, and harassment ceased.

A committee for the community was formed under the

chairmanship of Mashele. According to Glenda Glover of the Black Sash "it was Terryson's insistence and persistence that finally convinced us that there was a real need for a school. Quite frankly we were quite sceptical. It was only because Finetown people already had a successful nursery which was already overcrowded that we became convinced."

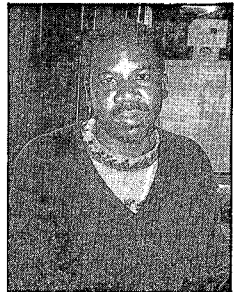
An attack in which two small schoolgirls from Finetown were raped on their way to school decided the matter for Mashele. "We wrote numerous letters to the Dutch Reformed Church

*people, who had an empty church and some buildings, asking to be allowed to use the one room as a school, but they never replied to us,"* said Mashele.

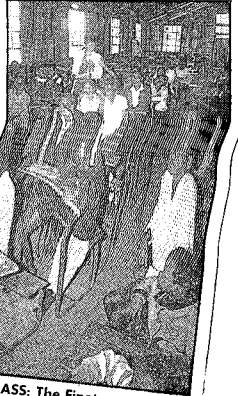
At last, in 1991, a support committee which included St Barnabas College, members of the Black Sash and the Wilgestruit Fellowship Centre obtained an offer from Brown-built, a company in the Dorbyl Group, of an old 200 sq m building on its property at Boksburg.

The condition was that the people from Finetown were to dismantle the building. With the help of the support group, the dismantled building was finally moved to Finetown.

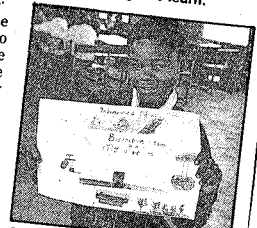
"Putting up the building at the site in Finetown was one hell of a job," Mashele said. "We did not have a crane available, so re-erecting the steel girders and fixing the elements to hold the roof proved to be a very dangerous task without the proper tools."



**FOUNDER:** Terryson Mashele conceived the idea for a school.



**IN CLASS:** The Finetown children are eager to learn.

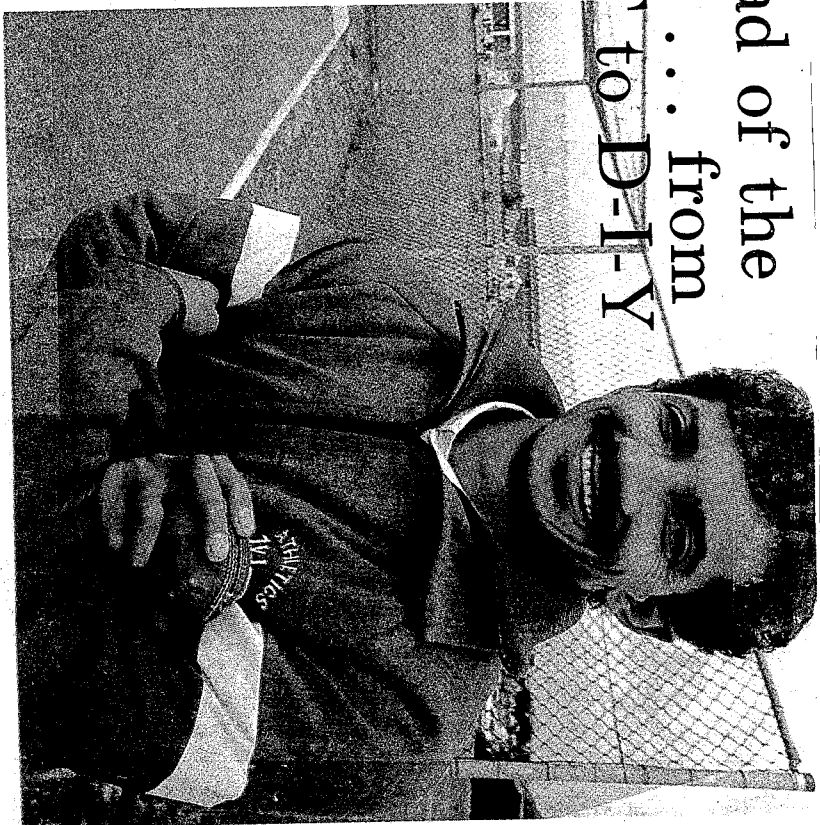


**PROUD LAD:** Sids 2 pupil Johannes Ndlovu shows off some of his work.

# Our way

PHOTOS BY  
5/27/92

Ahead of the  
class . . . from  
DET to D-I-Y



■ Without expecting the government to abdicate its responsibility for inequalities in primary and secondary education, black communities are beginning to pay their own way and turning the symbols of apartheid into seats of democracy. **TYRONE SEALE reports**

**M**IERWHAAN Manan spent most of this week in front of his computer, preparing bills detailing the cost of the changing South Africa.

An American-trained computer boffin and teacher at Rocklands Senior Secondary in Mitchells Plain, Mr Manan's job this week was to computerise end-of-term reports, such as the one that told one set of parents that their daughter Jo-Anne had passed her mid-year examinations, in spite of losing her grip on biology, and that the family owed R30 in school fees.

The report also told the parents when to visit the school to discuss Jo-Anne's results with her teachers and to share ideas with other parents who have children in Standard 9.

"I bet we will have a full house when that meeting finally takes place," says Rocklands principal Joseph Markgraaff, who is also an executive member of the Cape Teachers Professional Association. He is one of a growing number of black educationists who are guiding their schools towards community-oriented administration.

Mr Markgraaff's confident prediction of a full house is in stark contrast to what he could expect in the watershed year of 1986. Many of his pupils were on the streets in pitched battles between the police and SADF, as part of Peninsula-wide schools unrest and a sequel to the installation a year earlier of a tri-cameral Parliament that gave Mitchells Plain its first and widely resented Member of Parliament.

Like many other schools in the area, Rocklands was an easy target for community anger. Angry pupils often ignored the strictures of their more moderate parents and teachers sympathetic to the pupils' cause faced the job-dereaching wrath of conservative education authorities and a head-on dispute with politically unsophisticated teachers.

Rocklands Senior Secondary physical education teacher Phaidie Tregoning remembers 1985 well. He was a pupil at the school then.

"There were many problems at the time. The community was not very close to the school, and parents were not at all involved. Today it's different. We understand each other better, and this means the school does better too."

The transformation at Rocklands Senior Secondary owes a great deal to Mr Markgraaff's vision and perceptions of education in a future South Africa, the commitment of his staff, the adaptability of his pupils and parents' determination to give substance to the slogans their children sprayed on walls in 1985.

□ **FROM THE LEFT:** Mierwhaan Manan puts the final touches to mid-year reports and tells parents what they owe in school fees, using a computer bought with parents' funds.

□ **TUCKING IT AWAY:** Rocklands Senior Secondary teacher Phaidie Tregoning runs the school's tuckshop, established at a cost of R10 000, on behalf of the parent-teacher association. Dropping in from the neighbourhood are Alvin Pitts, Adrian Brand and Cleve Brand.

□ **PITCHING IN:** Community funds paid for cricket nets at Mondale High in Mitchells Plain. Showing off the new facility are physical education teacher Nazzeem Smith and 16-year-old Hilyn Jonkerman.

□ **DO-IT-OURSELVES:** Andile Public Primary School principal Shepherd Mdadlana (right) shows off the foundation for a R9 000 classroom funded by R5 000 from the Argus TEACH Fund and R4 000 from the New Crossroads community.

**Pictures: ROY WIGLEY, Weekend Argus**

"In the past two years we have restricted the school in a way that others our parents much more involvement in the running of the school," says Mr Markgraaff.

"Realistically, one has to accept that internationally governments are increasingly relying on local communities to run institutions such as schools while central governments look at greater issues such as housing and employment.

"Because of apartheid, while schools have always been better equipped and managed, and while parents could see greater returns on the investments they made in their children's training.

"Black parents have never had reason to be proud of the schools to which they sent their pupils, and they have never been required to budget for education.

"I believe that in a future South Africa the government will be forced to address issues such as unemployment and housing shortages, and will probably ask communities to take control of schools."

Mr Markgraaff quotes Zimbabwe where "after independence hundreds of schools were established through community initiative rather than government projects".

"However, I don't think a Model C-type arrangement where the State covers only teachers' salaries and a few other essentials should succeed at black schools. Now and in the future the State must take responsibility for the inequalities created by apartheid. I don't think anyone will accept a system where we will be expected to control existing interior facilities.

"At my school we have begun to give parents opportunities for control, but we also believe something has to be done equalise education before we relieve the State of some of its responsibilities."

Two years ago Mr Markgraaff launched a school fee scheme which has since yielded a set of computers to assist teachers in their classes, a tuckshop run by the parent-teacher association, and a regular soup kitchen. Each household pays R10 a month.

"It seems people become much closer to a project once they make a financial commit-



ment. But I think our parents have gone beyond just getting their money's worth out of the school. They sincerely want to make the school work for them and for the next generation.

**T**WO kilometres from Rocklands Senior Secondary is Mondale High School, where principal Bernard Daniels and parent committee chairman Alfred Fick have for four years been at the forefront of a campaign to make Mondale a community-run school.

Says Mr Fick: "The school now belongs to the community. We believe the needs of each school are different, and that in the present economic climate it is unlikely that the State will effectively deal with such specific needs. That is why we as parents have begun to do something for ourselves and our children."

Mondale receives a modest R20 a year from each household represented at the school, but in the past five years the school was able to build a tennis-cum-netball court.

"The State will always have to face this responsibility, but in the meantime the community is taking steps to expose our children to different experiences, to develop pride and success in our schools, and to produce matriculants who will come back to serve the community."

**A**NDILE Public Primary School principal Shepherd Mdadlana sent scores of his 1 563 pupils home early on Tuesday, because waterlogged grounds restricted access to classrooms.

"It's been like this since we moved into these premises 11 years ago, and the Department of Education and Training has been reluctant to do anything.

"We obviously cannot let the department get away with this attitude. They need to do something about apartheid education. By paying taxes to this government, we have a stake in the way that money is used, and that accountability by the State will never disappear," says Mr Mdadlana, who is also nation-

and cricket nets — by no means standard equipment at black schools — and parents are paying professional coaches to hone sports talent.

"Ideally, we should cater for the education of the child as a whole," says Mr Daniels. "Social and cultural development must take place within the confines of this school. The school should have all the things that would make the child feel he or she wants to be at the school.

"The child must also learn to be a respectable citizen of Cape Town, not just to be a black child, but to be a citizen of Cape Town. Cross-cultural sports events are increasingly offering Mondale pupils the opportunity to mix with their Khayelitsha, Kentlworth and Constantia counterparts. "Children need to live a full life; we can't leave that up to the politicians."

Mr Fick believes the State should be obliged to eliminate inequalities in education and to lessen the harm caused by social constraints on education, such as group areas.

al chairman of the South African Democratic Teachers Union.

But the parents at Andile have always believed this should be a community school, as the DET allows them to say in the management of the school.

"For example, parents would like to dictate the language of instruction, the tone of history lessons, and the selection of teachers.

"While these major issues persist, there are also day-to-day questions like maintenance of school grounds and buildings, the lack of heating in classrooms, furniture that has been in disrepair for several years, and the lack of teaching aids."

Changing parents R20 a year, Mr Mdadlana and the school committee have been able to attend to some of these problems.

Using a R3 000 contribution from the Argus TEACH Fund and R4 000 raised among parents, Mr Mdadlana is currently overseeing construction of an additional classroom, following unheeded requests to the DET.

"Getting parents involved is not easy," says Mr Mdadlana. "They look around other areas and see the fantastic facilities provided there by the State, and then they question why we have to pay for improvements. But I think they are slowly learning you have to pay for power."

■ Asked to comment on the initiatives at black schools, House of Representatives education spokesman Henry Jansen said in a written statement: "The Department has no intention to introduce the Model C or D options in its schools.

"The Department fully supports community involvement in education. It has given greater autonomy to school committees with regard to the appointment of teachers and the custodianship of school facilities.

"The forming of parent-teacher or parent-teacher-student bodies at educational institutions is being promoted countrywide.

"The Department is responsible for the running costs of schools while funds raised from the community are utilised for the purchase of equipment and services to further enhance the quality of the education."

Nov 11/92

## New school for Nelspruit

(S) PETER GALL (2)

PENRYN College, an independent school catering for pupils up to matric, is to be built at Boschrand in Nelspruit.

The school will be twinned with St Stithians College in Sandton and aims to accommodate 540 pupils, with 120 boarders.

To date, school trustees have raised sufficient funds to build the first phase of the project, which will be completed by January 1993 and will probably cost R1m. The phase comprises four classrooms, an open hall, kitchen facilities, a small office and a room for pre-school children.

The total project will cost R10m.

A major component of the school's activities will be "outreach" so the buildings will be used by numerous different groups of people. Penryn will run a programme including adult literacy, targeting the rural community.

6/14  
SP



# Pupils 'barred

## from amenities'

By Zingisa Mkhama (51)

The town council of the conservative western Transvaal town of Zeerust has barred pupils at-

tending a local non-racial primary school from using the only public amenities in the area, members of the school's parents' committee have alleged.

In reply, the council claims the amenities have been closed for upgrading.

Zeerust Primary School pupils have no sports facilities on their premises and sought permission from the council to use the only available swimming pool, tennis court, and rugby and soccer field in the town.

Three weeks after granting the school permission to use one of the tennis courts, the council fenced off the place, preventing the pupils from gaining entry, the parents said.

Parents showed The Star a copy of a memorandum stating that the council would not allow any further practice of sports on the old rugby field.

Zeerust town clerk Johan Pieterse said last night that people had been barred from

using the premises in terms of a council decision in 1989 to "develop the area as a cultural, sports and show centre."

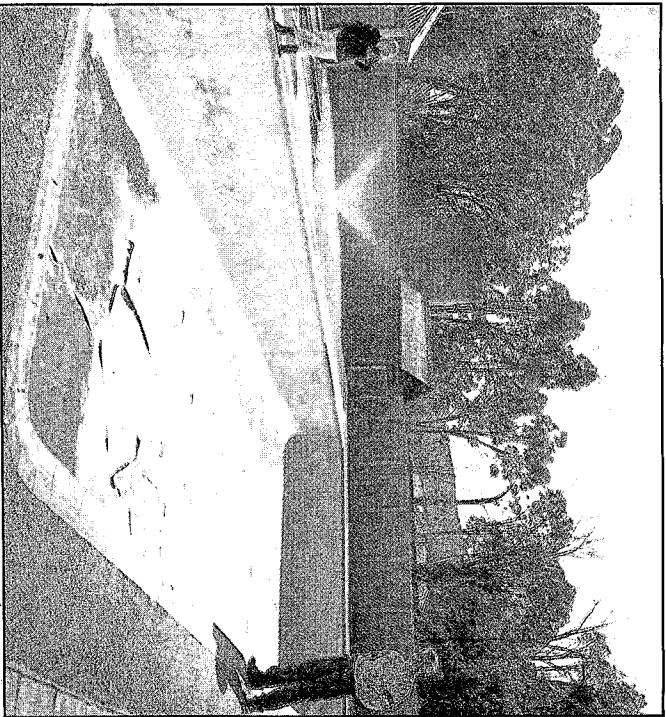
Plans for the development were now proceeding. Since the demolition of old structures had begun, the area was dangerous. Mr. Pieterse said the children still had access to all four tennis courts.

Parents told The Star that the gates to the sporting complex were locked during sports days and the council had dumped sand into the swimming pool.

But when The Star visited the area, the gates were open, and the pool was in a state of disrepair with no traces of sand in it.

Parents' committee member Alexia Abrecht said there was a general feeling among parents that their children were being discriminated against because they attended a non-racial school.

"How could we be expected to use one tennis court for 109 pupils? The soccer field has been converted into a parking lot. Physical education is a necessity and if other children have it, why can't we have it as well?" she asked.



Not that you would want to swim in winter anyway . . . Zeerust town clerk Johan Pieterse says that public amenities have been closed for upgrading, parents say that the council wants to keep out the children from a non-racial primary school.

# School where learning is an adventure

By Monica Oosterbroek

Every child is special at Woodmead Preparatory School — but it's the spirit of adventure and sense of fun which make the educational experience here unique.

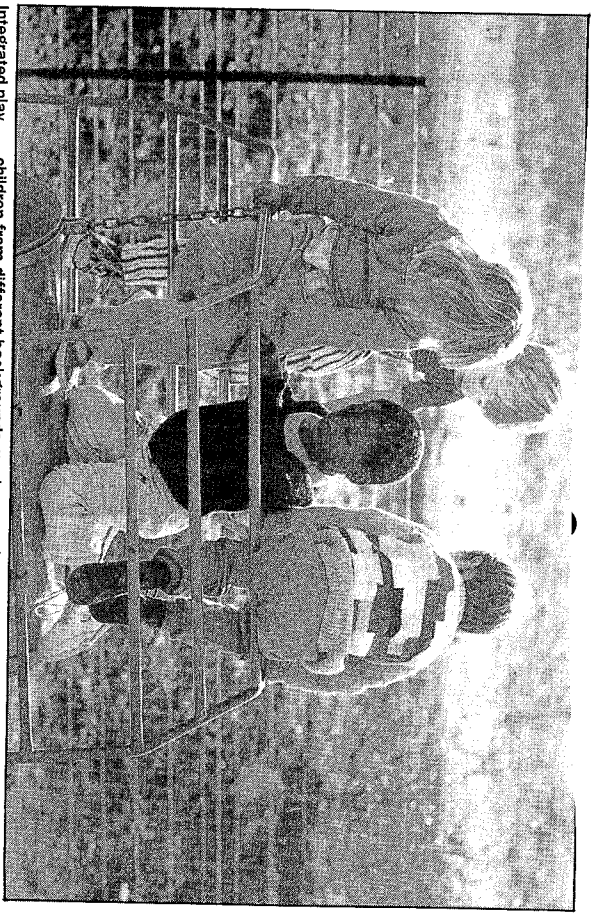
The multiracial school, which started operating at the beginning of the year with 120 pupils, has its official opening tomorrow and is expected to grow to about 400 pupils by next year.

Situated in the peaceful Craigavon Agricultural Holdings, near Fourways, it serves local families in and around the Sandton area as well as children of Salamo Primary School, which was previously situated on the grounds.

Forty-five children from Soweto, with bursaries from various organisations, are bussed to and from the premises each day.

Headmaster Peter Nel says education should encourage a child to be the best possible person and, while focusing on a rounded education, teaching should also bring out particular talents and skills.

Mr Nel, who comes from a private school in Windhoek, Namibia, believes in teaching a child the skills needed to



Integrated play . . . children from different backgrounds meet as equals at Woodmead.

STAFF 317192

cope in later life. "Our lives will be in these children's hands in a few decades, so it's important to meet the challenges of tomorrow," he said.

To him, Woodmead means the freedom to experiment,

free from restraints found in most other South African schools, in his bid for personal excellence.

While Mr Nel believes in well-structured rules, he strives to teach children self-discipline. Believing children

are naturally rational and reasonable, he lets them work out regulations and solutions to problems and is constantly impressed by how ingenious youngsters can be.

The wide-open spaces surrounding the small school, and

the huge classroom windows letting in sunshine, relax the pupils and give them a feeling of well-being.

The school aims to develop healthy self-images and self-confidence in the children.

Picture: Jacobo Rykkliff

# Painful truths from the mouths of babes

By PORTIA MAURICE  
317-917192

It's refreshing to be able to laugh at the tragic effects of apartheid education. It gives one a feeling of transcendence and the gloom of inequality, neglect and inhumanity which has scarred South African schooling.

*Colouring In Our Classrooms*, a documentary about "open schooling" prepared by the Wits University Education Policy Unit, has this quality — largely because its central characters are the honest, naive and expressive children who too often lie hidden behind scandalous statistics.

In the documentary, aimed at teachers and educationists for use in classrooms, research and planning, South Africa's seven-year-olds relate their expectations and aspirations. Their perceptions are the real challenge in multi-cultural education.

Its structure is simple: in a sequence of themes Phippen, Neo, Kim, David and others tell us what they think about colour, wealth, gender, politics and violence. What they say is cute, but often disturbing:

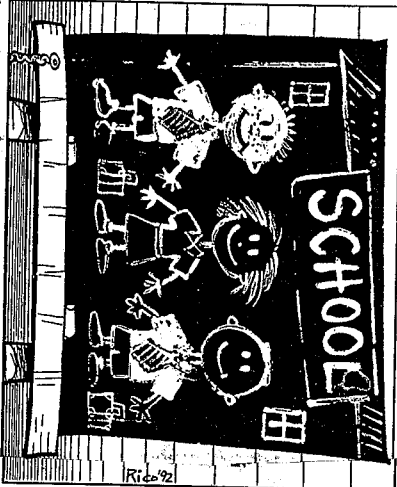
It will take at least a generation to erase deep-seated prejudices.

In the section about rich and poor, David says: "Whites have farms and we go to them to work... we get paid ... and the next day we go back and work again." His image of wealth contrasts starkly to that of Kim, who says: "Sometimes my moon doesn't have any money... than she just uses her card." She explains how her house has one piano, one lounge, one dining room, four bedrooms, two jungle gyms and two dogs.

Steven tells viewers proudly about his holiday which will involve flying to London, then to ski in Switzerland and on to Mauritius. Pauline, on the other hand, shares a tiny township house with seven other people.

They may now share the same classrooms, but they go through separate ways when the bell rings — some leave in fast cars with mother, while others shuffle along dusty sidewalks before reaching the flat key from the neighbour and spending a lonely afternoon locked indoors.

The children talk a lot about violence.



ence.

"Black people?" Steven muses. "Sometimes they're nice and sometimes they're not. If they're nice they give you chocolate, but if they're horrible and the chocolate's got poison on it, you mustn't take it."

Talking about "the struggle", Clinton says: "If (African National Congress president Nelson) Mandela wins, there won't be a place for the white people. Then the black people will take our houses and our clothes. Then we won't have a place to live."

His black peers describe how soldiers patrol the township streets in Casspirs, beating and arresting people and parading their guns.

"These children (the handful of black pupils privileged with 'open schooling') will get more individual attention," the narrator says, "but they learn in a language and culture that is not their own."

*Colouring In Our Classrooms* attempts to capture a unique moment in South African education. It is a valuable resource for all those intent on building a better future.

# New Bill is condemned

WEEKLY MAIL REPORTER  
MAJOR political forces have condemned an attempt to amend laws governing technicians as a move which flies in the face of unitary education.

The African National Congress, the Congress of South African Trade Unions and the Committee for Technician Principals (CTP) have described as a "further act of unilateralism" the Technicians Amendment Bill, which entrenches "own affairs" control of technicians. The Bill is meant to adjust the Technicians Act of 1967.

CTP chairman and Peninsula Technikon rector Dr Franklin Sonn said the Bill flew in the face of talks with the government about making the tertiary education institutions non-racial.

- The Bill aims to:
- Vest in the hands of education and culture ministers in the House of Assembly, the power to establish a technikon
  - Empower a technikon to provide education to students of a university or other institution by agreement
  - Replace the academic board of a technikon by a senate
  - Grant technicians more autonomy in terms of staff conditions of service
  - Empower technikon councils to determine their mode of institution
  - Disallow the minister from determining registration conditions on a racial basis when granting subsidies.




★ The plain English guide to getting the best out of personal computers

# PC Review

Monthly computer supplement to The Weekly Mail and Finance Week UNIVERSITY OF CAPE TOWN SALDRU LIBRARY Number 5 July 1992

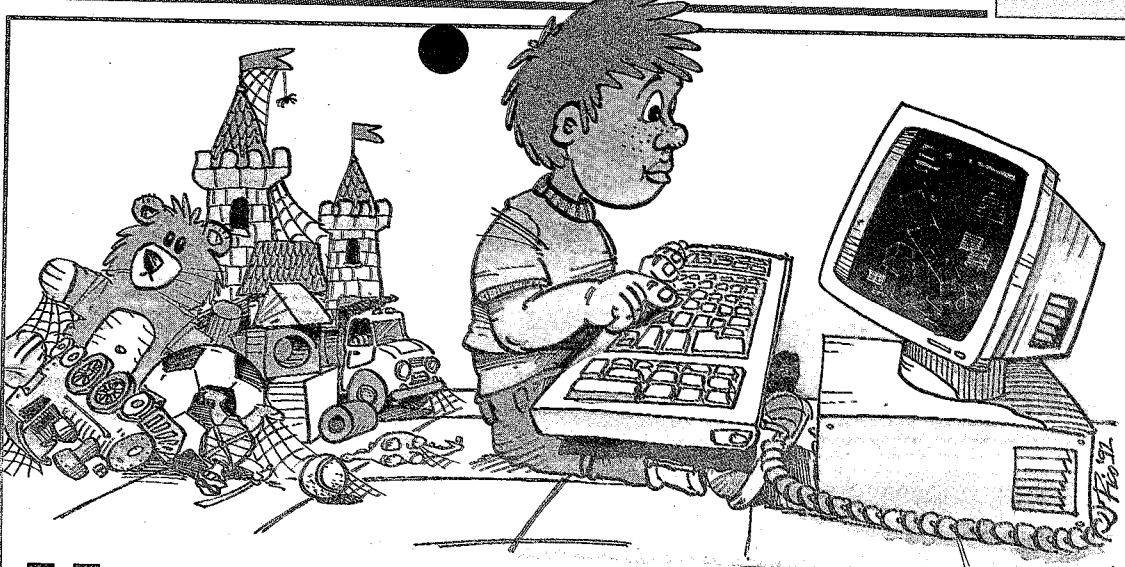
INSIDE TODAY



**Mousing about**

● Don't just let the salesman pop any mouse into the box; choosing the right mouse matters as much as choosing the right shoes

Pages 6 and 7



## My son, the computer genius

PC Review (in what) July 1992 (ST)

Now that computers have invaded the home, more and more toddlers are learning to play on a keyboard long before they learn to write. Their parents fondly hope it will give them an extra edge in life. Will it?

By **BARBARA LUDMAN**

**L**ITTLE Jesse, not yet three, is the fastest kid on the keyboard: he can type anything as long as somebody spells it for him. He'll input his name, your name, anything he sees — like the multi-coloured trademark apple on the computer. "Apple," he says. "Aaa," you say. He types an A, and "Bing!" he shouts as the A appears on the screen. This is almost as much fun as counting hopping rabbits, the program he was engrossed in a couple of months ago. Jesse is by no means unique. More and more very young children are learning to type before they learn to write. Indulgent parents are letting them loose on expensive PCs and laptops; some nursery schools are offering a structured introduction to the PC. While this generation is still coming to terms with the computer, the next generation is learning to love it.

At Auckland Park Preparatory School, chil-

**"Precocious children learn to read before they come to school. The computer helps them form the letters more quickly. Very often with little ones their minds move faster than their hands"**

dren are introduced to the computer from Grade 0; computer tuition continues for the rest of their schooling. "I believe that when the children leave here they must be completely computer literate," says headmistress Claire Brown. "Just as they have to know how to do history and science, they must know how to type and how to work with a word processing package." The nursery school children use perceptual programs and become familiar with the keyboard; they do a lot of counting, but by Grade One they're typing their own names. It's useful for remedial work: "It gives a child another way of doing exercises and practice, and the visuals add an interesting dimension. But you can't just abandon the child to the machine; you must sit with him

and monitor his work." The gifted children who take enrichment courses at the Schmerenbeck Educational Centre are offered all sorts of computer classes. "It's a tool of the modern age, and we all have to learn to use it," says director Eva Biebuyck. "How early do you introduce it? I say the earlier the better, because then the child isn't frightened of it. It becomes an integral tool like a pen or a pencil. "A lot of precocious children learn to read before they come to school. The computer helps these bright children with forming the letters more quickly. Very often with these little ones their minds move faster than their hands. It's fun for these children to recognise the letters and to realise that they can actually build words with them, that they're not individual units." She cautions against using the computer on its own, preferring a combination of methods for teaching letter recognition: the computer plus sandpaper letters, for example, so that

● Continued overleaf

### The agony column for anxious PC users

Last month's debut in Finance Week was a great success, with a number of requests from readers for back copies. Unfortunately we no longer have back copies of the second issue, but there are some fast-dwindling stocks of the others, available at R1.00 each from the editor's secretary, Judy Bester (c/o PO Box 260425, Excom 2023).

This week we introduce a new feature on the back page, a kind of "agony column" for computer users, run by computer consultant and trainer E. M. Middelman. M. M. will sprang to public attention last month when he featured on an innovative chat show run by Radio 702, where he displayed his talents for making complex issues intelligible.

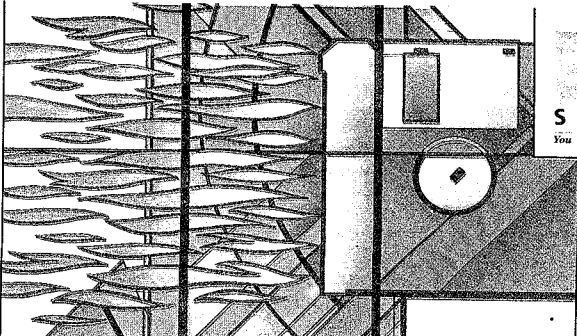


Readers are invited to write in to M. M., and he'll respond to those of general interest that we select to publish. Finally, if you're new to PCReview, the supplement grades articles into three technical levels: some aimed at beginners, some at those with a little computer familiarity, and some at the computer literate. Each article is "flagged" with icons (see above) which signal the technical level at a glance.

from Martin

### THE BEAUTY OF IT ALL

- TurboCASH — accounting for excellence
- TurboCAD — simple, fast, accurate
- PaySLYP — the PC wages and salaries solution
- FASSET — fixed asset software with brilliant performance
- Portex — the potent personal organiser
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## Quick frozen computer

**?** ON sale at a dealer near you is the computer equivalent of a pre-cooked frozen dinner. It's called a "plug 'n play" computer, which means that the trickiest task facing the user is finding a wall-socket to plug the machine into.

The first of this new American craze to reach our shores is the Acros computer. It comes ready-loaded with Microsoft Works, a useful "integrated" application that can do word processing, spreadsheets, filing and more. It's not quite powerful enough for a high-powered business, but capable enough for a home user.

The Acros also comes with its own menu system which shields beginners from the terrors of DOS.

The Acros is available in a variety of flavours, ranging in price from R3 359 for a black-and-white 286-class machine to R6 399 for a colour 386SX running at a speed of 25 megahertz.

Given that the software is included, these are fair prices for a reputable brand name. The Acros is distributed by TSD.

Readers with social consciences should note that TSD offers R500 off to anyone who trades in their old PC, to be donated to the READ organisation to educate needy children.

## The kid's a genius

— From PAGE 1 (S)

children can feel the shape of the letters and learn not only to type them but to write them.

The children at Schmerenbeck are offered tuition in graphics, word processing or spreadsheet programs; they learn a range of computer languages. PC Review 1992.

"In all these instances, the computer is a tool; it helps them with projects, with scientific calculations and predictions. The only instance where there is more interaction is where the children learn Logo — where the child interacts with the computer. That can be a very powerful partnership." July 1992.

Logo is the invention of South African-born Seymour Papert, who developed it at the Massachusetts Institute of Technology.

"Papert endeavoured to develop a computer language to allow young learners to control the computer," says Wits mathematics education professor Paul Laridon, a specialist in the use of computers in education. "On that basis, you must distinguish between children who can actually get the computer to operate according to their desires and those who are using software that gets rabbits that hop across the screen. It's fun and learning does occur but of a different kind. Knowing what buttons to press to get the computer to work is one thing. Knowing how to programme it is another."

Laridon and colleagues set up a programme of Logo activities at The Ridge among primary maths students and used

### Better than bunnies ... Jesse attacks the word processor on dad's PC

Photo: KEVIN CARTER

it to teach, inter alia, the concept of ratio: the child could draw a picture with Logo and then scale the drawing up or down to make it fit into a certain area of the composite, learning ratio and proportion.

For very small children, there's a turtle which runs around the screen. "When children are still trying to sort out issues of left and right, forward and back, I've seen teachers getting the children lined up and imagining they're the turtle. She calls out left, forward five, and they all turn left, and then walk five paces forward. And subsequently they get on to the computer and get the electronic turtle to execute this. The turtle behaves in the same way as the child experiences the environment: it is the centre of its universe. Everything is compared to the central position of the turtle. It is a way to learn the geometry of space."



7 pupils in computer literacy; the subject is compulsory. From Standard 8, pupils can opt for computer studies; every secondary school has 20 computers each. This year 900 pupils are taking the subject for matric.

The Department of Education and Training has installed the TOAM system for remedial or drill and practice in maths and English, plus the Read to Write literacy program, in selected schools. But, says a spokesman, "the department concentrates most of its efforts on promoting computer literacy in the teacher training

and technical areas".

As for the white DEC, a draft computer literacy syllabus is being tested; secondary school pupils can elect computer studies and, depending on the school, the number of teachers and the availability of computers, says a spokesman, the introduction of pupils to computers can occur as early as Grade One. Provincial departments are beginning to supply more schools with computers: only in the Cape and Free State have the provinces included primary schools on the list.

So unless your child is enrolled in one of the few computer-friendly schools, it might be best to let him or her play at the family PC. A word of warning, however: keep an eye on the child. Little Jesse was typing his name on his father's Toshiba one day when he decided he'd make a bigger impact if he poured his apple juice on the keys. He's been banished to an obsolete PC.

He doesn't notice the difference, but his parents do. They've had to upgrade to a high resolution screen: bunnies are boring in black and white.

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## LETTERS TO PCReview

**I** WAS most interested to read about the musical keyboard in your last issue, which sounds the perfect solution for a music teacher. Can you tell me where I could get hold of one? — D ANDERSON, Pietermaritzburg  
The system demonstrated to *The Weekly Mail* was on sale at Businessland in Rosebank, Johannesburg. (Phone (011) 788-4715). But if you need to find a dealer in Natal, call the national distributors at (012) 663-1754 and ask for Shereen van Niekerk.

**I** WAS surprised to read, in the review of WordPerfect 2.1 for the Apple Macintosh, that this version of WordPerfect does not support multiple documents or mathematical typesetting.

The DOS version which I use (WordPerfect 5.1) certainly does support both of these functions.

Also, the "Find" feature of WP5.1 allows for searching files by author, typist, keywords, creation date, revision date etc. I am most surprised that WordPerfect

Corporation have omitted these facilities from the Macintosh version.

Finally, I think that PCReview provides a readable means of catching up or keeping up to date with what is a rapidly changing technology. — ROGER GRIX, RJG Engineering Services CC, Randburg  
The Macintosh version is different in many ways, stronger on graphics (it includes a drawing module, unlike the Windows version) and weaker on file management.

**F**IRSTLY, as a Computer Studies teacher, I would like to thank you for your fine publication — it is a truly invaluable teaching aid.

Secondly, I thought your readers might be interested in QC5 — a school-based free computer consultancy. Although QC5 serves mainly the Border and eastern Cape region, I sincerely wish that the entire nation, reached by your newspaper, should have access to this facility.

Should you want further information, I may be contacted at Queen's College, PO Box 151, Queenstown 5320. Tel: 0451-4188 & 4189, or after hours at 0451-2681. — KEN MASTERS, Queenstown

Readers are reminded that the younger generation know a lot more about computers than their parents. QC5 offers free advice on DOS, word processing, spreadsheets, data bases, hardware, viruses, Pascal programming and more.

**I**T was a pleasant surprise to find the June copy of PCReview inside my *Finance Week* of June 11 to 17. After a quick glance at On Margin, I read your paper to page 16 before returning to the magazine.

I found PCReview informative and easy to read and would appreciate back copies to March, if available.

Your paper should go from strength to strength. — J ORDMAN, Craighall, Johannesburg.

Write to PCReview Letters, c/o The Weekly Mail, Box 260425, Excom 2023.

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# Teachers deplore change in Model C

Teachers this week deplored the "hasty and undemocratic" manner in which the change to Model C had been effected in white schools.

This was during the 104th conference of the SA Teachers' Association (Sata) held at East London. Delegates also urged the government to move forward and introduce a unitary education system in South Africa.

The government came under scathing attack for not supplying information on the Model C option before bringing it to schools. Delegates argued school management committees had problems in making informed decisions on the issue, as it was introduced in a hasty manner and with insufficient information.

"This haste has caught us off-guard," said one delegate. He said the government could have at least provided such information to principals in good time and issued press releases.

"Under the system the morale in the classroom is that of confusion. It has caused a lot of unhappiness and uncertainty in the teaching profession," he said. *New Nicky*

## Conferences 3/7-9/1/92

The motion was accepted by a large majority of more than 300 delegates to the conference.

On the issue of a unitary education system, delegates said they believed it was important, in view of current political and economic events, for

the central government to make a speedy move to one education for all. *ESD*

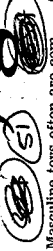
They said the present education set-up was problematic and difficult to co-ordinate.

Teachers also unanimously accepted a motion reaffirming the principle of filling any teaching post by the most suitable candidate, irrespective of race, gender or ethnicity. *ESD*

In another motion accepted by a large majority, the conference requested the government to commission research aimed at furnishing practical guidelines regarding the most effective ways of assessing, placing, and providing for pupils from widely divergent cultural and linguistic backgrounds within the same school.

Of all things worth saving for, a clean, healthy, automatically paid by Nedbank to The Cr authorities and the pub- by using terms of

# That's the road to take, girls



## ROLE REVERSAL

Schools need to teach young girls to go out into a changed adult world, and young boys that women can be leaders and men can do household chores. MPINE QAKISA reports.

If women are to move up in the world, into positions of power, they need to be pointed in the right direction during their early days. Schools, through their teachers, play an important role in socialization of children, occupational choice and eventual levels of achievement.

Teachers need to be aware of their classroom attitudes, says Unisa education lecturer, Dr Eleanor Lemmer, because "a child lives up to a teacher's expectations".

Dr Lemmer spoke on gender in the classroom and how education affects girls and their future as wage earners, at a public lecture at Unisa recently.

Teachers are ideally placed to point young girls in the right direction, because they exercise one of the most important influences in a

young child's life, she says.

"What the child learns is what the teacher teaches."

In all societies, at all times, says Dr Lemmer, the education of girls and women has been of less importance, in spite of the increasing numbers of women in the workplace and in the classroom.

International surveys have shown that women remain concentrated in the traditional female occupations; they are paid less than men and they are less likely to be promoted, and they remain under-represented in positions of management and leadership.

She attributes this problem to the "hidden or unintentional curriculum" to which young girls are subjected in the classroom.

When a teacher tells a girl in a class not to fight back because it is

not ladylike, she is merely "doing her job", training a girl to behave like a lady, says Dr Lemmer.

And when the same teacher tells a crying boy in a class that: "Boys don't cry, boys are brave, they should go out and shout back and fight back", she is also "doing her job".

A teacher may not even be aware that she is teaching a boy, or giving him permission, "to confront, to argue, to shout and to pound his fist", if that is what he has to do to get what he wants.

Because children are taught in co-education classrooms, it is often assumed that they are treated alike, she says.

Unintentional teaching and learning about sex roles is found in educational materials and media as

well. Masculine toys often are complex, active, social, and encourage spatial, mathematical and scientific experiments, whereas feminine toys are more passive and encourage solitary play.

In textbooks used in primary schools, a female is portrayed as a mother, a housewife, a nurse, a teacher or even a witch.

Such learning materials teach girls that "in any case, women are going to be married one day and they don't need a job", she says.

"That is why girls are taught to be 'calm, co-operative, sensitive' but less independent".

A study in which teachers were asked to make recommendations about the children's careers based on the identical information on the report cards found that, in all cases, report cards that had a boy's name

SPR 8/192

**TOMORROW:** A simple test in pregnancy can predict post-natal depression.

# Road to take, girls

STAR 8/17/92

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A study in which teachers were asked to make recommendations about the children's careers, based on the identical information, the report cards found that in all cases, report cards that had a boy's name

on it were given challenging and prestigious career recommendations.

Teachers also tend unwittingly to treat children differently.

They spend about two-thirds more time talking to boys than girls because boys demand more attention in class.

Girls are encouraged to seek attention by being patient and therefore become a faceless bunch about whom less personal detail is known.

Boys are naughty but essentially intelligent, and are given more attention in the form of rewards and even punishments. Their failures are seen as lack of effort rather than lack of skill.

"Girls, on the other hand, are often rewarded for conforming behaviour rather than for ability," says Dr. Lemmer.

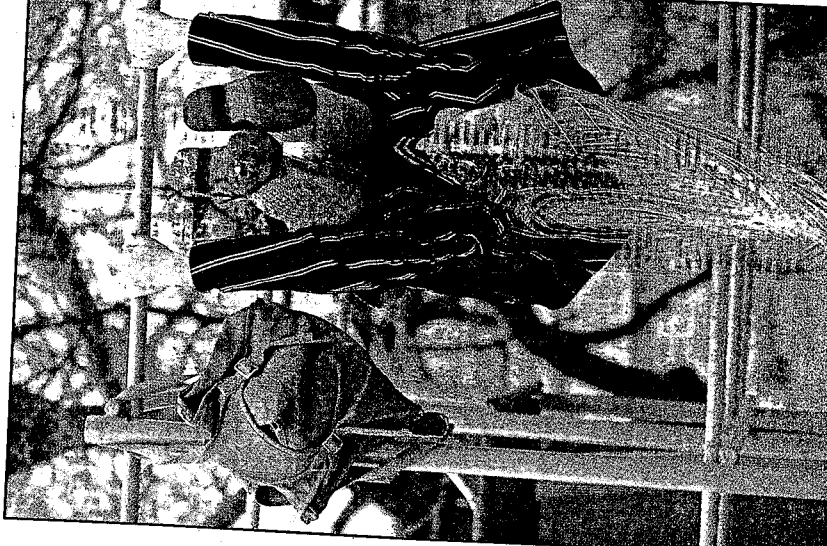
## Agents

Teachers are important adult role models, says Dr. Lemmer. In virtually all Western countries the majority of teachers are female, whereas school managers and principals are male. This teaches a child "that women teach, men control".

Dr. Lemmer says she is aware that teachers reflect the general society, but they are also agents of change.

"Equality of opportunity for girls cannot be measured in terms of access to schooling but processes of schooling as well," she says.

Schools need to teach young girls to go out into a changed adult world and teach young boys that women can be leaders and men can do household chores.



Aliming for the skies . . . the process of schooling is vital to establish equality of opportunity for young girls going into adulthood.



# It's pay up, pay up, pay up for parents

**W**HILE parents are resigning themselves to having to pay more for their children's schooling if they want to maintain standards and respect demands for redistribution of resources.

This is the view of Glen Stuart, chairman of the Transvaal English-Medium Parents' Association (Temppa) — one of a few regional bodies which advise the government on behalf of parents at traditionally white schools.

Stuart says although nobody is "terribly excited" about the unilateral way in which the government made its February announcement to semi-private white schooling, Temppa was the first to accept that the status quo — of vastly unequal spending on black and white schooling — could not continue.

"We have to see Model C as a fact, not a disaster," he says. "There may be all sorts of changes in a few years' time, but we need to face the present and view the new system as the ideal large it can be."

The hurried way in which the government steamrolled its decision —

Model C fees are high already — and parents may have to resign themselves to watching them soar, reports **PORTIA MAURICE**

allowing schools little leeway to resist — caused much confusion. Information about the implications of the Model C option was scant. The white teaching profession is still plagued with a measure of uncertainty about its future, and parents were caught mid-stride with their annual budgeting.

Now, with an August 1 deadline for implementation, the nuts and bolts of the new model need attention. Parents, in the driving seat of their children's schooling much more than ever before. And it is they who will need to galvanise resources to make the system work.

In the next month or two each Model C school will have to:

- 1) Elect a governing body comprising eight responsible people. Their task will be an onerous one, warns Stuart, and they should not apply "just to have their names up in lights."
- 2) According to the Department of Education and Culture (House of

## A selection of schools Before After

School	Before	After
Parktown Boys	R1 800	R2 400
Waverley Girls	R1 000	R1 700
Edenvale	R660	R900
Sandown	R1 400	R1 750
Die Kruijn	R400	R850
Jeppe Girls	R450	R882
Malvern	R200	R800
Ferndale	R600	R1 000
Vereenice	R250	R800

Based on figures published in Business Day, 30 April 1992

## How the costs of some typical Model C schools will rise

- 1) Manual for State-aided (Model C) Schools, governing bodies will, among other things:
  - Act as the official mouthpiece of the parents.
  - Liaise with provincial education authorities.
- 2) Maintain the grounds, buildings and physical facilities.
- 3) Formulate school policy "without infringing on the professional activities of the principal or teaching corps"
- 4) Levy school fees and enforce payment.
- 5) Determine the school uniform, timetable, code of conduct and extramural activities.
- 6) Decide on admissions policies and age limits.
- 7) Make all necessary financial arrangements for the functioning of the school.
- 8) Report to parents at least once a year.

- 3) Take over the school's assets. This will involve doing an inventory of all property and informing the department of badly damaged items. Stuart says R8.5-million has been set aside for "really critical repairs", after which schools will take over their own maintenance. There is a reversionary clause in the law, according to which buildings will once more become state property if they are no longer used for educational purposes.
  - 4) Do careful budgeting and financial projections. Without professional handling of finances, day-to-day school management could be disastrous under the new arrangements. Most white schools are now essentially business concerns.
- Compulsory school fees will now have to cover day-to-day running costs, present and future maintenance, stationery, new textbooks, lights and water, telephone accounts and insurance. On average, fees have increased between R300 and R700 a year (see table), but these are likely to escalate with inflation.
- The toughest expenses are likely to emerge only in the long term. Older schools are at a disadvantage — a full-scale renovation programme could cost as much as R500 000.
- Schools in sub-economic areas also face an uphill battle to survive. Although government has set aside a R70-million aid package for struggling parents, its conditions are strict and it is not yet clear whether it will be offered again next year.
- To apply, parents have to fill in a lengthy form — a means test — in which they have to show that paying higher school fees is way beyond their means. The maximum bursary offered is R400 for primary and R500 for high school pupils. Aid will go first to pupils who live nearest the school, effectively excluding black children in townships from qualifying for funds to attend schools in town.
- Schools which run below capacity are at risk of closure with high rates.
- More schools are likely to go the Model D route — without racial quotas, such as Orange Grove, Malvern and Troyeville Primaries in Johannesburg. These diseased schools have been filled almost completely with township pupils, and they are exciting laboratories for change.

# Dwindling numbers force Bramley to close

By PORTIA MAURICE

BRAMLEY Primary School in Johannesburg's northern suburbs is the latest victim of segregated South African life.

While township schools burst at their seams, the Bramley building will soon fall into disuse. Under pressure of adjusting to the new Model C system, the 83-year-old institution has been forced to close because its roll is too small. The school can take up to 600 pupils, but only has 140.

With parents at these state-aided schools now liable for all expenses other than teacher salaries, those which run below capacity will be forced to shut their doors. And, with the government stipulation that most pupils at these schools be white, they are barred from complementing their enrolment with needy black pupils. About 30 percent of Bramley's current roll is black.

"It was just totally unviable. We did not have enough finance to keep the school going," Bramley management committee chairman Bruce Dorfmann told *The Weekly*

*Mail*.

Two years ago Bramley parents voted to go Model B—a first step towards integration. Faced with the option this year, they resorted to Model C from the end of 1992 pending a vigorous recruitment drive. They canvassed through the local ratepayers' association, as well as local businesses but, says Dorfmann, "there was just no response". Now the school has decided to close at year end.

"Under Model C we would have had to charge R2 500 to R3 000 school fees a child — up from the current R550 levy," Dorfmann said. The school would also have lost three teachers and have had to combine classes.

There are too many primary schools in the Fairways/Wendywood/Buccleuch region for the number of pupils, he said.

"We did everything that could have been done to keep the school open," Dorfmann said. "It is now up to the relevant minister to decide what to do with the building."

(51)

win out 107-1617192

Over 50 000  
children to  
see the light  
Star 2/17/72  
Education Reporter

Educational opportunities for more than 50 000 children will be a whole lot brighter by the end of the year following the announcement yesterday by Eskom to provide electricity to 84 schools across the country.

Eskom chief executive Dr Ian McRae said the electricity giant was committed to "making things happen" and the electrification of schools was seen as part of the organisation's contribution to educational development in disadvantaged communities.

Ten schools were electrified by Eskom last year.

"Eskom realises that the most significant contribution the organisation can make to the development of a child is the electrification of schools.

"This leads to the creation of an environment which is more conducive to learning," Dr McRae said.



**PUPIL POWER** ... Six hundred Manenberg Primary School pupils boycotted classes yesterday while their teachers and parents staged a sit-in on the premises to protest against the dismissal of headmaster Mr Max Vries.

Picture: STEWART COLMAN

# School brought to standstill

Staff Reporter

MANENBERG Primary School came to a standstill yesterday as parents and teachers staged a sit-in on the premises and 600 pupils boycotted classes to protest against the dismissal of headmaster Mr Max Vries.

Mr Vries, principal of the school for 19 years, was removed from his post this week in con-

nection with a 1989 charge of misconduct, said school committee chairman Mr Llewellyn Adams.

Mr Vries was allegedly involved in a fracas with another man at an out-of-town seminar. Yesterday he declined to discuss the charges.

Mr Adams said the situation "boiled down to victimisation" and other Manenberg schools

would be asked to boycott in sympathy. A spokesman for the parent body, Mr Isak Samuels, said: "We are all very angry. We want our children to be in school but will disrupt the school until Mr Vries is re-instated."

Department of Education and Culture spokesman Mr Cyril Deukes said yesterday the department "had not yet finalised" its response to parents' demands.

51  
CF 24/7/92

## School in chaos after transfer of principal

LENORE OLIVER  
Staff Reporter

MANENBERG Primary School is in chaos since the transfer of its principal, Mr Max Vries, as deputy principal to Range Primary School in Elstes River.

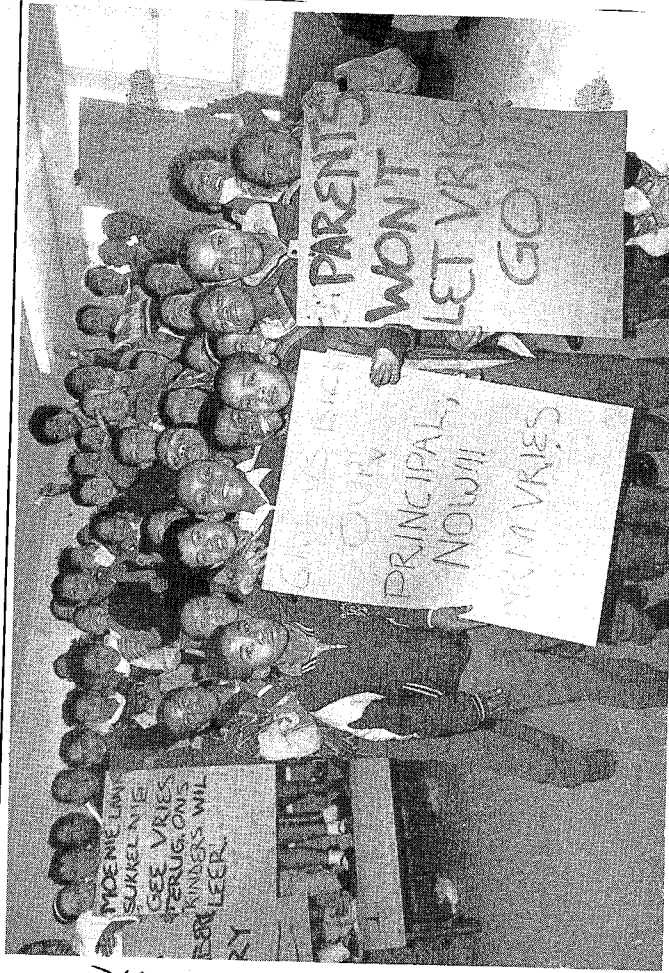
Astounded pupils arrived at the school on Tuesday after the mid-year holiday to learn that their principal had been transferred.

"The school committee was not informed of Mr Vries's transfer or demotion," said school committee chairman, Mr Llewellyn Adams.

At a meeting parents decided that teachers were not to teach and parents were to join their children in the classrooms.

When an Argus team visited the school, parents were guarding the entrance and teachers were sitting in groups in the staff room.

A spokesman for the House of Representatives, Mr Henry Jansen, said Mr Vries had in fact been acting principal at Manenberg Primary.



**BRING OUR PRINCIPAL BACK!** Pupils at Manenberg Primary School show off the posters they have made to have their principal reinstated.

Picture: OBED ZULWA, The Argus.

## Disabled pupils allegedly abused

By ROSALEE TELELA  
 STAFF members and the governing body of a Soweto school for the disabled have been accused by the South African Democratic Teachers' Union (Sadtu) of abusing and harassing their charges. *W/Mail 24/7-30/7/92*

The allegations include forcing pupils to eat faeces, assaulting them with electrical cord and bribing them.

Problems at JC Merkin, a state-subsidised school owned by the Association for the Physically Disabled (ADP), have been simmering since last year, when the school was temporarily closed following similar complaints.

JC Merkin teacher Dolly Tjale told *The Weekly Mail* this week that a colleague had allowed a pupil to relieve himself in class and then instructed him to eat the faeces. "She told him not to tell anybody, but other children who knew about it told their teachers," she said.

Tjale also claimed that pupils are fed only bread and milk during lunchtime, although the school receives state subsidy for a full lunch.

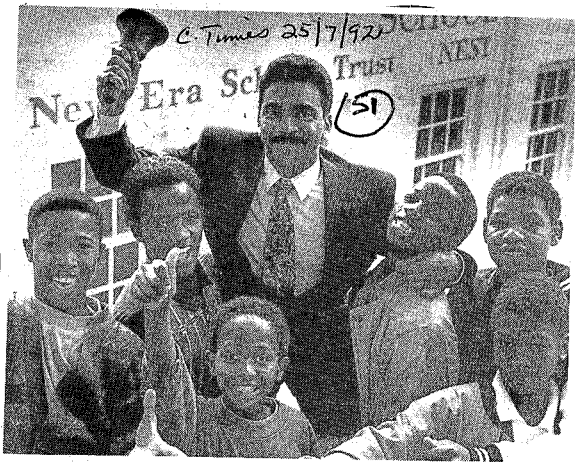
It is alleged that another teacher assaulted a pupil with an electrical cord and then bribed his classmates with money not to tell anybody about it.

Sadtu's Soweto deputy chairman Madoda Madi said the ADP had "threatened to close the school and withdraw funds, books and wheelchairs if Sadtu continues intervening".

The school's principal, JH Schoeman, and APD director Guy Houghton dismissed the claims, arguing that the faeces incident had been "dragged up from time to time: if there was some truth to it, it would have been properly dealt with". They denied any knowledge of the alleged assault.

The government food subsidies were inadequate, they asserted. Only R7 000 of the R40 000 spent on food last year was donated by the government, they said.

Sadtu and the Jabavu community plan to deliver a set of demands to the school on Monday, including a demand for the reinstatement of a teacher dismissed on charges of misconduct.



**SCHOOL'S IN . . .** The country's third NEST (New Era Schools Trust) school was officially opened in Zonnebloem yesterday. Exuberant pupils hoisted their principal, Mr Geoff Jacobs, aloft. Back row (from left) are Sidney Jacobs, Ndumiso Tsilite, Christo Makabana and Xolani Sipoyo. In front are Khanyiso Ndude (left) and Patrick Migwayi.

Picture:

HAROLD KING

## School head to return?

Staff Reporter

MANENBERG Primary School principal Mr Max Vries, who was removed from the school in the mid-year holidays, may be back soon.

The chairman of the school committee, Mr Lewellyn Adams, said the Department of Education and Culture made a proposal to the committee yesterday. The department declined to comment.

Parents have occupied the school with one of them acting as temporary principal. Pupils are boycotting classes.

© 2025/192



## School to seize up? 51

SCHOOLING will come to a standstill at Manenberg Primary School this week, if angry parents proceed with plans to reinstate headmaster Mr MH Vries. SOUTH 2577-2917192.

"Parents and children will occupy the school and teachers will be confined to the staffroom," said parents committee chairperson Mr Llewellyn Adams on Wednesday.

Pupils have been on boycott since Monday, and an acting headmaster had been appointed by parents, he said.

According to Adams, parents felt that Vries, who was told at the end of the previous term that he would be transferred, is being unfairly victimised for an incident in 1989.

Parents said that the incident, which allegedly involved a racial dispute at a party, had no bearing on Vries' record at the school.

Three meetings with inspectors from the Department of Education and Culture had failed to reverse the action against Vries, said Adams. Manenberg's civic association, the ANC and the Sadru trade union backed the reinstatement campaign, he said.

## Parents to continue (5) occupation of school

PARENTS will continue to occupy Manenberg Primary School for the fifth day today after rejecting a Department of Education and Culture proposal on the demotion of former principal Mr Max Vries.

After initially refusing to reinstate him, the DEC last week offered to reinstate Mr Vries as deputy principal with the powers of acting principal, said Mr Irvin Kinnes of the Mannenberg Civic Association.

Mr Vries was to remain in this position for two years during which he must prove his competence. Parents at the meeting decided that they wanted Mr Vries back as principal. CF 27/7/92



**VICTORY . . .** A group of about 400 Manenberg Primary School pupils, teachers and parents invaded the Department of Education and Culture's offices in Roeland Street yesterday and left triumphant.

Picture: STEWART COLMAN

## School protesters get their principal back

Staff Reporter

THE Department of Education and Culture agreed to reinstate the principal of Manenberg Primary School after a group of about 400 pupils, parents and teachers invaded their Roeland Street offices yesterday.

The school came to a standstill last week when staff returned after the holidays to find that the principal of 19 years, Mr Max Vries, had been transferred, as a result of a disciplinary hearing in 1989 in which he plead-

ed guilty to "excessive alcohol use" at a departmental function.

Mr Awie Muller, the department's chief executive director, told the group from the school that Mr Vries would be reinstated immediately as acting principal with the status of deputy principal. The post of headmaster would be advertised and Mr Muller gave his assurance that Mr Vries would be accepted for the post if he had the sole recommendation of the school committee.

5 OCT 28 1992

2 11 1



Picture: OBED ZILWA, The Argus.

**WELCOME BACK:** Manenberg Primary School parents lift deputy principal Mr Max Vries shoulder-high after his transfer to another school was withdrawn yesterday. (51) MRG 28/7/92

## Teacher Max is their man

### Staff Reporter

EXCITED Manenberg Primary School pupils, teachers and parents welcomed Mr Max Vries back to school after the Department of Education and Culture withdrew his transfer to another school and reinstated him as deputy principal.

Mr Vries was notified of his transfer to Range Primary in Elsie's River as deputy principal on June 25.

Yesterday about 200 pupils, teachers and parents gathered at the department's offices in Roeland Street to demand Mr Vries's reinstatement.

Members of the Manenberg Civic Association, school committee, and teachers met a delegation from the department and it was decided that the letter informing Mr Vries of his

transfer would be withdrawn.

Chief executive director of education Mr Awie Muller said there was confusion among parents about Mr Vries's job description.

"After Mr Vries was found guilty of misconduct in 1989, he was demoted to the rank of deputy principal," Mr Muller said.

"It was our duty to place him in a school where he could fulfill such a post and he took up the post as deputy principal at Manenberg Primary."

Mr Muller said Mr Vries was welcome to apply for the post of principal at Manenberg Primary as soon as it was advertised.

"The school committee's recommendation carries 100 percent weight in the final decision," he said.

## A club that makes you smart

Reading at home does "something to those little grey cells", says Mike Jacklin, MD of a new children's book club and publishing company.

Among the advantages of belonging to the new book club for children are:

● A massive 50 percent savings on normal bookstore prices for the best books internationally, chosen by experts.

● Computer technology fine-tunes selection of books to the child's age, reading level and interests.

● The books arrive in the post every four weeks, packaged to look like the present they are. This reminds children of the joy the gift of reading can bring.

● You pay only for the books you want, and pay only after receipt of the package each month.

● A range of series to choose from in English or Afrikaans: for pre-school children from birth to Std 2, primary school children from 7 upwards, costing R25,98 and comprising two hard-cover books and a soft-cover activity book;

● A "Books for Africa" series for children from birth to Std 2 who have been disadvantaged educationally, costing R14,99. The same quality of books as the other series. The activity book is replaced by a newsletter aimed at supplementing education.



# Bringing the square eyes back to books

STAR 281719Z (SI)

**BEST BOOKS** TV can be educational but nothing can replace books to stimulate the imagination and broaden the intellect. A new book club is now able to bring the best books back into children's lives at a reasonable cost. **MARIKA SBOROS** reports.

F junior is more interested in the frantic antics of Ninja Turtles, Bart Simpson and Batman than cuddling up on your lap to listen to a bedtime tale, don't despair — a new children's book club is here to help.

It is getting harder and harder to drag those square eyes away from the dreaded box, and it's not only children who suffer deprivation from too much goggling at the television. Parents are deprived of the pleasure of physical contact and quality time with their offspring as books become relegated to dusty bookshelves, to be taken out only reluctantly if the TV breaks down.

But while television can be an educational and entertaining medium, nothing can take the pace of books and reading to stimulate the imagination and broaden the intellect.

## Balanced

A balanced combination of TV and reading is the ideal environment for children. Scientific research has shown that reading at home is essential to help a child perform well at school.

Increasingly though, books need to be of the highest standard and most colourful quality to lure young eyes back between the pages, where they belong.

Of course as the rand plunges to new lows, punitive exchange rates have helped to put new books beyond many parents' reach. Some concerned parents have opted for more library use, but this still deprives children of the joy of owning a beautiful book.

Book clubs have traditionally been one way of enticing youngsters to read, but the quality of the books available through clubs in this country has been generally of a low quality.

However, the new political dispensation has meant not only that more and more doors are opening up to us —



Quality time . . . the family that reads together provides a solid future for children.

book covers are as well. Publishing houses who were previously reluctant to do business with South Africa have changed their tunes.

A recently formed children's book club and publishing company in Sandton has acquired the South African rights for the distribution of the well-known BFC (Books for Children), a highly respected United-Kingdom based publishing and distribution company with

world-wide sales.

For around R26 excluding postage, children all over the country can receive two high-quality, beautifully illustrated hard-cover books — one fiction, the other non-fiction — plus an activity book.

Knowledge Unlimited managing director Mike Jacklin says the potential is enormous, as his company now has access to books of an international stan-

dard, produced for the world market. He can now also capitalise on volume discounts.

"The standard of BFC publishing exceeds anything that can be produced locally, and because of economies of scale, the books which will be available to our readers are in their original bindings."

Mr Jacklin is also looking for local and indigenous material.

06

# Township <sup>STATE</sup> schools 29/7/72 to close

By Phil Molefe  
Education Reporter

Black schools country-wide are set to grind to a halt as major education bodies call for a two-day stayaway on August 3 and 4 in support of the ANC-led mass action campaign.

The South African Democratic Teachers' Union (Sadtu) yesterday became the latest organisation to throw its weight behind the strike following the announcement yesterday calling on teachers to stay away from school during the protest action.

Sadtu's decision comes after calls by the Congress of SA Students and the SA Students' Congress for a class boycott.

However, the Black Consciousness-aligned Azanian Students' Convention (Azasco) yesterday urged pupils and teachers not to support the campaign.

Azasco publicity secretary Mark Mfikeo said that while mass action was a legitimate weapon of struggle, a situation where this "weapon" was being abused could not be tolerated.

The IFP Youth Brigade also deplored the call for a boycott.

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Police watch as members of the National Education, Health and Allied Workers' Union protest outside the Park Lane Clinic in Johannesburg yesterday. The clinic was one of six private institutions whose workers joined the hospital strike yesterday.

Picture: ROBERT BOTHA

## Protests stop schooling

KATHRYN STRACHAN

SCHOOLING in Soweto and Alexandra came to a halt yesterday as teachers protested against the dismissal of a colleague. *B10A7 3117192*

Department of Education and Training (DET) spokesman Sol Mashokoa said almost all of the 68 high schools in the region were affected. *3117192*

An SA Democratic Teachers' Union (Sadtu) spokesman said more than 3 000 teachers and thousands of pupils protested.

The DET said it was not responsible for dismissals at state-aided schools.

## Jo'burg clinic workers join hospital strike

KATHRYN STRACHAN

WORKERS at six private hospitals in Johannesburg joined the two-month-long National Education, Health and Allied Workers' Union (Nehawu) strike yesterday. *B10A7 3117192*

The general assistants began their strike by marching on the Park Lane Clinic yesterday morning. A group of six union officials handed a list of grievances to the management of Clinic Holdings — which controls the six private hospitals.

However, our Cape Town correspondent reports that Nehawu's plan to disrupt private clinics in that city fizzled out yesterday with no institutions reporting buildings occupied, demonstrations or sit-ins, despite an announced campaign.

About 600 health workers' union members are still on strike at Grootte Schuur, Mowbray Maternity, Valkenberg, Woodstock, Somerset, Conradie, Victoria, and Brooklyn Chest hospitals and the Central Laundry in Pinelands.

In Johannesburg, Nehawu officials occupied the Park Lane Clinic until Clinic Holdings director Graham Anderson agreed to fax the memorandum to the Department of Manpower, as a symbol of the private sector's support for the union's demand that 7 500 dismissed workers be reinstated. Anderson said later he had added a covering letter dissociating the company from the memorandum.

Nehawu assistant general secretary Neel Thobejane said the union had targeted private hospitals because the strike, until yesterday, had affected only the black community.

The private sector strike also showed the union had the resources to bring health services to a standstill.

Anderson said the six clinics were left with only skeleton staff, but services had been kept running with the help of volunteers. He said it was unacceptable for the union to bring its political frustrations into the sensitive arena of health.

TPA MEC for health services Fanie Ferreira said yesterday the workforce at state hospitals could be cut if a TPA investigation found there were more workers than necessary. Fewer numbers would allow hospitals to set higher wages.

Sapa reports at least three health workers have been admitted to hospital after assaults and intimidation, which were still taking place on hospital premises and in residential areas, the Transvaal Provincial Administration said yesterday.

Meanwhile, the TPA announced that a minimum salary of R708,50 a month for employees in rural areas and R783,50 in certain urban areas would come into effect on August 1.

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nts Limited

Last night the... requested to his requests to



# Schools likely to close during strike

By PORTIA MAURICE

EDUCATION organisations have gone into verbal battle over calls to heed next week's African National Congress-led strike but it appears likely that black schools will close down.

The Congress of South African Students (Cosas), National Education Co-ordinating Committee, South African Students Congress (Sasco) and South African Democratic Teachers' Union (Sadtu) have called on supporters to stay away; while the Pan Africanist Student Organisation and Azanian Students

Convention (Azasco) have sharply criticised the move, expressing concern about the loss of two days' study on August 3 and 4.

At a press conference this week Azasco national publicity secretary Mark Mfikoe accused the "congress block" of violating an agreement reached at the National Education Conference in March this year. This, he said, implied that teachers would not strike unless the issue at hand was a labour one.

The "destructive" action, he said, "would only involve the African component of the community", and

white children would not be kept out of school. "Mass action if it means no schooling is unwanted, and mass action if it means young children will be required to perform in the streets for the international gallery is reactionary," Azasco said.

Meanwhile, the 38 000-strong Sadtu this week called on teachers to down tools on Monday and Tuesday after having "consulted broadly" with its membership. "Our members are committed to catching up on whatever work time is lost," the union's national office said.

# School attendance mixed

Soweto

7/8/92



By Monk Nkomo  
and Joe Mdhlela

TEACHERS' BOYCOTT Sadtu strike not

completely successful, PWV area most affected:

**S**CHOOLING CONTINUED to be at a standstill in urban areas, the Department of Education and Training said yesterday.

However, a check on schools in Lenasia, Bosmont, Newclare, and Riverlea showed attendances of almost 100 percent.

Also, although the SA Democratic Teachers' Union, whose members come from all races, said all its teachers would be on strike, members at white, Indian and coloured schools reported for duty.

We have in our possession a circular to teachers in Johannesburg coloured and Indian schools teachers from their Central Areas branch executive which says:

"While the executive supports the reasons for the mass action campaign, including the stayaway, it could not, with a clear conscience, demand that members stay away on Monday and Tuesday without having consulted them on the matter.

"Also, we are convinced that the purpose of education would be better served if teachers attend school on those two days".

Teachers at Coloured and Indian schools were therefore told by their Sadtu leadership to attend

school and not observe the stayaway, hence schooling was normal in these areas.

Assistant general secretary of Sadtu, Mr Thulas Nxesi, was not available for comment.

He was said to be in an important meeting with overseas visitors.

Yesterday and Wednesday there were very few pupils or teachers at DET schools in the PWV area.

This conflicts with the Sadtu statement last week that teachers would be away for only two days.

According to reports, Mr Oupa Mpetsha, of the Soweto branch of Sadtu, has said teachers would continue to protest in support of their political and educational demands.

In the same report, he said they would take part in city demonstrations and travel to Delmas to demand the reinstatement of their fired colleague, Miss Thoko Sehurutse.

Schurutse was dismissed by the DET earlier this year for misconduct and yesterday appeared in the Delmas Magistrate's Court in connection with the neglect of duties.

Hundreds of teachers were in Delmas yester-

day. The case was held in camera, and the Press and public were barred.

Mr Geoff Makwakwa, of the DET, said certain teachers' and students' organisations aligned to the ANC instructed pupils and teachers to report for classes next Monday.

"Some teachers did not report for classes. They instead participated in the march led by ANC leader Mr Nelson Mandela in Pretoria on Wednesday," Makwakwa said.

Northern Transvaal chief regional director Mr Job Schoeman said he was relieved that schooling was normal in the far northern areas of Messina and Warmbaths.

"We cannot afford to lose more time as exams are around the corner. We appeal to teachers and students to return to classes," he said.

He added activists in certain areas including Soshanguve, near Pretoria, and in the Vaalbarred students and teachers from going to school.

Schoeman said the "no work, no pay" policy would apply to teachers who were absent. He said teachers who were intimidated or did not have transport to report for duty would be treated with consideration.



**TAKEOVER:** Schoolchildren from Khayelitsha in the grounds of Tafelberg Primary School in Mowbray.

## Blacks rename white city school

**DENNIS CRUYWAGEN, Staff Reporter**

THE inscription in chalk reads: "Thandokulu Senior Secondary School. Established 1992."

Officially the Thandokulu school is in Khayelitsha, but yesterday it was symbolically moved to what used to be Tafelberg Primary School in Main Road, Mowbray.

Seven busloads of pupils arrived at Mowbray station and were joined by teachers and senior ANC members.

Wynberg district commissioner Colonel Raymond Dowd told former ANC (Western Cape) secretary Mr Amos Lengesi that the school was empty and locked and he did not have the keys.

The colonel suggested that they compromise and "allow in 50 people to stand still for a few minutes" in the grounds. This proposal was accepted.

# Empty school targeted

Staff Reporter

MASS action focused on the black education crisis in the city yesterday when hundreds of pupils and teachers marched to "take over" Mowbray's empty Tafelberg Primary School.

About 900 marchers declared an end to the "platooning system" in township schools where primary and high school pupils share the same classrooms because of a lack of facilities. Teachers said pupils from the Thandokhulu Secondary School in Khayelitsha would be "relocated" to the empty

school. (5) 07/18/12

The marchers demanded that the government pay for the pupils' daily transport.

Police, who blocked the entrance to the school, allowed a group of 100 pupils and teachers to enter the grounds and carry out their "symbolic gesture" of renaming the school.

● The Cape Education Department (CED) said yesterday that Tafelberg Primary School will be renovated soon to house the CED's Technology Centre which is housed in the adjacent Cape Town College of Education.

# Classes now 'doubled-up' at crowded Khayelitsha schools

SI Times [CM] 9/18/92

By AYESHA ISMAIL

WHILE government schools in former whites-only areas are standing unused because there are not enough pupils to fill them, at least six primary schools in Khayelitsha are being forced to double up as high schools in the afternoons because of a lack of facilities in the sprawling Cape Flats township.

This system of schooling, referred to as the "platoon system" — or, more cynically, the "warm bench system" — was introduced in 1990 by the Department of Education and Training (DET).

According to teachers, about six schools in the area are "platooning" and more are expected to do so next year, because of a lack of school facilities in the area.

## Search

The problems faced by Khayelitsha schools were highlighted this week when almost a thousand teachers and pupils from the township converged on the unused Tafelberg Primary School in Mowbray to highlight their plight.

After an agreement with police, 100 people were allowed to "symbolically take over" the school in Mowbray, which they renamed after first holding an assembly on the premises.

Later, the Cape Metro visited Khayelitsha in search of Thandokhulu Senior Secondary School, the school attended by some of the pupils who were involved in the Tafelberg takeover.

Instead, after following di-



RENAMED ... teachers and pupils from Khayelitsha "rename" the unused Tafelberg Primary School in Mowbray to highlight their plight

rections from residents, we found a school named Emithini Primary School.

Teachers at the school explained that it was called Emithini in the morning, and Thandokhulu in the afternoon.

The school is used by a total of 2 100 pupils each day, 900 primary school pupils in the morning and 1 200 high school pupils in the afternoon.

Emithini principal, Mr C Z Malusi, said he was not happy to have Thandokhulu share his school.

"I was not consulted about this platoon system or even asked by the DET if Thandokhulu could share my school," Mr Malusi said.

At Emithini the school day starts at 7.30am and finishes at 12.20pm, while Thandokhulu starts at 12.30pm and closes at 5.30pm.

mural activities at school because we would be disturbing Thandokhulu's pupils and pupils can't be given extra lessons after school," Mr Ntshoma said.

He added that because there was a shortage of desks and chairs, some of Thandokhulu's pupils had to make use of small desks and chairs belonging to Emithini schools.

## Platoon

Mr Ntshoma said they had 24 teachers and 900 pupils at Emithini with an average of 52 pupils in a class. Because of the shortage of textbooks, outdated books were being used.

Mr Themba Mbathane said the government should build more schools in Khayelitsha and get rid of the platoon system.

He said a single education system would alleviate the shortage of schools.

● This week hundreds of teachers and pupils from Khayelitsha demonstrating against the platoon system marched to the Tafelberg Primary School in Mowbray, which has been standing empty for more than a year.

A symbolic occupation of the school was to take place, but it was occupied by several armed uniformed police.

After negotiations between the marchers and the police, a Colonel Dowd allowed a group of 100 pupils and teachers in.

An assembly was held and the school was renamed Thandokhulu Senior Secondary.

Teachers at Emithini complained that pupils had to get up very early to come to school, and said some were still "half asleep" when lessons began.

A teacher, Mr Crosby Tenganana, said children, from surrounding squatter areas had to leave home at 6.45am to get to school on time.

"It is a long walk for small children and in winter it is dark and cold at that time."

An 11-year-old girl was raped on her way to the school last month, he said.

Mr Kosky Ntshoma said pupils were not getting the proper tuition at school as school hours were too short.

"Normal school periods are 35 minutes long. Because of the platoon system our periods are cut to 25 minutes.

"We cannot have extra-

# School opens up to underprivileged

By Winnie Graham (Si)

Veritas College in Springs will pioneer afternoon schools in South Africa next year when it opens its classrooms to disadvantaged township children from 2.30 pm to 8 pm each day.

The college came into being at the beginning of this year when two well-known Catholic schools on the East Rand, Christian Brothers College and Springs Convent, merged.

The conventional "morning" school has a full complement of pupils, at least 40 percent of whom are black. The "afternoon" school will initially cater for children in Sts 4 and 5. Sts 6 and 7 will follow later.

Miriam D'Andrea, the teacher who initiated the concept of afternoon school, said Veritas decided to run a second session earlier this year when it had

been forced to turn away hundreds of pupils through lack of space.

"It struck us that as we had the facilities, we could run a school in the afternoons as well," she said. "We called a meeting of interested parents and the idea received enthusiastic support."

The afternoon school is intended primarily for children aged 11 and 13, from Kwa Thema, Daveyton and Tsakane.

Veritas College hopes that by the time the children reach St 8 they will have caught up academically with the pupils at the morning session.

Pupils will follow the TED syllabus with English, maths and science, and receive special attention. Other subjects include typewriting and accountancy. Experienced teachers with a knowledge of the mother tongue have been recruited.

Mrs D'Andrea added: "At a

time when many schools are retrenching teachers, we are pleased that our afternoon school has made it possible to enlist the services of excellent teachers.

Although fees have been set at R4 000 a year (including the hiring of textbooks), Veritas College is hoping local firms will offer disadvantaged pupils scholarships.

It is also hoping to find sponsorship for 150 desks for the school hall where study sessions will be held from 11 am to 1 pm daily.

The afternoon school expects to be fully self-supporting by the end of the first trimester.

Mrs D'Andrea said the Transvaal director of education had given the concept of afternoon schools enthusiastic support.

"He accepts that we are pioneering a new concept which, if it is successful, could have far-reaching consequences for education in South Africa."

Star 13/8/79

## Halt sale of State land, urges ANC

By Jo-Anne Collings

The ANC is gearing up for battle over the proposed auction of 53 parcels of Government land in prime residential areas across the Reef.

Yesterday the ANC released a statement calling on the Government to suspend the auction on August 26 at the Carlton Hotel in Johannesburg.

Sources close to the ANC said the organisation viewed the auction as a test case, and would fight the Government with all its resources.

"The offer of this land to speculators and developers completely ignores the enormous land and housing crisis in the country, particularly in the PWV," the statement read.

The ANC demanded that the sale be halted "in order to provide the opportunity for a more socially responsible approach to be formulated — an approach more in keeping with the future of our cities than with their past".

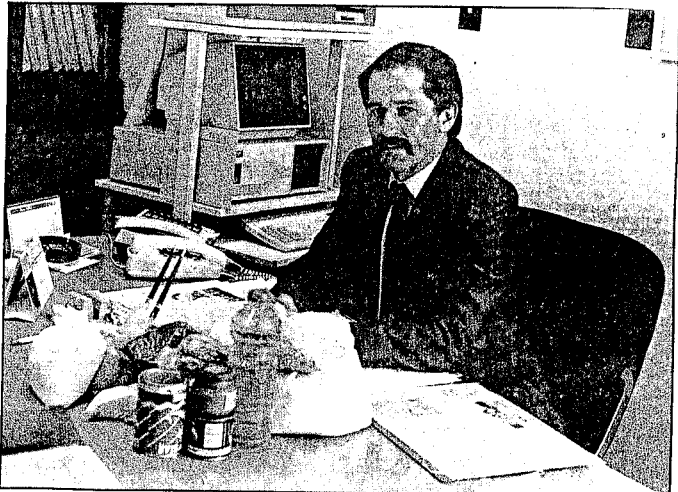
### Protested

The ANC said its demand for a halt to State land sales extended to provincial and local authorities.

Recently the Department of Public Works suspended the auction of several agricultural properties in the Queenstown and Tarkastad areas of the eastern Cape. The auction was to have taken place yesterday, but land rights groups and communities uprooted by forced removals protested against the sale.

In rural areas the demand for a moratorium on the sale of State land relates largely to the fact that the Government still holds many areas from which "black spoor" communities were removed.

Since the appointment of the State President's Advisory Commission on Land Allocation, several communities have lodged claims for the restoration of this land.



Filling empty bellies . . . the headmaster of Dirkie Uys Laerskool in Norwood, Christo Lodder.

# Helping hand for hungry Norwood schoolchildren

By Anna Cox

In the heart of the upmarket suburb of Norwood, Johannesburg, there are children who go to school hungry every day.

And if it were not for the efforts of Christo Lodder, headmaster of Dirkie Uys Laerskool, who runs a feeding scheme at the school, many would go home hungry.

"We have our own twilight children at this school. It is

one of the last few Afrikaans schools in the northern suburbs, and when Joubert Park Laerskool closed we got many children from Hillbrow and Berea," said Mr Lodder.

"I found out by accident that certain children were coming to school hungry when a Grade 1 pupil was found stealing a classmate's lunch. She was caught red-handed, with a sandwich in her mouth.

"She had taken nothing except the food and when I asked her why she had done it she answered very simply that

STAR 13/8/92

she was hungry," said Mr Lodder, who took over as principal in April.

He began investigating all the suspected cases of hardship and personally visited each family to see what conditions they were living in.

"Some families are sleeping on blankets on the floor of unfurnished flats in Hillbrow. Husband and wife are often unemployed and there is no income. Some parents are even struggling to pay bus fare to school," he said.

After appeals for help from

the local community failed, Mr Lodder asked the O'Connor Foundation for assistance. Forty food parcels a month are now being sent to the school for the children to take home.

"It is not enough. We need money to get these children proper school uniforms, track suits and clothes for the cold winter days, but not many people are prepared to help."

Anyone who can assist should telephone Mr Lodder at 728-6307.

## New HIV and hepatitis test to be launched soon

Medical Reporter

A new test for the HIV and hepatitis virus — a 10 minute "one-step" saliva test — will soon be launched in Johannesburg.

British dental consultant Dr Marchant, who is involved in clinical trials and the launch of the new test, arrived in South Africa this week to attend the Dental Association of SA congress.

Developed by Oracle Diagnostics of California, the saliva test is reportedly as accurate as the Elisa international standard test on blood but has the convenience of being quick, painless and accessible and can be done in the privacy of one's home.

National Institute of Virology director Professor Barry

Schoub said the test was still under evaluation and so he could not comment fully.

"If it is proved to be reliable then certainly it would be a very useful facility," said Professor Schoub.

However, he strongly cautioned against people checking themselves in the absence of professional advice.

According to Dr Midda the home test-kit has met with some controversy in the UK and US as any patient undergoing an HIV test must have full professional counselling as well.

"In some cases, however, it would be better to have a quick diagnosis as some patients who were negative committed suicide before receiving the results of their blood tests," he said.

## Arsonists set school bus alight

A bus belonging to a school for the handicapped was set on fire early yesterday, causing R50 000 damage, said Soweto police liaison officer Captain Govindasamy Mariemuthoo.

There have been problems lately at the J C Merkins School for the Handicapped in White City, Soweto," Captain Mariemuthoo said.

In July, 36 of the school's teachers were arrested after a sit-in demanding the reinstatement of a colleague.

Yesterday at 3:40 am the tyres of the bus were slashed and the bus was set alight. The arsonists could expect strong action from the police, Captain Mariemuthoo warned. — Sapa.

## Several hurt as hospital workers, protesters clash

By Thabo Leshilo

Labour Reporter

Several people were injured in a clash between sacked hospital workers and those on duty at Hillbrow Hospital in Johannesburg yesterday.

The confrontation took place at about 2pm when 200 National Health, Education and Allied Workers' Union (Nehawu) members gathered for their daily picket.

The S.A.P., Nehawu and the hospital gave different accounts of how it started.

A Witwatersrand police spokesman said hospital workers on duty "decided they had had enough of the shouting and noise of the protesters". Hospital senior superintendent Dr Trevor Frankish said fighting started after two

workers on duty to work were stabbed by strikers.

However, Nehawu's Johannesburg branch secretary Bongani Tsimo claimed the attack was unprovoked. He said three Nehawu members were admitted to hospital in a serious condition.

● The Transvaal Provincial Administration said yesterday it would meet the Soweto Action Committee for talks on restoring Baragwanath Hospital services to normal.

Faule Ferreira, MEC for health services, said reinstating sacked workers would be discussed at the committee's request. Of the more than 7 000 sacked, just over 1 000 had given reasons why their dismissals should be reconsidered, he said, and about 400 had been re-employed.

# 84 schools to get electricity

Howefer 13/8/92

By Joshua Raboroko

ESKOM is to electrify 84 schools countrywide by the end of the year.

Eskom's chief executive, Dr Ian McRae, said his company was committed to "making things happen".

He said the project was part of Eskom's contribution to educational development in disadvantaged communities. The company electrified 10 school last year.

McRae said his company realised that the most significant contribution they could make to the development of a child was the electrification of schools.

"This leads to the creation of an environment which is more conducive to learning. Teachers will now have access to electronic teaching aids such as videos and overhead projectors to enhance their teaching.

"Educational TV programmes can also be screened. This will make learning easier, more fun and more effective," he said.

The company supported non-formal

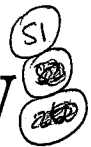
## ■ Learning will now be easier for schoolchildren:

education which benefitted more than 95 000 pupils each year, he said. The organisation also contributed to the in-service training of about 9 500 teachers at pre-primary, primary and secondary schools.

It had also supplied teaching equipment which benefitted 35 000 school children, built 237 classrooms in the past two years and presently paid for full scholarships for 185 pupils at 18 open, independent schools.

The deputy director-general of the Department of Education and Training, Mr Dirk Scholtz, said Eskom's contribution was making a substantial difference in the development of future human resources.

"Only if big business and other interested parties stand together and plan and act in a co-ordinated way can we succeed in our efforts to build an educated nation," he said.





WZ 16/8 - 20/8/92

■ HUNDREDS of Khayelitsha pupils attending school in afternoon shifts because of a classroom shortage converged on a disused white school in Mowbray, Cape Town, last week. About 100 pupils allowed in after negotiations with a police contingent, also staged an impromptu assembly. The occupation will remain symbolic, however: the Cape Education Department intends using the school to house its Centre for Educational Technology.

# Educationist warns over school crisis

14/8 - 20/8/92

(S1) (2)

The re-instatement of the culture of learning in schools will not be achieved unless the community educators and non-governmental organisations take serious steps to remedy the existing crisis, a leading educationist warned this week.

According to Soweto Education Coordinating Committee (SECC) spokesperson David Masepa, violence in the township has aggravated conditions in schools and the atmosphere is no longer conducive to learning.

He said six schools have been forced to close down in Soweto because of the ongoing violence. "Even those schools which are still operating experience many disruptions because of constant rumours of impending attacks," he added.

As a result of the crisis, Masepa said SECC would be providing lessons to students at various centres "to create a spirit of trust and unity".

### Predictions

He added that it was "too early to make predictions about the matric results this year". "We can mobilise to ensure a better pass rate."

"We've got permission to use five centres in Soweto," he said. These are Isopeng in White City, Kopengeng in Dobsonville, Seifeng in Meadowlands Zone One, Chlawelo Community

Centre in Chlawelo and the Soweto College of Education in Pinville.

A meeting with teacher organisations to call for volunteers to teach at the centres was being planned for August 22 at the Isopeng Centre, he said.

Masepa said there were various structural problems which were contributing to the crisis in block schools.

He said schools were overcrowded and there were too many pupils by the Department of Education and Training (DET) to address the issue. "Other schools have fallen into disrepair because of red tape, lack of maintenance and lack of electricity," he added.

"We're not vigilant enough. We witness schools being destroyed and instead of stop-

ping the destruction, we look for the other way," continued Masepa.

He added that "many of our non-governmental organisations and parents are concerned about the state of education but differ on strategies".

### Results

Teachers have been allowed to take the books into the streets instead of us fighting, instead of us struggling and creating the mess for us to remain in the schools," he added.

Masepa said that the administration of schools in block township was also cause for concern. "We have many principals who are not trained in the field of education management and administration,"

he said. Commenting on the level of cooperation between different sectors of the community in addressing the school crisis, Masepa said significant progress had been made in this area. Of the 410 schools in Soweto PTSA's have been established at 346.

But he said PTSA's were not getting the cooperation they needed from the DET. A DET spokesperson alleged that there were six schools which had been closed. He said the affected schools, which were mostly located near hostels, had been relocated to other areas of the township.

The spokesperson said although DET was not satisfied with the quality and amount

### Seminars

"Principals are attending various training seminars and courses on the administration of schools," he emphasised.

He pointed to the lack of attendance and punctuality on the part of students as one of the problems affecting township schools.



# Bid to end schools crisis

■ Delegation to meet DET over teachers' demands:

By Mzimasi Ngudle

SOWETO teachers are to elect a joint delegation of principals and teachers to address the education crisis.

The decision was taken at a meeting convened by the South African Democratic Teachers Union in Soweto yesterday. *Soweto 20/8/92*

The meeting resolved that five principals and five Sadu members be elected to meet the Department of Education and Training to discuss the ongoing education crisis in Soweto.

They would also demand the reinstatement of teachers dismissed by the DET and the reopening of JC Merkins, a school for the disabled children in Soweto.

The delegation will ask for a moratorium on dismissals and suspensions.

# Children stranded as JC Merkin closes

Sowetan 20/1/92

By Mzimasi Ngudle

■ WAR OF WORDS *Sadtu and*

*administration in standoff over dismissal.*

**L**ITTLE Mampho Motlakeng (10) does not know why she is not at school. Her father Mr Isaac Motlakeng also does not know.

Mampho is one of 190 physically disabled pupils at JC Merkin School in White City Jabavu, Soweto, who may not write this year's examinations as the school has been closed indefinitely.

The problem: The South African Democratic Teachers' Union is at war with school authorities over the dismissal of a teacher, Miss Rebecca Sebudi.

## Hostel closed

The school is owned by the Association for the Physically Disabled and accommodates 50 pupils in its hostel which has also been closed.

Last month more than 5 000 Sadtu members met at Regina Mundi Church in Soweto and resolved to stage a demonstration to demand the resignation of the principal and the reinstatement of Sebudi.

Forty-three teachers were arrested during the demonstration in which more than 500 teachers took part.

The actual cause of the conflict is submerged in a plethora of allegations and counter-allegations where everybody tells the truth and nobody tells a lie. When a *Sowetan* team visited the school this week, Motlakeng, who lives a few metres from the school, did

not have the faintest idea what was going on.

He only knows that there is trouble at the school. He looked stunned and expressed shock when he saw the burnt bus. "Have they burnt the bus? I only heard someone telling me but did not believe it was true."

Unfortunately he was not at the parents' meeting last week which allegedly resolved to close the school indefinitely and sanctioned the dismissal of Sebudi. The parents were fetched by a minibus as the bus that was supposed to transport them to the meeting in town was burnt in the early hours of the morning.

APD director Mr Guy Houghton said at the meeting 60 percent of the parents showed they "unanimously condemned Sadtu and agreed that the teacher be dismissed".

"The parents also resolved that the school be closed indefinitely," he said. He said they had asked to no avail for guarantees from Sadtu that classes would not be disrupted again.

Sadtu knew nothing about the meeting, Houghton said he had deliberately refrained from notifying Sadtu because "we feared disruptions as they frequently allege that we co-opt the parents".

Houghton said the school was closed because of intimidation and harassment by Sadtu members. Sadtu

has, however, denied the allegations. Houghton said the teacher was dismissed for desertion and disobedience.

Meanwhile, Sadtu has submitted a list of demands to the Department of Education threatening a strike if they are not met. One of the demands is the reinstatement of Sebudi and the reopening of JC Merkin School.

## Denied allegations

Sadtu chairman of the Soweto branch Mr Matakanye Matakanye denied allegations of intimidation and said the union knew nothing about the bus incident.

He said Sebudi was instructed by the principal to take down the minutes of a meeting "which she did but later lost the scrap paper she wrote on".

She was subsequently dismissed for insubordination when she failed to produce the minutes of the meeting.

Matakanye also blamed the deadlock in negotiations for the reinstatement of the teacher on Houghton's "arrogance and intransigence".

However, Houghton flatly denied these allegations and said Sebudi did not raise the loss of the minutes but "simply ignored requests for the minutes".

With each party placing the ball in the other's court there seems to be no remedy for the plight of the kids.

## Schools stand empty

# Schools in Soweto silent



### ■ Pupils march to police station

By Mzimasi Ngudle

*Sowetan 21/8/92*  
SOWETO Schools were virtually empty yesterday when more than 2 000 pupils marched to the Protea police station.

Schooling will be disrupted again today as Soweto teachers meet at noon at Regina Mundi to decide whether to embark on a chalk-down strike. The teachers' meeting follows shortly after Sadu demanded DET drop charges against teachers, the reinstatement of dismissed teachers and the reopening of JC Merkins School for the handicapped.

Sadu will hold meetings throughout Soweto on Sunday to inform parents on resolutions taken at today's meeting. The student marchers demanded the demolition of the hostels and an end to State violence. Police fired teargas canisters and rubber bullets after pupils stoned vehicles.

## Computer-based education system

Model C schools could be marketing a computer-based educational system to enable pupils to extend their learning in the home environment.

This is according to Malcolm Seymour, MD of Starlan Systems, who explains that at the same time, Model C schools will have the opportunity to increase revenues by marketing the Sony Laser Library CD-ROM system. *STAR 248192*  
"The Sony system comprises a compact disk or CD-ROM drive, headphones and over 3,5

Gbytes of software. The total package is available at a special price to schools and significantly lower than the normal retail price. *(SIS)*

The CD-ROM system includes Compton's Encyclopedia, a division of Britannica; Microsoft's Bookshelf; Language of the World; National Geographic Mammals; World Atlas and an animated Mother Goose cartoon.

The CD-ROM player can also be used as a normal compact disk player connected to a hi-fi.

# New challenge for headmaster

S 7A7C 24/8/72

(57)

Northern Park Primary School in Kempton Park is looking for a new headmaster, but it is not easy finding the person who can tackle not only the traditional leadership role in a school but also the additional challenges which face the new Model C school.

And Government policy does not make the task any easier. Governing body chairman Rev Jeremy Bassel points out that the schools were promised they would be able to advertise posts in the private sector press.

However, this has failed to materialise and schools are still limited to the Government Gazette. The school has a vacancy which will arise at the end of

the year for a Standard 5 teacher who can also teach English. However, the post can only be advertised in the Government Gazette in February 1983.

By the time we have gone through the selection process and obtained approval from the IED it will be July 1983 and the school will have to use a temporary teacher to fill in. This disrupts the children and the school.

What business can survive with this kind of personnel policy? asks Rev Bassel. More serious still is the fact the school has been without a permanent headmaster since April 1 because it has had to wait to place advertisements in the gazette.

Initial advertisements failed to produce the calibre of candidate that the governing body required and it has been forced to advertise again, causing further delays and destabilising the smooth operation of the school.

Rev Bassel says the school has drawn up a profile of the type of applicant it seeks. We are looking for a person who is assertive and strong yet supportive of others. Able to guide without dominating — a team player.

Priority is essential and the headmaster should be able to deal with domestic and family issues which go beyond the strict educational demands.

We need someone with vision who can steer the school through the challenging years ahead, says Rev Bassel.

The list of requirements is long and includes entrepreneurial and business skills and experience.

Rev Bassel points out that today's headmaster is the chief executive of the school and must be able to function as such.

The school is not unaware of the additional strain which this places on the headmaster. The administration burden on the headmaster has always been heavy but he could still maintain contact with teaching.

However, the Model C system increases this load still further. The governing body is there to help but it is still a bunch of part-timers and cannot have the hands-on control required. The only full-time person on the

governing body is the headmaster. In the short term we are in the process of upgrading the secretarial staff administration duties and installing computer systems to take some of the strain.

In the medium term, as finance permits, we are aiming to hire a bursar who would be responsible for the administration of the school, dealing with areas such as bookkeeping, financial management, and controlling the grounds and cleaning.

We believe this will enable the headmaster to be even more effective than in the past as he or she will be able to concentrate on the primary role of educator, says Rev Bassel.

# 'Great benefits' in regional co-operation

STAR 24/8/92  
Norkem Park Primary School governing body chairman Rev Jeremy Basset says co-operation between schools should be on a regional basis.

"The last thing we wish to create is an extension of the Transvaal Education Department bureaucracy.

"In addition, some of the infrastructure is already in place for regional co-operation. The headmasters in an area have regular meetings and know each other.

There is also a need to break down the barriers between Afrikaans and English schools.

"There are enormous benefits which may be derived from co-operation on a regional level."

Rev Basset points out that currently most of the Model C schools are going through similar developments and there is a tendency to "re-invent the wheel" rather than learn from each other's experience.

"We need to share expertise, resources, contacts and experi-

ence, as well as teachers' and facilities.

"Often facilities such as swimming pools are used insufficiently by a single school to justify the capital cost involved," says Rev Basset.

Already Norkem Park Primary has access, with other schools, to a pool of teachers which it can draw on when teachers are ill or on leave.

Rev Basset points out that schools each have different skills and resources.



**NEWS** Alex parenting workshop takes far-reaching steps to rid the rot in education

!SOWETO!N! Tuesday August 25 1992

By Pearl Majola

**S**OME OF ALEXANDRA TOWNSHIP residents attended the second *Sowetans/Pick 'n Pay* Parenting Workshop at Alexaan Kupano Centre on Sunday.

The aim of the workshop was for the recently-appointed schools' task group to give a report-back on its findings and recommendations on the education crisis in the township.

The task group was formed as part of the community's resolutions at the first workshop where education was identi-

# Alex parents tackle education crisis

**Task group Alex's Nation Building projects recommends measures to restle black education:**

*Sowetan 25/8/92*



As one of the problems needing urgent attention. Before the day's proceedings began, a moment's silence was observed in memory of Mrs Elizabeth Moagi Moagi, active in the Alexandra Nation Building programme, died in a car accident in July.

The following are some of the recommendations made by Mr Abraham

Mathaga on behalf of the group, which investigated damage to property at 11 schools:

- Community members who live close to the schools should be asked to form neighbourhood watch type of security systems for the schools;
- The community should raise its own funds to repair damage and improve facilities at the schools. The group

suggested that, if each of Alexandra's 360 000 families donated R1 a month towards a fund, they could raise about R4 million a year.

This would cover the cost of most of the repair work.

Reporting on parental involvement in their children's education, Mr Romeo Khumalo said many parents did not attend meetings.

According to the report, only four of the 15 schools had good parental attendance at meetings.

Pholoso, Zanzeleni, Cater and Ekukhanyisweni have between 50 and 98 percent attendance at parents' meetings.

The next follow-up parenting workshop is to be held in Soweto at Funda Centre this Saturday.

SI  
Sowetan  
27/8/92

## First educare centre opens

THE first of 64 "educare" centres planned countrywide is to be opened in Midrand's Ivory Park on Saturday, the South African National Council for Child and Family Welfare said yesterday.

The project, undertaken by the child welfare movement in conjunction with State and the private sector in predominantly under-privileged areas, is funded by the R1 billion obtained from the sale of strategic oil reserves, made available for specific projects by the government earlier this year.

Of this amount R2,24 million was allocated for the construction of "educare" centres . - Sapa.



**ANALYSIS** Teachers fear for their lives • Sadtu rejects transfer of teacher in dispute

# Fear seals their lips

3/9/92

By *Mathatha Tseutu and Ruth Bhengru*  
Sowetan  
Investigations Desk

■ NATIONAL 'GENOCIDE' Ignorance

about massive stoppage of schooling in

Soweto is not bliss:



matter and we were not able to find one who knew the issues that have now led to a massive stoppage of schooling in Soweto.

The people who spoke to us insisted on anonymity, saying it would not be safe to be quoted.

"You know what will happen, you are a black man and you must know," was the usual refrain.

We were trying to get ordinary people to speak out about what has been termed the national genocide of our times,

**F**EAR and ignorance were evident among teachers, parents and pupils in Soweto, when questioned about the teachers' strike which began yesterday.

After walking and driving through Soweto last week, only two pupils, Octavia Lebosa and Leah Rammala, among the few who were prepared to talk - said we could use their pictures and names.

Teachers spoken to at schools were either hostile or frank enough to say that it was not safe to talk about such things as their colleagues would not like what they would be saying.

Grown-ups were ignorant about the

bringing schooling to a halt.

Sadtu official Mr Oupa Mphetha has said that of the estimated 7 000 teachers in Soweto, only 2 700 were signed up members.

How did the other 4 300 feel about the strike?

Sadtu, we do not know. The few who spoke to us were not representative enough for us to say how the majority of teachers in Soweto feel about the matter.

The ones who spoke feared for their lives.



Octavia Lebosa and Leah Rammala

# Education at Soweto schools grinds to a halt

*Sowetan* 3/9/92  
Principal accuses teacher of removing cemetery soil: (51)

## Investigations Desk

SCHOOLING in Soweto has come to a standstill because a primary school principal has refused to accede to a request to exchange classes, Sadtu says.

And in the running battle that ensued between the principal and the teacher concerned, accusations of witchcraft and soil from the cemetery surfaced to form part of an official charge sheet used in a court of law.

Miss Thoko Sehurutshe is the teacher involved. According to her, her Sub A classroom at Lekang Primary School in White City was part of a larger class that was divided and used as a church over weekends.

This meant that her teaching aids were constantly torn and she had to rearrange the class desks herself each Monday as her


pupils were too young to help. She suggested that the class-room be given to older pupils because they needed fewer teaching aids and would also be able to rearrange desks themselves.


According to Sehurutshe, the principal, Mrs Christinah Rwaxa, refused to allow this and even had another teacher, Mr Reggie Moerane, expelled from the school for offering to exchange classes with her.

Sehurutshe was later suspended and charged with misconduct. She faced 12 counts, which included a charge of attempting to bewitch Rwaxa by allegedly fetching soil from a cemetery. Other charges related to refusal to carry out lawful orders.

She was found guilty on some of the charges but the DET this week decided to end the suspension and transfer her from Lekang. Sehurutshe and Sadtu reject this and have instead gone on an indefinite strike.

# All pupils urged: go to school

*Sowetan 3/9/92*  
■ Cosas supports teachers'  
strike but wants to help stu-  
dents before exams: 

(51)   
THE Congress of SA Students has called on Soweto pupils to return to school today despite the strike by the township's teachers.

Cosas publicity secretary Bafana Twala said: "We urge the students to report to their schools as usual because Cosas will be making arrangements for teaching to continue."

He said Cosas was not undermining the striking members of the South African Democratic Teachers' Union.

More than 5 000 Sadu members went on strike yesterday in support of demands for the unconditional reinstatement of three teachers.

"Cosas is only helping students as exams are around the corner," Twala said. "We want to make sure that students get to the examination rooms armed with knowledge. The Sadu strike does not mean we are not going to write the final exams."

**EDUCATION** *Allegations against strike leaders*

# Accusation of hypocrisy

By Ruth Bhengu and Mathatha Tsedu  
Investigations Desk

■ **OFFSPRING COSSETED** Children

of some leaders and teachers are not affected by the strike in Soweto:

**W**HILE there are people who support the strike by the Soweto branch of the South African Democratic Teachers' Union (SADTU) there are those who accuse the union's leadership of hypocrisy.

Some teachers and parents, who would not be named for fear of reprisals, said the teachers were too ready to go on strike because their own children were in private and State schools in white suburbs and would not be affected.

Sowetan's investigations found that the chairman of the Soweto branch, Mr Matakanyo Matakanyo, is one teacher whose children are in private schools.

Both Matakanyo's children Twiggy (10) and Kwame (5) are in expensive private schools, according to a reliable source close to the family.

Matakanyo's daughter Twiggy is a Standard 2 pupil at Bishop Havin white Kwame is in Grade 0 at the Belgravia Convent Primary School.

Branch treasurer Miss Palesa Popi also has a child at Bishop Lavin white culture co-ordinator Mr Marks Setshlare has taken his children from Diepkloof to Potgietersrus where they attend school.

Sadtu has admitted that there are some teachers who have children outside Soweto.

"But it is silly to say that union leaders are doing this because their children are not affected. It would be defeating the whole aim of teaching," said Madofo Madi, who responded on behalf of the union.

"This questions the integrity of teachers. We dismiss the allegation as a method to discredit the union. At all the meetings that were held, union members who are teachers took the decision to strike themselves. It was not the union leadership who made



Matakanyo Matakanyo

the decision.

"Not one teacher at those meetings said: 'What about our children?' While there may be teachers with children outside Soweto, a great percentage of teachers have their children here.

"We are not prepared to say which of the union leaders have children in multiracial schools because it is not

the leaders who make the decisions.

"Even if there is a perception out there that the leaders are doing this, we are not prepared to dignify the accusation with a response," Madi said.

Matakanyo, who was present when this point was raised with union leaders, did not respond. He and the other executive members were thus weak unavailable for comment.

# Pupils slam Sadtu strike

By Mathatha Tsedu and Ruth Bhengu  
Investigations Desk

■ **Most teachers won't speak for fear of intimidation:**

Now that the teachers strike has just ended, are its effects as limited as the duration of the stoppage?

Pupils that we interviewed before the strike had said the strike would cripple their efforts at doing well in the end of year examinations.

Two Standard 9 pupils at Mafore Mphahle High School at Molapo, Soweto, last week during a street survey, spoke out about how the strike by members of the South African Democratic Teachers Union (Sadtu) would affect them.

The strike started on Wednesday and ended yesterday.

Miss Leah Rammala and Miss Octavia Letesona, said their school had been spared many of the disruptions that have plagued Soweto schools this year.

"The only stoppages were in May during the week of action, and the recent mass action. At this time of the

year, if the strike goes ahead, there will be no hope for us and many students who have been more affected by disruptions than we have," the girls said.

Asked what the reasons for the strike were, the girls said they did not know. They did not expect their parents to know either, they added.

They said teachers often left school at noon for meetings leaving the children unattended.

A group of student teachers attending Vista University, who were at a school in Soweto doing practicals, said they understood the reasons why the teachers were going on strike but they also felt that the children should not be made to suffer.

None of the student teachers and working teachers wanted to be identified and this was the trend among all people we spoke to.

One student teacher: "The strike would be like the bomb going off. Already the pupils have little chance of passing their exams but a

teachers' strike will compound the problem.

"It will demotivate the pupils even further," said another student teacher.

"When classes are disrupted by the teacher's absence, the pupils do not carry on with their schoolwork. They do not attend school regularly and they leave when they please.

"Even if the teachers later return, the morale is low and there is no way the children can pick up. What is worse, they do not learn on their own or attend classes in town over weekends. They just sit there and wait for teachers, and now even these teachers are not there," the student said.

Sadtu decided on the indefinite strike to demand the unconditional reinstatement of dismissed teachers and the withdrawal of letters of pending disciplinary action.

DET on Wednesday agreed to the demands leading to the return to work today. The effects of the strike however have still to be assessed.

SECTION

*Pupils Forum (in New Nation)*  
**Plans to form sports body for inner-city schools underway** (S1)

THE National Olympic Sport Congress (Nosc) is planning to form a sports body for black and white students who study at inner-city schools where there are no sports facilities.

The Nosc projects officer, Bill Jardine said the proposed sports organisation would cater for various codes including soccer, rugby, tennis and cricket.

Nosc would initially meet several civic bodies including the Civics Association of Southern Transvaal (Cast) and Actstop, with the hope of involving them in the creation of sports facilities for hundreds of inner-city students.

Jardine said one of Nosc's proposal to resolve the problem, was to get students to use deserted and abandoned sports facilities administered by the city councils.

**Destroyed**

"Because of the Group Areas Act and forced removals, sports facilities for blacks that used to be close to and in the city itself, were destroyed. For example, when blacks were removed from the Western Townships (Newclare), they left an Oval where they played cricket, soccer and rugby. But up to now, an Oval has not been built in Soweto where they were resettled. I can assure you that there is no single proper rugby facility in Soweto. In order to develop sports in schools, the issue of facilities will have to be addressed.

Jardine further said his organisation had recommended that the development of all sports should be done by specialist coaches. He stressed that the new government should take the responsibility of ensuring that physical training was part of the curriculum in a democratic educational system.

"We would like to see, as soon as possible, an interim government in order to have one educational department to develop a non-racial civil society and overcome this racist philosophy. When the time arrives, we will not be speaking of white and black students, but of students in a non-racial South Africa," Jardine said.

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# It's back to school again

■ The need for new schools in Khayelitsha is growing fast, with a 58 percent increase in the number of primary school pupils in the past four years. The Department of Education and Training is pouring money into new schools, and 10 are being built in the sprawling township.

## SHARON SOROUR

Weekend Argus Reporter

NEW schools are rapidly being built in the Western Cape, including 10 in Khayelitsha, to accommodate more than 11 000 extra pupils by 1994.

Minister of Education and Training Mr Sam De Beer said that by next March the number of classrooms in Khayelitsha

would increase from 676 to 904 to accommodate 9 300 more pupils.

"From April to December next year, a further 66 classrooms, providing accommodation for 2 430 pupils, will be built," Mr De Beer said.

He also announced that a new school would open in Philippi in January and two primary schools in Somerset West and Nyanga would be ready a year later.

He emphasised that the need for new school facilities in Khayelitsha's rapidly-growing community was expanding "at a rate that would put any planning authority under severe pressure".

The new Khayelitsha school accommodation, costing R27.5 million, will include buildings for new secondary schools which would no longer need to share facilities with other places of learning.

Twenty-one primary schools and four high schools have been built since 1983.

"This year there are 26 044 primary school pupils, compared with 16 433 in 1988 — an increase of 58% in only four

years," he said.

There were 9 638 high school pupils, compared with 3 228 in 1988 — an increase of 199% in four years. *RRCS/9/92*

He said that more than 40 schools, which had become redundant as white schools, had been made available to the Department of Education and Training this year.

It was the government's policy that "no vacant school facilities should be found in this country," he added.

The question of using the Tafelberg School in Mowbray was receiving the "urgent attention" of the Minister of Works, Mr Adriaan Vlok, and the Minister of National Education, Mr Piet Marais.

■ Luleka and Nkazimlo primary schools in Khayelitsha will be available for occupation from January. The Chuma, Si-viyeseni, Umtha and Encotsheni primary schools will open in March. The Thando-Khulu and Bulumko high schools will open on April 1 and the secondary school will be available in January 1994.

# 'Hungry pupils' born from bantu education

By Lucas Mati and Maleski Gantsho

**A**NGRY township children marched on disjunct white schools in recent weeks to make their point — they are no longer prepared to endure the critical shortage of schools in their areas. "We are hungry for education. Open up the doors of learning!" they chanted to police during the campaign.

On the one hand, townships are in the grip of a deepening education crisis. On the other, 1 700 white schools lie unused, some of them for as long as five years.

In the face of this imbalance, black children desperate for an education have showed their discontent by occupying the empty schools.

The crisis was spawned by the inequalities resulting from apartheid. The policy of separate development bred 18 systems of education in a single country — and a hatred among black pupils of the system of "bantu education".

The lack of schools in black areas became increasingly worse after 1976. As a result, black pupils had to endure the platoon system if they wanted any sort of education at all. This meant that two, or even three, "sessions" of teaching were conducted in one school building with primary school children attending lessons in the morning and high school children in the afternoon.

The Department of Education and Training (DET) has attributed the crisis in black education to rapid population growth and the lack of facilities and funds.

Educationalist Mr Jeffrey Malokawa, the DET's deputy chief education specialist (Pretoria head office), said segregation of education would end as soon as South Africa declared a new political dispensation.

"The DET is willing to help schools affected by platooning," he said in reply to a faxed questionnaire from SOUTH, but did not elaborate on what would be done.

He said any occupation of vacant schools "should be done in an orderly and procedural fashion". The DET could not give statistics of the number of schools lying unused across the country, but in a

1991 survey, the SA Institute of Race Relations said that there were 1 700 such schools in white areas.

Challenges to the crisis in education have been gathering momentum in recent weeks.

A week ago the Khayelitsha community moved into two unused schools — Mowbray's Tafelberg Primary and the old Cape Technikon in District Six.

The demonstrators were partly successful in their battle for facilities — the authorities at the Cape Technikon handed over the building to them. The empty-schools occupation

South 5/9-9/9/92  
campaign began last month when 22 buses ferried parents, teachers and pupils from Thandokhulu, Intlanganisio and Bulumko secondary schools to the vacant Tafelberg Primary School in Mowbray.

When the placard-waving and chanting pupils arrived at the school, they encountered police who were already "occupying" Tafelberg Primary.

"We are hungry for education — we want schools now! Open up the doors of learning!" they chanted. As negotiations dragged on into the afternoon, pupils became restless. Eventually they forced their

way into the school, trampling the 50m perimeter fence. Police fired birdshot and teargas, and baton-charged pupils, some of whom were bitten by police dogs.

And on the negotiations front, talks between a delegation of pupils and Dr Orlando Fernani, director of communication services in the Cape Education Department (CED), ended in a stalemate.

Fernani conceded that the pupils were faced with an education crisis but said he was "abiding by instructions" from his superiors not to compromise on the Tafelberg Primary School issue.

A spokesperson for the pupils, Ms Mavis Makeleni, said CED director Dr Johan Brand had promised at a recent meeting that classrooms would be built for Thandokhulu and Bulumko primary schools.

In the meantime, representatives from the schools have agreed that the old Cape Technikon will be used by Intlanganisio Finishing School.

Thandokhulu and Bulumko are to continue with the platoon system on these have been met — and if they are not, the "occupation" campaign will resume.

In its monitoring of the news media the Campaign for Open Media looks at the SABC reports on the incident surrounding the singing of "Die Stem" and highlights the bias the organisation has towards the status quo in South Africa:

**T**HE manner in which the SABC would cover the controversy around the playing of "Die Stem" at Ellis Park was evident from the moment the commentator at the match said South Africans who did not have a lump in their throats were "not human".

The Sym news on the Saturday mentioned the events were bound to cause controversy. Then, over very amusing and somewhat distracting footage of police chasing a supporter off the field, the reporter described the anthem incident.

He said it was "clear that the crowd would have sung the anthem

## His Master's Voice added to "Die Stem"

South 5/9-9/9/92

anyway, but it was decided to play both anthems to prevent disorder." The latter was stated as a matter of fact, without acknowledging the source of the remark.

While showing footage of the South African rugby team singing with the official playing of the anthem, a voice-over stated: "...This was not announced, however, and when the public address system asked for a minute's silence, the crowd spontaneously started to sing the anthem".

The footage therefore distracted from the disrespect and unwholeness of the crowd. The SABC could have used the footage of the disruption, as it had broadcast the entire match.

On the Saturday and in most subsequent bulletins on the issue, TV1 news took every opportunity to use sound bites of the singing of "Die Stem", including playing it very loudly under voice-overs commenting on the issue.

This seemed almost identical to the defiance shown by rugby fans. The perception is backed by the "hero" status TV1 afforded Transvaal Rugby Union president, Dr Louis Luyt. TV1 gave him the

last word on the issue in the news items and allowed his opinion to form the basis of the news on the issue.

The most conspicuous incident of manipulation of opinion by the SABC was that not once did it mention that the playing of the national anthem was in breach of an agreement.

Moreover, in both bulletins on August 19, newscasters referred to the ANC's Steve Tshwete's comment on possible disciplinary action what he (Tshwete) called Dr Louis Luyt's breach of agreement".

SABC's presentation of this as an unsubstantiated allegation by the ANC is ludicrous when the facts are that there was indeed a breach of agreement.

TV1 also misrepresented certain other facts: At 6pm on Monday August 17, the newscaster stated the future of the Wallabies tour was in jeopardy, as indicated by the ANC "reacting to the incident on Saturday in which the South African flags were displayed and the national anthem was sung..." It is untrue that the ANC objected to flags. It was merely an over-

sight by TV1 news, it indicates severe incompetence as, in the same news item, an extract from the ANC's press statement is broadcast in which it is specifically stated that the waving of flags was not an issue.

TV1 coverage of the entire issue was slanted. Strong statements from the ANC Sports Representative, Steve Tshwete (who played an important role in facilitating the tours), were anonymously referred to as from the ANC. While not incorrect, this is part of the ANC's tendency to present the SABC as a faceless organisation in controversial situations.

In this way SABC-fostered perceptions about the organisation can be maintained by completely removing the idea of individual, human representatives.

In contrast Louis Luyt was given every opportunity in live sound statements to put forward his case, without being subjected to particularly difficult questions.

The SABC's position on the issue was finally evident from the language in which they reported a Sydney newspaper article on the tour. On Tuesday August 18, after reporting a statement from Luyt that rugby clubs in the TRFU supported him, the newscaster began: "Meanwhile a Sydney newspaper has been adding fuel to the claims," saying that rugby tours should not have taken place."

# Violence creates kids without a future

By FRED KUMALO

Clarens 6/19/92

A MONTH ago Fokweni High school on the Natal east coast was a hive of activity with at least 600 eager pupils poring studiously over books or buzzing around the premises during their lunch break.

But now all that remains of the school is a rickety structure with smoke-blackened walls and a missing roof, a sad reminder of the fire-bomb attack on the school during last month's IFP-ANC clashes.

A spooky silence hangs over the school . . . and the township.

The children, like other residents, have fled the township and are taking refuge in tents which have been pitched on no-man's land at Isipingo beach.

Their plight illustrates a crisis presently gripping Natal. With only one month to go before exams begin, at least 30 schools have been closed - with bleak prospects of re-opening for exams - because of the violence.

"It seems like this will be another wasted academic year," said southern Natal ANC spokesman Dumisani Makheye, who expressed concern at the fact that every time the fighting starts, education happens to be the "first casualty".

An attack by balance-rod men on the ANC township last weekend, brought to 17 the number of people who died in political violence in just two days in the province.

In Wembezi, near Esourat, and areas surrounding the tiny northern Natal township, at least six schools were forced to close down as early as April this year.

following sporadic clashes.

"Children in IFP-supporting areas in Western Cape have been hardest hit," said IFP information officer Ed Tlile.

"They have been stopped from going to school and hundreds of children will not be able to write exams. If they do write exams, the results will be a human tragedy."

In areas around Newcastle and Vryheid at least five schools have been experiencing problems and have been forced to close a few times this year, thus wasting hundreds of hours of learning time.

On the north coast, in areas surrounding Empangeni, including Sikhavini and Ngwelezane townships, four schools have been forced to shut their doors as a result of the eruptions of violence, the most recent being an attack three weeks ago on Umbuso WakaThatha High school by people said to be IFP members.

"In the ensuing battle, one male pupil was killed right on the school premises. Children have not been going to school ever since. It is very unsafe," said northern Natal ANC spokesman Zipho Makheze.

On July 28 pupils from Khombandla High School in Ngwelezane marched to the ANC offices in Empangeni asking the organisation to intervene to end the attacks on the school by IFP-inclined marauders who have been attacking pupils for the past few months.

In areas around Port Shepstone, at least 10 schools have been closed down. Prospects of them being reopened for exams are slim because the fighting is escalating.

However, the IFP is in the process of setting up a school project for refugees, especially designed for

matric candidates who have to write external exams in October.

The project, however, is still being established and will only come into fruition in a few weeks. It has also not yet been established which parts of the province it will cover.

Makheye believes the emergency measures taken to cater for children who have to write external exams won't offer a permanent solution.

Makheye said: "I imagine that those schools for refugees will have to be based in neutral areas which are unaffected by violence, areas such as cities and economic nature. The obvious problem with that is of a socio-travel to and from those schools will need bus fares to going to come from? Remember, these people lost everything when their houses were burnt down."

Both IFP and ANC spokesmen agreed that the education crisis cannot be solved before a political solution to the violence has been devised.

"Freedom of political activity should be zealously defended by all organisations party to the peace treaties," said Makheye.

He said the police of the townships should be done by the SA Police aided by forces deployed by the United Nations "if the fires of political violence are to be extinguished once and for all".

The IFP's Tlile offers another solution: "The politicians should get their act together. Our leader Mangosuthu Buthezi says until ANC president Nelson Mandela agrees to meet him and they address joint rallies, there won't be any peace. The education crisis will only deepen and this society will produce a generation without a future."

# Kafcoc gets full marks from pupils

By REV NTOULA

SI

6/19/72

THE Krugersdorp African Federated Chamber of Commerce and Industry (Kafcoc) scored another goal when it outclassed members of the National African Federated Commerce and Industry (Nafco) by becoming the first chamber to get involved in the City Press "Adopt a School" campaign.

Kafcoc, which is an affiliate member of the Southern Transvaal Chamber of Commerce and Industry (Soutaco), adopted the Lengau Primary and the Athlolang Public School in Kagiso, near Krugersdorp.

The chamber will pay the cost of all the broken windows at both schools and has offered to assist in other areas whenever the need arises.

Kafcoc, which has won merit awards for two consecutive years as Soutaco's most organised and active local chamber, has over the past six years been involved in assisting needy matric students.

Speaking at glittering ceremonies at both schools, Kafcoc president Arnold Maggoki said the organisation recognised the importance of education for the betterment of all South Africans in the future.

At a ceremony at Athlolang School, Kafcoc treasurer Marcus Matsafu said it was important for the black business community to learn to plough back resources into the community from which they earned their living.

Expressing appreciation at Kafcoc's gesture in replacing the panes, Athlolang principal Jerry Mangope urged pupils to guard against any damage to their schools.

"These are your schools," he emphasised.



WHOOPEE . . . Kagiso pupils show their appreciation at Kafcoc's decision to "adopt" their local school, the first Kafcoc branch to do so.

# School needs eight pupils

By JESSICA

BEZUIDENHOUT

A 62-YEAR-OLD Boland farm school will be forced to close at the end of the year if it fails to meet the Cape Education Department's minimum requirement of 20 pupils for one teacher within the next two weeks.

Jongensklip Primary School, on a farm outside Caledon, has been given until September 15 to provide the Department with documentary evidence that it would have at least 20 pupils enrolled for 1993, the director of the CED's Communication Service Dr Orland Firmani said this week.

This is the minimum requirement to retain one teaching post.

At present the school needs a further eight children to avoid what would be a "great loss" to most of the parents and local farmers who are ex-pupils.

The chairman of the school's board, Mr Thys de Villiers, said they had not considered allowing children of other areas to supplement the pupil numbers as they did not want "a clash of culture, character and language medium".

## Service

As there was only one teacher at the school, it could be "difficult" for both the teacher and the children to adapt, he said.

To alleviate the problem of new pupils getting to the school, about 30km outside Caledon, three houses would be made available on the farm Jongensklip. While the one would be rented out, two families would be allowed to stay in the other houses free if they enrolled their children at the school and were able to supply "some sort of service" to the farmers in the area.

Education at the school was of a "very high" standard, he said, and each application would be considered on that basis.

People who wish to apply to the school should contact Mrs Elna Dryer at ☎ (0283) 30 0676 or Mrs Suzanne du Toit at ☎ (0281) 22 213.

# Township parents vow to fight for Mowbray school <sup>(51)</sup>

VUYO BAVUMA, Staff Reporter

9/19/92

KHAYELITSHA residents have vowed to continue pressuring the Cape Education Department to hand over a disused Mowbray school to pupils who are sharing premises with three schools.

They also resolved to ask the Department of Education and Training to provide transport for pupils to attend schools in "white areas".

These decisions were taken at a meeting yesterday organised by a forum campaigning for the occupation of empty white schools by 2 500 Khayelitsha pupils from three schools.

The pupils, from Intlanganiso High and Bulumko and Thandonkulu secondary schools, began occupying "white" schools in protest against the platoon system — sharing premises with other schools on a morning and afternoon shift basis.

Two weeks ago, in a move hailed as a "victory" by the forum members, Cape Technikon authorities allowed Intlanganiso High two disused school buildings in District Six.

But authorities refused to budge on Tafelberg School in Mowbray, saying the school was used as a centre for educational technology.

# Rates payment 'would benefit white schools'

Staff Reporter

(S1) News that the Government is considering paying the municipal rates levied on schools has been welcomed.

However, black parents believe that white schools will be the main benefactors if the Government approves the plan.

Education Minister Piet Marais last week expressed hope that the Cabinet would accept the proposal.

But some black parents interviewed by The Star in Johan-

nesburg said the move would benefit the parents of white pupils and a few black pupils who attended white schools, because township schools either paid minimal rates due to lack of facilities or did not pay rates at all due to boycotts.

Both State-aided Model C or semi-private schools and private schools stand to benefit from the announcement.

Said James Seals of Yeoville: "The proposals sound encouraging. They indicate willingness on the part of the Government

ST m 719192  
to make education accessible.

"We hope the benefits will be significant enough to trickle down to parents of pupils from disadvantaged communities to enable them to send their children to better schools."

Fiona Davis-Shulze of Bryanston said the news was heartening, but added: "We have to wait until the final word is said. It won't help us to get excited now only to be given excuses some time in the future."

Thomas Hlengwe of Senoane in Soweto said: "We haven't

been paying such things as municipal rates in the townships for years due to rent and electricity boycotts. And although it's a positive step, it doesn't mean much for parents in the black community save for those whose children attend white schools."

Although Model C schools have decision-making powers, they rely on the Government for a subsidy covering the full salary of teachers. The remaining 25 percent of total costs is paid by the parents.

STMT 9/17/92

## Guards shadow leader's children at school

By Monica Oosterbroek

The two children of Ciskei leader Brigadier Oupa Gqozo are being protected by security guards at a private eastern Cape boarding school.

The children, who

have been at the primary school for three years, each have two body guards.

The headmaster, who did not want to be named for security reasons, said: "This is not an unusual situation. During certain political trials,

several judges' children had to be protected."

Parents with children at the school said they were worried that their children could be in danger after the massacre of ANC demonstrators outside the Ciskeian capital on Monday.



# Pupils win school fight

CT 10/9/92 (51)

By YVETTE VAN BREDA

**KHAYELITSHA** pupils finally granted use yesterday of the controversial Tafelberg primary school in Mowbray now face the problem of travelling the 30km to and from the school.

A DET spokesman said bussing the pupils would cost R416 000 for six months from October 1 — when they are officially entitled to use the institution — till April, by which time schools in the township should be available to accommodate the children.

The spokesman said the money would have to come from elsewhere.

## Demonstrations

SA National Civic Organisation (Sanco) said yesterday that negotiations were underway with City Tramways to try and solve the transport problem. They were also looking into the possibility of parental assistance and fund-raising events in Khayelitsha.

The handover of the school, which has stood vacant for some years, follows several demon-



**GOOD IDEA ...**  
Maria Swartland

strations and sit-ins on the premises.

The minister of the white National Education and Culture, Mr Piet Marais, yesterday gave the official go-ahead for the move.

The decision followed a request by the Department of Education and Training (DET) to grant the school for use by high school pupils presently receiving education in shifts because of overcrowding.

The Cape Education Department had ear-



**MIXED FEELINGS ...**  
Dorothy Dalzell

marked the school for an education technology centre attached to the Cape Town College of Education.

Residents in the area yesterday greeted the decision with mixed feelings, saying that although the children needed schools, they could do "without having a group of noisy pupils in the area".

At the conference, D P MP for Groote Schuur Ms Dene Smuts said: "We welcome them with open arms."

She said the area was an "education constituency" and had always wanted education to be open.

She praised the Regional Dispute Resolution Committee for its instrumental role in the negotiation process.

## Control needed

Residents in nearby blocks of flats complained of traffic congestion and litter resulting from the previous sit-ins by the pupils.

Ms Dorothy Dalzell said: "As long as the children are controlled its okay. They should just stay in the school. And they have no sense of picking up litter. It was a terrible business when they were here."

Ms Joyce Robertson said: "I don't mind, if the students are controlled."

Ms Maria Swartland said: "They need the school. I'm a mother and I would like them to have the school."

Another resident who preferred to remain anonymous said: "I agree they should have schools but not on our doorstep."



Educationist Kathy Henderson inspecting pupils works at the open school

## Instilling a sense of self-worth

*Learn in Nation (in New Nation) 11/9/79 17/9/92 (S1) (S2)*  
Pupils in schools under the Department of Education and Training (DET) learn like parrots.

They are spoon-fed information which they learn by heart and then write examinations.

This was said by educationist Kathy Henderson of the Johannesburg Open School, which prepares township youngsters to compete with children from advantaged communities on an equal footing.

The pupils do not write examinations and teachers determine their standard on the basis of completed fact-finding tasks.

"These assignments help us to instill a sense of independent thinking. Our teachers are not information carriers or lecturers. We act as guides to help chil-

dren learn how to do things for themselves," explained Henderson.

"We only teach Integrated Studies. The idea is to give pupils the picture and allow them to decide how everything fits. We just provide a creative environment where pupils can regain their sense of self-worth and discover the richness of youth.

"Furthermore, we use cultural and educational subjects as a means of self-expression to encourage the students to articulate what they see around them and to increase their sense of self-awareness. We emphasise aspects of the child's development and education which have been totally ignored under the Bantu Education system," she said.

# Pupils must find fare

Staff Reporter

ALTHOUGH the pupils of Khayelitsha's Thandokhulu School have been given permission to use Tafelberg Primary School in Mowbray, the prospect of them raising enough money to pay for transport is looking bleak.

The pupils from Thandokhulu, a platoon school, were this week granted permission to use the Mowbray school after protests and occupations of the premises.

A DET spokesman said that the cost of bussing pupils for this period would amount to R416 000. He said that the money would have to come from elsewhere.

Mr Themba Mlonyeni, a National Education Crisis Committee spokesman, said that the Independent Development Trust had turned down a request for help. (S) CT 12/9/92

Golden Arrow spokesman Mr Bob Krause confirmed that the company was discussing transport for the scholars with the South African National Civic Organisation and others, but said that its normal discount-price scholars clipcard, would apply.

Mr Mlonyeni said that they would try other avenues to pay for the pupils' transport money, but that things looked "bleak".

# Open schools <sup>(S1)</sup> but don't tell

By Justin Pearce

MRS SYLVIA Ponga has a son aged 16 who has never been to school.

"He just hangs around, he has no job and is trying to be a skollie because there is no school for Africans here," Mrs Ponga says.

The Ponga family lives in Caledon, the Overberg town which, like many others in the Western Cape, has not yet caught up with the reality of having African residents.

No schools have been built for African children in the area, even though it is six years since the scrapping of influx control laws which eventually recognised the presence of Africans in the rural Western Cape.

Only 30 kilometres away, a school may close due to lack of support.

Jongenskip Primary School, surrounded by wheat fields and accessible only by dirt roads, has only 12 pupils — all white. Friends of the school are making a desperate call for new pupils to bring the enrolment up to 20 — the minimum number of pupils per teacher under Cape Education Department regulations. They are searching as far afield as Cape Town, over 100 kilometres away, for white parents who might consider enrolling their children at the school.

In Caledon itself, the Overberg Primary School, while in no danger of being closed, has a comfortable ratio of 454 pupils to 21 teachers — about 21 pupils to each teacher. Overberg Primary also falls under the Cape Education Department. It is, in other words, a "white" school.

In the old South Africa, the irony of the situation would have gone no further than that. But nowadays it is further compounded by the fact that both Overberg and Jongenskip are "Model C" schools. In 1990 the white parent bodies voted to open the schools,



**SCHOOL'S OUT: African children in Caledon have no school while white schools are closing due to lack of pupils**  
Photo: Justin Pearce

nominally, to all races. But integration has yet to take place.

It is an irony which reflects a town where the white population solidly supports the NP rather than the CP, but which is untouched by the Nats' post-1990 bout of liberalism.

As Mrs Ponga bluntly puts it, "there is a lot of apartheid here".

At the Overberg Hotel, the "kroeg" and the "kantien" retain their separate identity and clientele, even if the "blankes" and "nie-blankes" signs have been taken down.

It would be wrong to say there are no African pupils in Caledon.

In fact, there are two. Both are at Swartklip Primary, a coloured school. Headmaster Mr Richard Arendsen says his school is open to any other African pupils who may wish to enrol. But this fact simply has not reached people like Mrs Ponga and her neighbour, Mrs Venus Kaneli, whose children remain uneducated because nobody has taken the trouble to tell them that legislation has changed since the days of grand apartheid.

In any case, Swartklip borders on being overcrowded with a pupil-teacher ratio of 35 to 1 — even though coloured children, in

theory, may enrol at Overberg.

Mr Thys de Villiers, chairperson of the school board at Jongenskip, maintains that parents in the school are "open-minded" about racial integration. Yet he has words of caution as well: "It would be difficult for us if 40 percent of the school were black. It would give the school a different character."

"They must open the schools" says Mrs Kaneli, in the hope that her own children, aged eight and four, will not end up like her neighbour's 16-year old.

The lesson of Caledon is that opening schools takes a lot more than altering legislation.

For better living

Monday September 14, 1992

STARZ 14/9/92 (51)

Street academies are an all kinds of names like "inner city" schools, "alternative" schools, "night" schools, or even "Ty" schools.

Most of these schools have been set up by private groups. If they are not Government schools and you have to pay fees. Secondly, they are located in the centres of the (especially in Johannesburg).

### Unhappy

Every year many students go to the cities to look for a street academy. Some students from the townships with education in the townships because of overcrowded schools, shortages of books and desks, and disruption during the school year.

One of the reasons that even get into Government schools because they failed matric or they are too old (over 19). Street academies can be worse. Others can be better. But you must check many things before you enrol in a street academy.

### HOW TO FIND A GOOD ACADEMY?

Look for and apply to schools six months before you want to enrol. The earlier you begin looking, the better chance you have of finding the school of your choice.

Visit the schools where you want to apply. Do not

simply apply by letter or phone. It is important to see what the school looks like.

- Ask one of your parents or teachers to visit the school with you.
- Ask questions and help choose the best school for you.
- Speak to teachers and students from the school to find out about their experiences at the school. This will help you make your choice. You should find out:

**How long the school has been open?**  
Street academies sometimes close in the middle of the year, for a long time is more likely to stay open.

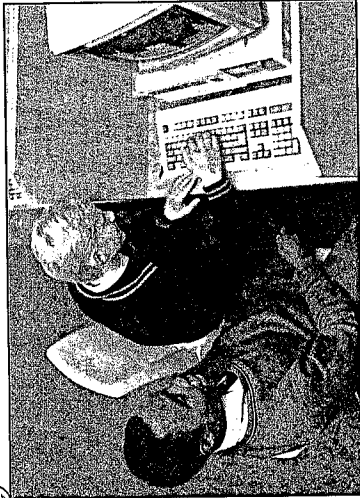
**What is the pass rate?**  
Ask how many students wrote matric last year and how many passed.

**What subjects does the school offer?**  
Not all street academies offer maths, science and vocational subjects. Each department offers all the subjects that you want to study.

**What syllabus does the school teach?**

### ADVICE

# Street academies: it pays to check



School's ... many private academies or inner city schools offer a variety of courses close in the middle of the year, for a long time is more likely to stay open.

**Is the school registered?**  
It is important that the academy is registered with the education departments. If it is not registered, then it should have an exam centre where students can sit exams.

**Where and when will you write exams?**  
If the school is not registered, where and when will you write exams? Ask if you should pay by cheque, where and when will

**How are the fees paid?**  
Ask if you should pay by cheque, where and when will

que, cash or postal order. Ask if you can get a receipt with the school. The fees are refundable, how and when.

**Is the school managed well?**  
Find out what management structures the school has. For example, is there a principal, a parent representative, a teachers' association?

**Find out where the school's money comes from.**  
For example, from fees only or from donations from companies.

**Ask to see the school's audited financial statement.**  
Auditors are independent people who check that the school reports. They write a report called an audited financial statement.

### What facilities does the school have?

Find out what the classrooms are like - if they are big enough for the number of desks and how many students are in one class. Does the school supply books or do you have to buy them? Does the school have a library?

**What are the fees?**  
Most street academies have high fees. Ask if there are extra costs for things like books and uniforms.

**How are the fees paid?**  
Ask if you should pay by cheque, where and when will

Learn & Teach  
It's more than a magazine,  
It's an education!



ON SALE NOW!

# Many schools may shut over rates - MP

Star 16/9/92

51

By Anna Cox

Hundreds of schools throughout the country face closure next year if the Government refuses to continue paying rates on school properties, according to DP MP Douglas Gibson.

Many Johannesburg schools which are situated on valuable property would be forced to close down because most have dwindling numbers and would not be able to afford rates which amount to hundreds of thousands of rands a year in

certain cases.

King Edward VII High School in Houghton and Helpmekeer Hoërskool in Parktown would, for example, each face a rates bill of R200 000 a year, Dirkie Uys Laerskool in Orchards R48 000 annually and Houghton Primary R72 000 a year.

Mr Gibson, who serves on the DP's education group, said the Government was currently paying rates on school property and had agreed to do so until the end of the financial year next year.

"From then on the future is uncertain. There probably won't be enough money to pay rates

on educational property. The Government will not be able to justify spending such huge amounts on white schools.

"It is already spending three to four times more on white children than on black children and no new government would be able to justify different spending levels."

National Education Minister Piet Marais told The Star the matter was under investigation. He said "necessary discussions are being held in the appropriate forums" and an announcement on the matter would be made shortly.

# Solving problems at regional level

W/mand 18/9 - 24/9/92

(S) (10)

## EDUCATION

**B**UILDING strong regional structures to run programmes has been a major priority for the IDT's education portfolio in 1991-92, says education director Meryln Mehl.

These programmes include a country-wide school-building initiative to which R300-million has been allocated, as well as support for pre-primary education (R70-million), and bridging and upgrading adult literacy programmes (R60-million). All told, the IDT has committed R641-million to 164 education projects.

The IDT initially sought to run its school-building, pre-school and literacy programmes through national structures but, says Professor Mehl, "it became clear national agendas were so intricate and problematic that one couldn't make development a national imperative."

At regional level, however, "people were getting together to try to solve problems", and making an impact.

Therefore the IDT is setting up 11 independent regional trusts to handle the school-building programme. These will link the IDT and communities, and can enter into agreements with other funders. In some regions, opposing political groups like the ANC, PAC and Azapo have co-operated in forming trusts that will cut across homeland and government boundaries.

The IDT supports 35 school-building programmes. By mid-1992, 540 classrooms were either under construction or complete. This will speed up when the regional trusts find their feet.

In Port Elizabeth 300 township classrooms destroyed in the 1980s were being rebuilt under the auspices of the Vusizwe Trust. This co-operative venture between



□ MERYLYN MEHL: 'We want to redress imbalances.'

local businessmen, community and student organisations, and the education authorities will complete 12 schools by the end of 1992 and, Mehl believes, offers a model for the post-apartheid era.

Another model the IDT hopes to replicate widely is the Rolihlahla Primary

School in Etwatwa, an informal settlement on the East Rand. This "two-in-one, two-of-everything" school has separate school sessions morning and afternoon, and serves as a community learning centre after hours.

"We don't just want to put up schools; it's easy to put up buildings. We want them to be a cohesive force in communities. We want to redress imbalances so that people benefit in less tangible ways as well - like working together for common objectives, having different political agendas but still being able to look at the greater good," says Mehl.

At pre-school level, movement has been slower. Of the R70-million set aside for projects, only R6,36-million has been allocated so far. In February 1992 key educators groups rejected a proposal to handle an IDT programme at national level in favour of five regional trusts. These are being set up, and Mehl believes the programme, designed to reach 250 000 children, will be able to absorb major funding over the next 18 months.

At tertiary level, the IDT has given R18-million to academic support programmes, and R50-million in loans to 14 000 disadvantaged students at 16 universities and technicons, since 1990.

The loans, at zero real interest rates, are administered by the Tertiary Education Loan Fund of South Africa, initiated by the IDT and the Kagiso Trust.

IDT funding to NGOs has enabled them to increase their scales of operation exponentially. This is directly affecting the quality of teaching in hundreds of schools, and is beginning to improve the learning situation of many thousands of pupils nationwide.

**PEOPLE'S LIVES** *A career change for a domestic led to a successful nursery school in Pietersburg*

# The optimist who realised her dream

By Don Seokane

**T**HE SMALL COMMUNITY of Mmaditlane at GaMaitlala should say thanks to sanctions for their having been blessed with Lesedi Children's Garden.

For it was the punitive measures that led to the downfall of a business belonging to Mrs Emily Moabelo's employer and a gain to the Mmaditlane community, nestling north-west of Pietersburg around Lokwe Mountains.

Moabelo (54), a domestic servant since 1959, was encouraged by her employer to attend a course in pre-school training to avoid the ordeal of being unemployed. That was in 1986 and since she has never looked back.

As sanctions began to bite, she found work at Ikanyisi Children's Garden in 1987 after completing a year-long training course at the Baobab Centre in Florida.

With luck and determination, she won a scholarship to Gloucestershire, England, where she underwent an intensive three-month pre-school training programme. Her experience and observations overseas kindled an all-ready burning ambition: to give her

## Woman of the Week

**■ SANCTIONS BITE Moabelo gained 51**

*when her employer's business folded.*

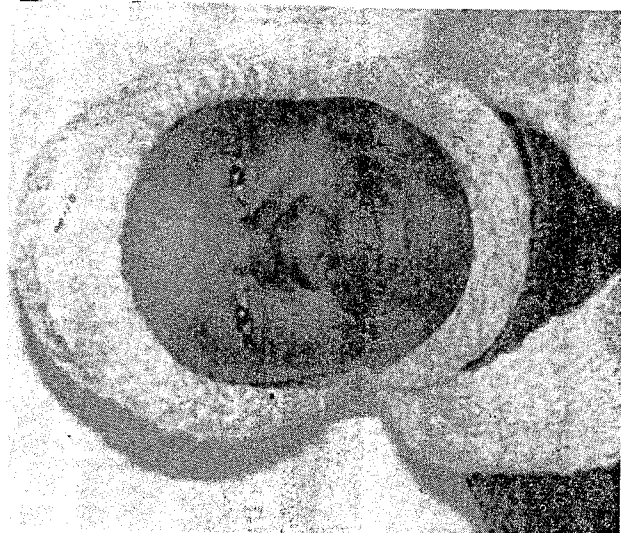
So what was the best of pre-school education.

She says she was naive about the reaction to her ambition at her homeplace.

Returning from England at the end of 1988, she first had to impart her skills to her colleagues and to the little ones at Ikanyisi where she was employed. But the ambition of going home to start such a project was being fuelled daily.

Eventually in April 1989 she went home, did some groundwork for her project and was surprised to meet subtle resistance from her own community.

"The problem appeared to be that I was a domestic servant most of my adult life and people could not trust me with the education of their children. But I managed to overcome that perception,"



**Moabelo ... her project has become a model in her community**

so the number of children could be manageable. Lesedi now admits only 120 children, paying R25 a quarter.

With the rising enrolment, she has had to hire four assistants, a cook and a gardener to help her.

Moabelo's project has become a model in her community. She also runs workshops and trains her own assistants and other pre-school teachers around

the GaMaitlala area.

Her long term plans, far-fetched people might think, is to establish a community clinic. But first she intends to turn Lesedi into a day and night care facility.

Moabelo, an energetic and vibrant mother of three, attributed her success to determination and being an optimist.

"When I have an idea, failure is definitely not part of me," she concluded.



# Clashes in Alex jeopardise school

By Brian Sokutu



cause of the violence," she says. Adding to their problems, a local factory owner, Mervyn Brittan, has refused to allow children and staff to enter and leave through his factory's "safe" entrance in 11th Road. "Even if it means their safety is at stake at London Road, I can't allow them to go through my premises. I have tenants there. They should close the pre-school if it is dangerous," Mr. Brittan told *The Star*.

Caught in the middle of the violence, the children of Khangelani, aged between three and six, are not strangers to the sound of gunfire.

"Since March, things have got worse and we have had to lock the kids inside during heavy fighting," Ms Palm says.

The school could soon be moved to the suburb of Kelvin if sufficient funds are found, she adds.

"We have seen a house in Kelvin that could give new life to these children, but we have to raise money. We appeal to everyone for funds."

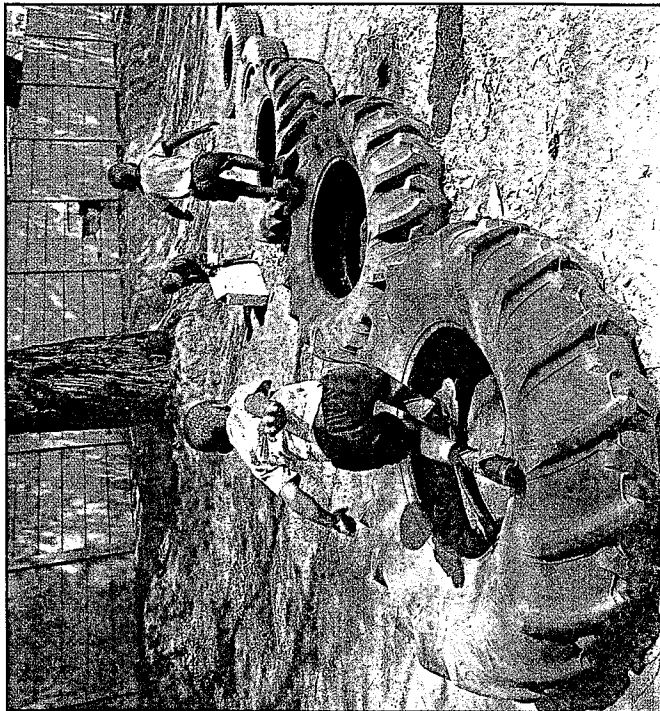
Those wishing to help should call Ms Palm at (011) 882-3183 (79) or 802-6892 (80).

But an air of gloom prevails inside the warehouse-turned-pre-school in deserted London Road, where teachers Juliette Palm and Ellen Makola are engaged in serious discussions about "taking the children out of hell".

"Hell" is the troubled Beirut area, bordering Khangelani, which residents describe as a "no-go area". Concerned about their children's safety, some working parents have decided to remove their toddlers from the pre-school.

Ms Palm says this move has led to the number of children enrolled at the pre-school, which was established two years ago, dwindling by almost half.

"We began the year with 80 kids and now we're left with a mere 46. Parents are afraid to send their children here be-



Not a care in the world . . . despite being under threat of violence in Alexandra's "Beirut" zone, Khangelani pre-schoolers play happily. Picture: Gary Bernard

# Tsakane schools at a standstill

*24/9/92*  
■ About 400 Sadtu members go on strike against class overcrowding:

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The South African Democratic

Teachers Union (Sadtu) reportedly said the decision to embark on strike was taken after an emergency meeting with the DET failed to resolve the problem.

However, Tshethlo accused Sadtu of negotiating in bad faith, saying that his department last month assured the union that overcrowding was "receiving urgent attention". He said Sadtu's grievances which included salaries, housing loans, marking of exam scripts and secondment of teachers should be addressed through grievance procedures adopted in terms of a recognition agreement.

Sadtu was not available for comment.

● Tsakane teachers down tools

# Tsakane schools at a standstill

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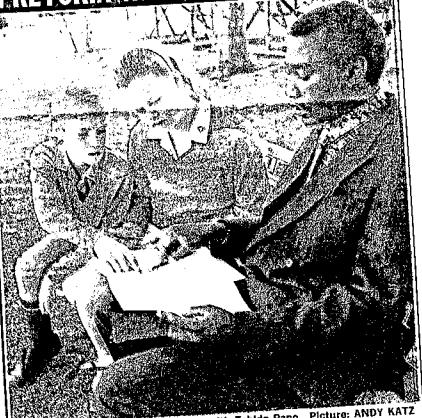
Sadtu was not available for comment.

*South African 24/9/92*

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# PRETORIA WELCOME FOR TSHIDO



HAPPY TRIO: Paul and Jeanne-Marle with Tshido Papo Picture: ANDY KATZ

**TWO** weeks ago student teacher Tshido Papo, 24, was nervous about stepping into a Std 5 classroom at a white government school.

But his fears that the 12-year-olds would turn the classroom at Pretoria's Waterkloof Primary School into a black-board jungle proved groundless.

"I found myself in a new world. The children were so excited, they wanted to know all about the school I had attended and what it was like to grow up in and what it was like to be a teacher," said Mr Papo, one of 10 trainee teachers from the privately funded Promat College.

"And I couldn't believe the facilities at Waterkloof. I never saw a biology lab or a computer when I was at school," said the Department of Education and Training alumnus.

He was also astonished at the wide range of career opportunities cited by the Waterkloof pupils. "I asked a group of 10

children what they wanted to do when they left school. They were all quite clear that they were going to university to become mechanical engineers, doctors, businessmen or lecturers.

"When I was at school, all we thought about doing was becoming a teacher, a nurse or a traffic cop," said Mr Papo.

### Enthusiasm

One pupil, Paul McKeaveney, 13, said he couldn't understand why anyone would make a fuss about a black teacher.

"Some of the pupils at our school are black, and when the students came, they helped us as teachers, just like anyone else would have done. It really doesn't matter whether they are black or white," said the teenage boy.

"My parents thought it was a good idea to bring the black teachers in because, eventually, all schools will have both black and white teachers. So we have an early oppor-

tunity to get used to the idea."

Jeanne-Marle Moore, 13, found Mr Papo's enthusiasm for biology infectious. "Funny enough, the only pupils who didn't enjoy having the Promat teachers at our school were the immigrants."

"There's this Russian boy in my class who doesn't like black people. I think it's because he didn't grow up with black people around him," she said.

Mr Papo's supervisor, Miss Anncke Lingensfelder, said she found him eager to learn.

"Having black students here is a new experience for the school, but they were no different from other student teachers."

Mathematics teacher Mr Philipp Niemann said he enjoyed working with the students because they were particularly keen to learn new teaching methods.

The school's principal, Mr Will Bowker, said he

## Hi teach!

## What's it

like at

home in

## Soweto?

STW 27/9/92

thought Promat's request that students be exposed to the running of a Transvaal Education Department school was a "great idea".

"It was a good learning experience for us all. The students fitted in comfortably and behaved professionally with regard to punctuality and relations with the rest of the staff."

Student teacher Kenneth Khakide said he felt the TED school gave pupils a much better grounding than the DET schools.

### Hosted

"Pupils are surrounded by real objects and visual stimuli. I used an encyclopaedia for the first time at tertiary level, but at Waterkloof children as young as seven know how to use reference books," he said.

Other schools that hosted Promat students are Arcadia Primary in Pretoria, Bronckhorstpruit Primary, Sacred Heart College and Rhodan Primary in Johannesburg.

# Boland farm school saved by city pupils

*S. (Dryer) Cape Metro*  
A BOLAND farm school which faced closure because it did not have enough pupils has been allowed to remain open by the Cape Education Department (CED) after it submitted proof that it has 21 children enrolled for next year.

The 62-year-old Jongensklip Primary School, which has only eight pupils and one teacher, is on a farm outside Caledon. It faced closure at the end of this year if it did not meet the Department's requirement of a minimum of 20 pupils.

To avert "a great loss", parents and local farmers — some of whom are former pupils — placed advertisements all over the country.

An "overwhelming" response was received from as far as Pretoria and Cape Town and "city children saved our school", said a parent, Mrs Elna Dryer.

By JESSICA BEZUIDENHOUT

*279191*  
Several parents applied to enrol their children after details of the school's plight were published in Cape Metro. Mrs Dryer said two pupils from Cape Town were enrolled as a "direct result" of the report.

Three houses were also offered rent free to parents who wanted to enrol their children and who could offer some service to local farmers in return.

One of the houses is to be occupied by a family from Pretoria and another by a family from Cape Town.

The third house, which has no electricity, is still available — to a family "with an adventurous nature and a pioneering spirit" Mr Dryer said.

# the nation in brief

## New staff stay on

PEOPLE employed to replace dismissed hospital workers when talks between the Transvaal Provincial Administration (TPA) and the National Education, Health and Allied Workers Union (Nehawu) deadlocked will not lose their jobs, it was confirmed yesterday.

A TPA spokeswoman said although Nehawu and the administration reached an agreement on the re-employment of dismissed workers, it does not mean the newly employed would have to lose their jobs.

She said there were open posts and a possibility of resignations by some employees who were among those who went on strike.

The four-month-old hospital dispute came to end last week when the TPA and Nehawu signed a settlement on the re-employment of dismissed workers.

*Sapa  
Sowetan 30/9/92*

## Two new schools

TWO new schools are to be opened at Midrand between Pretoria and Johannesburg next year.

Dr Ken Paine, Transvaal Education Department executive director, said yesterday an English medium primary school and a parallel medium secondary school would start classes at the beginning of the new school year.

Building of the primary school at Noordwyk, Midrand, is on schedule. Construction of the secondary school has just begun. Vacant classrooms at Halfway House Primary School will be used until building is completed.

## AA annual rally

THE Soweto branch of Alcoholics Anonymous will hold its annual rally at the Funda Centre this weekend.

The rally, which starts on Saturday at 10am, is open to the public. If you

think you have a drink problem or know anyone who has, you will find people who are sympathetic, understanding and able to give practical help.

Alcoholics Anonymous is a fellowship of men and women who help each other to stay away from alcohol and to lead useful lives. There is no fee required to join AA.

## Anti-overload drive

THE South African Black Taxi Association (Sabta) will begin a three-month "anti-overload" campaign on October 1 to encourage drivers to comply with loading certificates.

In a statement on Tuesday, Sabta said commuters would also be asked to refrain from boarding full taxis.

Sabta will warn drivers of the braking problems caused by overloading, and the possible denial of insurance benefits in accidents involving overloaded vehicles. Letters have been sent to Sabta affiliates country-wide urging participation.

*Sapa  
Sowetan 30/9/92*



"Many times we get mothers in here crying, begging for food for their children. The times are really very serious. Very, very, serious," he says. And sometimes funds at the school run low. "But the dear Lord always supplies."

Like many other head-masters, Pretorius raises money from various private sources, "does not get a penny from the government" for school feeding or family food packets and has to rely on some "raffles from the North called the Monday Club and other private donors."

He has also called in the help of a feeding scheme to help the hungry kids through the school day. That "feeding scheme" is Marite and Fred Hughes — a dedicated couple who spend their lives and every spare cent feeding poor whites who have slipped through the net.

It's not a legally registered scheme. Though poor whites who have slipped through the net, Marite, feeder, social worker and general do-gooder, Marite Hughes has no fondness for the bureaucracy of the government's Department of Social Welfare. She has not got, and will not apply for, a Welfare Organisation number which would bind her to certain conditions and then would bind her to raise money from the public.

Department officials paid her every now and then, but she goes on, a woman driven by her mission. She comes from a poor white family and she says she knows what it is like to go herself and says she is going to stop her to bed hungry. Nobody is going to stop her from feeding the poor and less privileged. She has leading words for anybody who would stop such harsh words for anybody who would stop such an act of charity.

"You can come see my home for yourself," she announces, emphasising her lack of personal acquisitiveness, and giving an oblique assurance that no money comes her way. She isn't attached to any organisation, not even a church. "People ask you what church you are from, and then if it is different from you are from, away from the help."

Her husband adds that many of the churches they come across build new and fancy properties and then refer the needy in their congregations to the Welfare Department for help. He is in the construction business and helps her with transport — though she could do with a bakkie, as the family car suffers from the rigours of transporting large cooking pots, milk and the like.

Marite Hughes checks on the circumstances of each family she helps, calling around to have a look for herself. "Many mothers ask, if we're from Weldele, then, they've scared their children will be taken from them." It's only when she re-

Self-help ... As government welfare funds dwindle more groups are mobilising to look after their own



**Classroom concern ... Symptoms of hunger are increasingly noticeable in schoolchildren**

sures them she's not that they let her in to talk. "That's not to say they do not report abuse when they see it. Fred Hughes told *The Weekly Mail* that along with the increasingly desperate economic circumstances, they had seen an alarming rise in child abuse. But instead of the Welfare Department, the Hugheses go to the police Child Protection Unit which, they say, acts swiftly, promptly and effectively.

*The Weekly Mail* found the Hugheses at Langhaage feeding hungry kids. The milk they distribute is largely donated by Clover, which gives them thousands of litres for poor white kids and their families. Not everybody gets food every day; the Hugheses cover different areas on different days, dispensing pap and wots, stew or other nourishing food.

Latter in the week, in a small and shabby Council flat in Vrededorp in the western suburbs, they have prepared spaghetti wot-raise for a strategy mothers and children. Among the mothers is Karen, 27, barefoot and dressed in tattered, grubby garments. Her lead need attention of the type the poor cannot afford. With two children, aged five and two, she lives in a council flat rented by her mother. The two-year-old, Monic, clings to her hip. He can't wait to eat as the smell of food wafts out of the small kitchen. Monic has been ill several times in his short life and has needed three operations. Karen is divorced, the ex-husband, a security guard, gives her no support.

ored will she come, in considerable shame, for a handout. Some food is kept for her.

Most of the whites receiving food are from single-parent, fatherless families. An exception are the Toerrens, who live on the other side of town, in Berrans.

Both Toerrens are handicapped — they are epileptics — and not working. Bernadette Toerien has two children from a previous marriage, Cindy (10) and Small Charley (12). They are both at a nearby school, where the headmaster arranges for extra help for them as well as substitutes for the fees and the uniforms. Her husband used to work on the railways until they had him off several years ago because his fits came too frequently. He, too, has a son from a previous marriage, who is paralysed down one side and is also an epileptic.

Bernadette Toerien says they are treated like dirt at "the Welfare" where they gets a disability pension of about R450 a month, and where they have not helped her get money for her disabled stepson. Nobody will tell her why.

From her meagre allowance she has to pay the rent on the house, the water and lights. Additionally, she has to travel from Berrans to Johannesburg Hospital for her checkups and pills to control the epilepsy. Often she cannot afford the bus fare, so she walks. It takes almost two hours.

Sometimes, if she doesn't make it, and misses her dose of pills, the fits increase. So she has to slog to get there.

Every time she tries to take a job, "the Welfare" calls her in, she says, stops her pension and threatens that if she continues to work, she will lose the payout for good.

So she and her husband stay home, bored and listless, tending the small garden of their council home and cooking the meagre meal and soy mince handed to them every month from Operation Hunger.

Langhaage's headmaster Pretorius believes the reason for the current depression and state of poor whites is the political situation. Although others are loath to put it explicitly, he says: "I believe it is the political situation of the land."

"Everything is going down. People are losing their jobs." He believes there is only one way to salvage the situation: "Peace. There is no other way. We have to talk until there is peace."



# Sowing seeds of tolerance

Salt 3/10-7/10/92.

(S1)

THEY play musical chairs with a difference at Silvertree Educare Centre in Woodstock. Instead of a child being left out in the cold when the music stops, the kids pile themselves two, three, four, five to a chair until everyone has a seat.

The next time the music stops, another chair has been removed and the heaps of children get bigger.

Upstairs from Silvertree is the office of the Vumani project which trains educare workers — people who care for and educate children below school age.

"We train people to teach the children games that encourage them to play with each other and not against each other," explains Vumani staff member Mrs Catherine Ales.

The philosophy behind educare is that pre-school years are central to a child's intellectual and social development. It is during this period that children learn values they will hold onto for the rest of their lives, and the right kind of educare can be the first step towards integrating a divided society.

"We believe that we are able to break down the barriers put up by the system," says Ales.

Vumani aims to train teachers in such a way that they pass onto children the values of non-racism, non-sexism and co-operativeness.

Vumani also produces teaching resources such as storybooks about the lives of black children, working-class children, children in rural areas, the children of migrant workers, children in squatter camps. The idea is to escape from the Western and middle-class bias of traditional educational material.

Up until now the state has assumed responsibility for the education only of school-age children, neglecting anybody younger than that. Educare is in the hands of non-governmental organisations dependent on private-sector funding — Vumani is funded by the Kellogg Foundation in the United States. Ales believes the state should not assume control of Educare.

"It is the communities that know what they want for their children. But the state must take responsibility for funding educare projects."



**COMMUNICATION:** Teaching children the value of co-operation is one of the first tasks of educare workers.

One area where interaction with the community is vital is that of language. At Silvertree children from Xhosa, Afrikaans and English speaking homes play together and communicate with one another. Originally serving the Woodstock community in its immediate neighbourhood, Silvertree soon attracted the attention of workers from many factories in the area who began to enrol their children there.

The centre now looks after the children of commuters from all over the Cape Flats. The result is the triple linguistic mix. It is important that educare workers be trained to handle multilingualism in a sensitive and constructive way, and be conversant in the home languages of all the children in the centre, says Ms Gloria Britain, also of Vumani.

"Even if there is only one Afrikaans-speaking child in the class, that child must be made to feel okay about speaking Afrikaans. All the languages that exist in the school must be developed.

"Some Xhosa-speaking parents want their children to learn English, even to the extent that they tell their children not to speak Xhosa."

"Children must understand their own language first, and the others can come later," adds Ales. "Then as long as the children are exposed to other languages at the educare centre, you don't have to spend time teaching languages to them."

"The role of the educare workers is not to adopt a fixed language policy for the centre, but rather to make parents aware of the importance of their own language,"

Britain concludes.

As an aid to teachers, all Vumani's storybooks are published simultaneously in the three languages commonly used in the Western Cape.

The administration of the Silvertree Centre remains democratic in spite of its widely scattered support base, with parents attending regular meetings concerning the running of the project. But community input is more than a matter of parents telling educare workers what to do.

"Everyone in the community has a role to play in educare," Britain says.

"We must move away from the idea of certain people being 'professional' educare workers."

In its training programme,

Vumani emphasises the importance of parents, grandparents, older siblings and neighbours as unpaid educare workers. Some participants on the training course have set up educare schemes in their own kitchens and backyards for neighbourhood children whose parents are at work during the day.

Before people started talking about educare, working with preschool children was largely a matter of looking after the children with no educational input.

"The result is that the job of an educare worker is one that is undervalued in the eyes of the public."

"They're just seen as nannies," Britain says.

"It's important that their confidence be boosted so they can play a part in determining their own role."

# Old Mutual aid for schools

duitt 3/10 - 7/10/92 - (SI) (E)

**A**S FINANCIAL pressures grip schools throughout the country, leading life insurer Old Mutual has developed a scheme to generate funds.

The first such product in South Africa, FlexiPlus for Schools offers a choice of three fundraising schemes to suit individual circumstances.

Old Mutual's strategic marketing manager, Mr Marius Fourie, says the scheme aims to help schools or their management committees secure the best possible return on their money.

One way in which the scheme can work is the five-year school fee surcharge scheme, where parents

pay a surcharge on school fees. So, for example, if there are 500 pupils and each pays a R20 surcharge, this generates R10 000 which can be invested in FlexiPlus and become a cash fund after five years.

Another option is the five-year money back donation scheme. If, for example, a fundraising community raises R250 000, R200 000 can be invested with Old Mutual and R50 000 made available immediately to the school. Over the next five years, the school receives cash each year from the fund while the investment fund grows to pay back a guaranteed R200 000 at maturity to refund



**Marius Fourie**

By FRED MUMMALO

LAST week the Independent Development Trust (IDT) completed 125 classrooms in rural schools in the Natal/KwaZulu part of its countryside development programme.

The construction of the classrooms, five of which were officially launched last week at the Secondary School in Hillside, 40 km from Durban, is the fruition of work by the IDT, in conjunction with the Club of Durban and the Rotary.

This is over and above the 1 051 classrooms completed by the Natal

Schools Project in the region since 1985, according to the Natal Schools Project manager Nigel Wood.

Communities too must be encouraged for their commitment to school. They raised R378 000 in deposits towards the costs of R2,12-million, and made a total prate for this sacrifice," said IDT.

Communities contributed an average of just under R3 000 a classroom, while the IDT contrib-

uted R704 000 to cover all other costs. This amount is part of R300-million set aside by the trust for schools during at national level.

The programme is a long-term worthwhile effort aimed at gradually chipping away at the huge classroom shortage of 50 000 classrooms.

A further 73 dilapidated classrooms have been extensively renovated.

One of the beneficiaries of the

# IDT putting education on track

By Fred Mummalo

to Steve Ntshong, a local industrialist who facilitated the peace process.

At a national level the IDT has earmarked about R700-million - nearly one-third of its founding grant of R2-billion - for education projects.

IDT spokesman Loyiso Ntshong said the money would be used at every level of education from pre-school, including the tertiary curriculum, to adult literacy with the focus on achieving long-term struc-

tural change in education in SA. The development programme aims to complete 924 classrooms by 1993.

The construction programme will be managed through regional trusts which will interact with a network of local trusts, all heavily community-oriented.

"Sound development is always done through partnership rather than by a single agency. Where resources are scarce, every rand spent needs to be geared by other sources, including the tertiary curriculum," said IDT executive chairman Jan Steyn.



programme by the "scarred" township of Mpiumalanga.

Some of the worst violence from the township occurred in Mpiumalanga saw the destruction of all its 20 schools during IFT-ANC warfare.

After the warring parties signed a township pact, reconstruction of the idle children had come to accept that township fighting was "normal" - even a pastime - according

~~51~~ (51) ~~51~~  
**Prices stationary**

CNA Ltd is to give a million exercise books to more than 2 000 township schools at the start of the 1993 school year.

*South Africa 1992*  
In a statement in Johannesburg on Wednesday, the company said because of inflation and the recession, it would also keep the price of stationery for 1993 at present levels.

# Schools crisis: money the root of the evil

**T**HE House of Representatives, in which the National Party has the majority, has a deficit of R100-million — and to balance its books it is prepared to decimate coloured education.

The R100-million deficit has to be reduced and education is an obvious target.

However, it could result in the doubling of the teacher-pupil ratio next year, with classes of 50 pupils per teacher.

The impetus for the huge cutbacks in education is mainly economic, says the director of the School of Education at the Peninsula Technikon, Mr Brian O'Connell.

Among the measures to restructure education are retrenchment and early retirement of teachers, freezing of posts and cutbacks in textbook requisitions.

Unionists claim that more than 10 000 teachers will eventually be given the axe — and not 5 000 as earlier reported.

The South African Democratic Teachers Union (Sadtu) regional chairperson, Ms Vivienne Carelse, says Sadtu members who occupied the Roeland Street offices of the Department of Education and Culture over the weekend learned that 3 200 teachers are regarded by the department as "surplus".

Added to that number were 8 000 temporary teachers who also stood to lose their jobs.

Carelse said this would bring the teacher-pupil ratio closer to the cur-

South 17/10-21/10/92  
rent Department of Education and Training figure of 1:50.

Ratios for 1990 supplied by the House of Representatives to the South African Institute of Race Relations (SAIRR) show one teacher for every 26 pupils in primary schools and one teacher for every 18,5 pupils in secondary schools.

These figures have been dismissed by Sadtu as "laughable".

According to O'Connell, the Minister of Education and Culture, Mr Abe Williams, and the Director-General, Mr Avrie Muller, are prepared to allow the teacher/pupil ratio and standard of education to deteriorate to erase the deficit.

"The Nationalist government has shot themselves in the foot on this one."

"My understanding is that over the years there has been massive misspending, misappropriation of funds and money disappearing, resulting in a dramatic need for cutbacks."

"In white schools the cutbacks took place with the introduction of Model C schools where the community takes responsibility for a large amount of spending."

"The other arm of the cutbacks in white education was a reduction in teaching staff whose salaries form the largest proportion of spending."

To induce white teachers to leave, keep them happy and buy their loyalty, a sweetener in the form of a good early retirement or retrenchment package was offered from funds drawn from the pension fund.



**CRISIS CALL: A protest march in the city recently**

This course of action was really a way of "looting" the funds of the country, says O'Connell.

What the state failed to see was that this form of rationalisation set a precedent now being followed by the House of Representatives.

Unlike the days when the Labour Party was the majority party in the house and overspending was easily

work, national needs are being ignored.

Muller and Williams are nothing more than simmers at a political level and should resign, O'Connell says.

Figures from the SAIRR show that at a pupil growth rate of 4,7 percent a year, schools under the Department of Education and Training alone need 4 500 new teachers a year for the next three years.

Significantly, these figures do not include the requirements of government-designated homelands. They also do not reflect the needs of the estimated 3,5-million children who are not at school, nor the fact that thousands of teachers in the DET are underqualified.

"There is no such thing as redundant teachers," says Carelse.

"Educational needs need to be examined across the board, in every department and in the DET especially there is a dire need for qualified teachers."

Carelse says the top echelons of the administration may also use the rationalisation as an opportunity to "take the money and run" before a new government takes power.

Another worrying aspect of the restructuring fiasco is the filter-down effect.

Indications are that the cutbacks in the House of Assembly and House of Representatives will soon be followed by a shake-up in the House of Delegates.

Attempts by SOUTH to meet with Williams this week proved fruitless.

# Place in the sun for the children

By Joe Mdhlela

*Sowetan 28/10/92*  
■ BACKWOODS SCHOOL Where SI

**A**SCHOOL IN THE BACKWOODS of Magaliesburg, right in the heartland of Afrikaner Weerstandsbeweging's power, introduces a curriculum aimed at inculcating the values of respect and assertiveness.

Called Earth Genesis Institute, the school places greater emphasis on English and Mathematics.

The school also reinforces pride among the black children, giving them the feeling they are not inferior to anyone.

"They have to be proud to be black, understand that it was not by accident that they were born black," principal of the school, Marion Cloete, said.

Now in its fourth year, the school also provides tuition in geography, biology, science, history and Afrikaans.

## Private school

"Maths and English are the mainstay of the curriculum," she said.

The school goes up to Standard 5.

She frowns on the idea of the school being referred to as a private school.

"There is nothing private about this school. This is an elitist connotation which we do not accept.

"Our mission is to give these children a hope in the world."

Children are exposed to the world, thereby trying to break the vicious cycle of violence they witness in their day-to-day existence in the townships.

"We teach self-respect and emphasise that there is always another view, a different perspective.

"By doing this we hope to impress on the kids that they do not have to butcher one another if there are differences of opinion," she said.

youngsters are taught they are not inferior or an 'accident':

All forms of physical punishment are kept to the minimum as an attempt to break the violence cycle.

"As much exposure to the outside world is made.

"This we do in order to show them that there is a world beyond the townships they grow to know."

Discrimination does not relate only to colour, but to the belief that the poor, the lame and the downtrodden have no place under the sun, she said.

"Discriminating against these is just as bad discriminating on the basis of colour, race and sex."

She said socialisation was an element of education to be given priority.

"The child should be made aware that he is an important element of the community and is worthy of respect, whatever the circumstances," she said.

## Child's well-being

"Every child, in one form or another, has witnessed brutalisation. We need to re-affirm in his consciousness that society is there for the child's well-being.

"Just as much as teachers require respect, it is our duty to show respect to our children.

"When they have been faulted, we insist that teachers apologise to them. We don't take kindly to the notion that teachers are always right. If we tolerate that, it would be hypocritical."

Cloete remarked: "Our curriculum is rearranged and adapted to meet the needs of the individual pupil. Differen-

tial teaching is used, giving pupils an opportunity to learn at their own pace."

She said the school worked on the premise that all cultures were God-given and must be treated with respect.

"I am giving children tons of love, motherly love. I allow them to touch the seams of my dress, allow them to embrace me as much as they wish."

Using an analogy to describe the violent South African situation, she said the country was engulfed in fire.

## Raging fires

"The leaders are busy using buckets to extinguish the raging fires.

"We need vision, and not buckets, to work towards achieving a new society and a new dispensation.

"If we don't start by preparing these children to think positively, we may still experience the worst.

"However if we encourage learning in all forms we might avoid a decline into anarchy," she said.

Situated in a 37 hectare property on the border of Magaliesburg and Rustenburg, the school has 96 boarders, 32 day scholars and 30 high school pupils (Damelin pupils).

It provides remedial teaching for black children who have been exposed to inferior black education.

Sowetan, in its endeavours to build the nation, will be adopting the school.

Interested in the school? If yes, please phone Marion at telephone number (014) 27752 and ask for 61223.

## Chamber calls for govt spending cuts

8/10/77  
20/10/77  
Gerald Rellly  
BIG cuts in state spending are the only solution to a spendthrift government's massive and escalating debt problem, says the Northern Transvaal Chamber of Industries.

The chamber, in its latest Economic Focus, said the continuous net dissaving by government at an increasing rate since 1984 had become a serious structural problem. The dissaving had reached a staggering total of R25,700bn. Last year it amounted to R7.8bn and in the first half of 1992 it had reached R8.8bn — the result of lower than expected government revenue and the sustained high level of state spending.

The chamber said resorting to the capital market for loans to finance the gap between income and expenditure was tantamount to the destruction of a huge part of the country's scarce capital resources.

"Reducing the deficit by spending cuts and getting it down to manageable levels of 3% of the GDP, in comparison with the estimated 6% for the 1992/93 fiscal year, will pave the way for a real blow against inflation and a much more attractive economic environment to foster fixed investment."

## Pupil numbers 'to rise 50%'

8/10/77  
20/10/77  
Z.  
The number of pupils in the country will increase by 50% to 14.6-million over the next 10 years, a University of the Orange Free State report predicts.

This growth, combined with the existing backlog, will result in immense pressure on authorities to provide education and an infrastructure for education, says the report, published by the university's Research Institute for Education Planning.

Eighty percent of all pupils attending schools in SA and the independent homelands fall under the black departments of education.

Of these pupils, 42% attend schools in the six self-governing regions, 29% attend Department of Education and Training schools and the remaining 29% attend schools in the TBVC states.

The increase of 460 000 pupils since 1990 represents a growth rate of about 5% in the total school population of SA and the independent states.

As in the past, the highest growth rate was experienced in black education — 5.8%.

If the school format is not changed, this increase in numbers will result in a demand for 132 000 additional teachers and an equal num-

Business Day reporter

ber of extra classrooms, and this would not even address the existing backlog, particularly with regard to classrooms.

To achieve a decrease in the present ratio of 48 pupils a classroom in black education to 40 pupils a classroom, more than 24 000 additional classrooms will have to be built over the next decade.

While there has been a noticeable increase in the number of successful matriculants and therefore an improvement in the general literacy of SA citizens, it is disturbing to note that pupils still tend to choose subjects that do not prepare them for the labour market or for technical or commercial studies.

Another source of concern is the large number of pupils who drop out of school or do not complete a standard, and who will subsequently require basic training in the work situation, the report says.

No noticeable improvement in the provision of education for black pupils has been experienced, and black education compares poorly with education for the other population groups in respect of pupils/classroom ratios and pupils/teacher ratios, it says.

Chris Erasmus  
Professional goldcrest print, watch with



EXHIBITION

**Model C schools to sue**

SEVERAL Natal schools which followed the Model C plan were preparing to have summonses issued against parents who failed to pay fees, Natal Education Department executive director Attie Olmesdahl said.

Pupils whose parents did not pay up would not necessarily be excluded from the school.

819A  
22/10/92

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(S)



formed in the winter... by Thiba leader

# Man beheaded in brutal attack near Durban

Picture: ROBERT BOTHA

A MAN'S head was cut off and taken away by his assailants in a most "explicitly brutal" attack in the week from October 14 to 20, which saw 56 deaths countrywide, the Human Rights Commission said in Johannesburg yesterday.

The victim was one of two in the October 16 attack on Adam's Mission, south of Durban.

The HRC weekly repression report said a six-year-old boy died after he was assaulted and thrown into a

burning shack by his attackers in a weekend attack on Umgababa. His seven-year-old brother was stabbed, but found alive. *BYDAY*

Thirty-seven people were killed in Natal compared with 21 during the previous week. *23/10/92*

The PWV region, however, experienced a significant drop in killings to 12 from 41. Alexandra township, where 18 people were killed during the previous week, reported three

deaths this week.

The HRC also noted four deaths in police custody over this period. These brought to 105 the number of recorded deaths in police custody this year.

Meanwhile, police spokesman Maj Henriette Bester said yesterday a policeman had been shot in the face with his service pistol by four men in Kagiso, on the West Rand, yesterday.

Const N T Tladi, 25, was in a serious condition in hospital. His assailants fled with his firearm. — Sapa.

## al Limited

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## Govt will continue to pay schools' rates

PRETORIA — The Cabinet had decided government would continue paying municipal rates levied by local authorities on public and state-aided (Model C) schools, National Education and Culture Minister Piet Marais announced yesterday.

Marais said the decision followed indications made by governing bodies of state-aided and private schools in the past that they would experience serious financial problems should they be held responsible for the payment of municipal rates. *BYDAY 23/10/92*

Government had considered the matter, he said. "Time-consuming consultations and negotiations with various institutions are, however, unavoidable," the Minister added.

He said it could now be announced that government would continue paying the rates until such time as another arrangement, such as possible exemption, had been determined through further negotiation.

"The Cabinet has also resolved that private schools will not be expected to pay municipal rates until such time as another arrangement has been determined through negotiation."

Marais said this would mean state-aided schools would be better able to maintain the structure of their school fees within reasonable limits while certain private schools, which could have been faced with closure, would remain financially viable. — Sapa.

# Pupils Forum

## Fly-by-night schools help in the future

Learners Nation in New Nation 23 | 01 - 29 | 01 | 2

**C**hairperson of the Soveeto Education Co-ordinating Committee (SECC), David Maepa, believes that fly-by-night schools could contribute to the country's future education policy if they were restructured.

Maepa talked to Pupils' Forum about how he thought the controversial "private schools" or inertly schools could become fruitful to the community.

He said a lot of students who came to the SECC offices were disillusioned by the activities of the fly-by-night schools. The main areas of their disillusionment include:

- the non-registration of the schools
- principals or owners collecting schools funds and later disappearing
- teachers being recruited and promised salaries they will not get
- no effective teaching taking place

### Mushrooming

Maepa said parents approached the SECC with the hope that it could find their children accommodation in Soweto schools. The following is his impression of these schools:

"In 1989 we saw a rapid increase in the number of these schools. A year later, more of them started mushrooming and they did not bother to register as learning institutions, but I want to stress that not all of these institutions are useless. Three similar institutions namely, Education Project Centre, Saint Engas and the Wits Council of Churches, are examples of good ones.

"Unfortunately most of them were business orientated as



**David Maepa**

*Chairperson of the SECC*

opposed to educational institutions. The Department of Education and Training (DET) should stop looking at these schools as an opportunity to address the overcrowding in the townships. DET must also stop being liberal in the allocation of registration certificates for these institutions. We feel that the DET must employ educational considerations and not political ideologies in granting certificates to these institutes.

### Requirements

"But in the final analyses, we must not lose sight of the fact that these academics do not force parents to send their children there. We would therefore advise parents to carefully consider each school before deciding to enrol their children with these schools. If parents need to know more about these schools, we advise them to contact the SECC, National Education Co-ordinating Committee (NECC) and the Association of Private Schools.

"Some of the private schools have already become a reality. We believe there are three requirements which could

make their function effectively. That is, their focus and objective must change from the profit motive to the development of the child. Lastly, there must be clearly defined lines of accountability.

"I think, these institutions have a role to play in the future. Yes, at the moment there are very few benefits arising out of these schools. But in the future, they have the potential to alleviate the backlogs that would otherwise be a burden to the democratic government-in-waiting.

### Overcrowding

"It is unfortunate that such institutions are misperceived. In many instances, the owners are making use of abandoned or dilapidated buildings. Some of them are found in the engineering industrial areas where the level of noise simply makes it impossible for any kind of teaching and learning to carry on. But still, there are reasons which make these institutions attractive. People are hooked to them when they try to escape the overcrowding and minimal learning and teaching activities at the DET premises.

"People who could afford better education choose alternative schools but students from poor homes are forced into the arms of fly-by-night schools where they are promised heaven and earth. Furthermore, the level of violence in our community is pushing parents to look for safer schools for their children. Eventually, there are also those parents who do not wish to see their children being subjected to the most hated harsh education system in the townships".

DET said that it knew of only four private schools in Pretoria and 29 in Johannesburg which had registered with the department.

# Fly-by-night schools could help in the future <sup>(S1)</sup> - Maepa

*Learning Nation in New Nation 23/10-29/10/92*  
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- the non-registration of the schools
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"People who could afford better education choose alternative schools but students from poor homes are forced into the arms of fly-by-night schools where they are promised heaven and earth. Furthermore, the level of violence in our community is pushing parents to look for safer schools for their children. Eventually, there are also those parents who do not wish to see their children being subjected to the most hated bantu education system in the townships".

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## An effort to ensure return of textbooks

2310-2910192  
Pupils who do not return textbooks supplied by the school should not be given their year-end examination results until they do so. (S) (E)

This proposal was made by the Soweto Education Co-ordinating Committee (SECC) during a meeting in Johannesburg last week in an effort to ensure that textbooks supplied to pupils are returned to schools by the end of the year.

This principle will apply to all pupils and it is hoped it will help schools practise proper stock control. Learning Nation

The system was also expected to increase the rate of returning the textbooks. An additional incentive would be to introduce a floating trophy prize to reward a school that recorded the highest return-rate of the books.

Members of the community who return lost text books, whether new or old should also be rewarded. In New Nation

SECC chairperson, David Maepa said, schools and school committees were encouraged to start competitions and offer material incentives for students who maintain and return text-books which are in good order.

Meanwhile, the Department of Education and Training spokesperson, Jeffrey Makwakwa, said teachers should make sure that pupils return text books after writing the subject concerned.

He added, "The DET gives books a life span of four to five years and after that period, 25 percent of the books are written off and a provision for new books is made. At present, there is a shortage of books because the text books disappear even before the end of their lifespan," Makwakwa said. 2310-2910192

# Musical <sup>51</sup> chairs in township schools

By Mluleki Gantsho

THE Department of Education and Training has promised Good Hope College in Khayelitsha a new building in 1995 after the primary school which had previously occupied the college premises took possession again.

Last week, pupils from Eluxolweni Primary School in Khayelitsha occupied the college because the building they had been moved to with other schools was too small to accommodate all of them.

The College students reacted by marching 5km to Faure, intending to take occupation of a Cape Corps military base. However, they were prevented by members of the Internal Stability Unit (ISU).

Eluxolweni principal, Mr K Xhonti, explained: "In 1987 we had to move because the college was accommodated at the school. We were given another school, but a shortage of schools in Khayelitsha meant we had to join other schools."

"We don't necessarily want the Cape Corps base, but the march was an indication that there is a problem. The fighting in the township causes disturbances and we cannot work."

At a meeting Minister of Education and Training Mr Sam de Beer, promised Good Hope College a new building in January 1995.

# Parents face schooling cost crisis

By Diane Coetzer

Sept 31/110 - 4/11/72

**P**ARENTS of students currently at Department of Education and Culture schools may have to pay up to six times more for their children's education.

This bleak scenario has been painted for SOUTHWEST by educationists working in white education where schools are currently coming to grips with the high cost of the Model C system.

Although DEC officials have yet to utter the words "Model C", all the announcements made by the House of Representatives on education restructuring point in this direction.

In an interview last week Minister of Education and Culture, Mr Abe

would be paid by the department. Any requirements over and above that would have to be sorted out by the school committees.

These aspects of restructuring made very much of Model C, a form of schooling in which the education department pays salaries of staff but hands over to parents the cost of running schools, building maintenance and the salaries of any additional teachers.

A senior lecturer in the department of education at the University of Cape Town said if the House of Representatives adopted the Model C structure, either formally or in a

manipulated had the same effect, parents would be faced with soaring costs.

Williams said the salaries of all parents are paying R20 a year now, for example, they can expect

to pay at least R120 a year a child in coming years," he said.

This represents a six-fold increase something parents can barely afford at a time when food prices have risen by 30 percent in the last year.

The dramatic hike which is likely to face parents was confirmed by a vice-principal at a school in Cape Town who told SOUTHWEST parents of white areas are now paying at least double, and often more, than before.

Amounts now vary from R500 a child a year, to R1,700.

The financial burden on parents will be further increased if parents have to pay for textbooks as well.

The vice-principal said textbooks for primary schools could cost

between R15 and R20 and those for secondary schools between R20 and R25.

Taking an average price of R20 a book at 10 a year brings another amount of R200.

For parents of children in the DEC all these new financial burdens would be a great strain.

In white schools many parents are accustomed to paying fees yet they are still shocked at the new hikes.

At a recent Pinelands Ratepayers and Residents Association meeting, the principal of Pinelands High School, Mr Brian Iggen, said

expenditure had soared since the switch to Model C last year.

This school, for example, had budgeted R2,500 for its telephone bill but now had to find R14,000.

Learning Nation  
in New Nelson  
6/11 - 12/11/92

**Celebration:**  
Pupils at Molalatladi  
Lower Primary  
School in Soweto cele-  
brate with their  
teacher after  
receiving books  
donated by the public  
of Bedfordshire,  
England

**Public  
moved by  
plight of  
Soweto  
school**

(S1)

THE Bedfordshire community in England this week donated more than 2,000 books to Molalatladi Lower Primary School at Moroka in Soweto. According to one of the teachers, Kedidimotse Tshoma, the donation was a result of an international seminar organised by Edmundove Forum in Johannesburg during August 1991.

The guest speaker at the seminar, Peter Craig of Bedford College of Higher Education, visited the school, and noticed that the school's library was in bad condition. Tshoma said that Craig was shocked by the state of the library and some other things at the school and this prompted him to ask for donations when he returned to England.

He was also interviewed on BBC and the English public was touched by the needs of the school, teachers



and children. "The Bedfordshire community's hearts opened up and thousands of books and educational means poured into the country," Tshoma said.

The books were sent to the South African embassy in England, and then delivered to the school, she added.

Edumove Forum vice-president Cera Burnett van Tonder expressed concern at the fact that millions of South African children were deprived of many opportunities due to the political situation in the country.

She also said there was a challenge for all South Africans to create opportunities by donating used and redundant books and other educational media.

"It is an investment which only cost the people the challenge to share and to contribute meaningfully to the development of the youth's potential," she added.

# Parents sued <sup>(5)</sup> for school fees

07/11/92

Own Correspondent  
**DURBAN.** — Thirty-eight parents of children at the Warner Beach Senior Primary School here have been sued for outstanding school fees. Compulsory fees were introduced under the Model C system.

Several other schools in Natal have also sued for outstanding fees.

Principal Mr Colin Schwegman confirmed yesterday that summonses had been issued to the parents, but stressed that "only parents who have yet to pay a single cent" were affected "at this stage".

He said since the fees were introduced, it became clear "for the school to survive, we need money and have to be able to collect it in

the form of school fees". Under the new system, children could not be forced to leave school. The only option left is to take legal action.

"A lot of people have paid fees and are indignant about those who haven't.

"On the other hand, there are parents who have attempted to pay, even though they are struggling financially. These people have not been summonsed," said Mr Schwegman.

Mr Schwegman said it was difficult for the school to decide which parents were worthy of financial assistance and which not, so it was decided to take the matter to "the most impartial decision-making body — the courts".



# threat to parents

ARCT 19/11/92

⑤

## Primary school warns defaulters — pay or display

**JOHN VILJOEN, Education Reporter**

A RONDEBOSCH Model C school is threatening to withhold the final reports of pupils whose parents have not paid fees, and to post the names of defaulting parents in the school foyer.

However, the Cape Education Department (CED) has warned the moves may be illegal.

In a circular to parents last week the Board of Governors at Golden Grove Primary School said all Standard 5 final reports of pupils whose parents had not paid school fees would be withheld.

This would mean the pupils would not be able to present themselves at their high schools.

In addition, on November 30, a list of all defaulting parents, with the amounts they owed the school, would be published and posted in the main foyer at the school.

The Golden Grove governors said R38 500 was owed to the school in school fee arrears for 1992.

A "significant" number of parents were not making any apparent efforts to meet their financial commitments.

These parents were a burden to the rest of the parent body who were subsidising their children's education.

Parents were told in the circular that "education is a privilege, and that this privilege is worth paying for".

The Board of Governors said it had been forced to adopt this course of action and accepted full responsibility for its decision.

"This is a situation we would dearly like to avoid for the embarrassment it will cause to all those concerned."

Parents were urged to settle their accounts immediately, to contact the school to discuss their problems, or to write to the governors explaining their positions.

However, CED spokesman Dr Orland Firmani said the payment of State subsidies to Model C schools was subject to certain conditions.

One of these was that pupils whose parents did not pay the compulsory school fees may not be discriminated against.

If the course of action which the board of governors took discriminated against any of the pupils in the school, this would be illegal.

The CED had great sympathy with governing bodies of schools which were experiencing problems with parents who did not pay school fees and who did not discuss their problems with the principal.

"However, the department cannot condone any action of the school which might discriminate against the children of such parents," Dr Firmani said.

# Boy rejected as dad doesn't own a home

⑤ CT20/11/92

Staff Reporter

FIVE-YEAR-OLD Lee Tromp hoped to attend his neighbourhood school, Bellville Primary, next year. But his application has been refused because his parents do not rent or own property.

"My son was accepted there at first," his disappointed father, Mr Michael Tromp, told the Cape Times. "I filled out a form, which did not ask whether I own or rent property.

"Then we were told that we could not send him to this school."

Mr Tromp has worked for over 10 years for a supermarket in the area, and he and his family live rent-free in a flatlet that belongs to his employer.

## Misunderstanding

His wife Marilyn said there were children at the school who were not white, but it seemed to her that the old apartheid rules were giving way to a new kind of discrimination against the children of parents who were not wealthy.

The principal, Mr Jannie Coetzee, said

yesterday there may have been a misunderstanding.

There was a rule that parents should own or rent property. Yet those who had taken the decision to exclude the boy had not known all the details at the time.

It was true that the form did not include a question on whether prospective parents owned or rented property, but new forms were in the process of being drawn up.

Mr Coetzee said the application will be put to the management board. "We are flexible," he said. "We are trying to get this matter straight."



# Site dispute - DEC to respond

Umlazi squatters, the kwaZulu Department of Education and Culture (DEC) and the local Town Council, are fighting over ownership of an area near Buyani Higher Primary School.

About 30 families claim to have paid R1 000 to the council for sites close to the school premises which the education authorities insist is part of the DEC property.

The squatters moved to the area during the past three years. There was no objection from the authorities until recently when the DEC served notices instructing squatters to leave the area by not later than October 22.

Umlazi Civic Association's (UCA) request to meet the council were rejected on the grounds that UCA is not recognised by the council.

 **51**  **Plight in New Nation**  
2011-26/11/12

"We then went to offices of the education department with the hope that they would understand the plight of the squatters. But even there, the department officials were also not keen to speak to us. We did not have any choice but to refer the matter to our attorneys," UCA official Sam Makhathini said.

The DEC failed to accept that the squatters were not interfering with the school facilities, said Makhathini. He said the squatters had their own toilets and were getting water from their neighbours. Most of the squatter community's children attend the same school, he said.

On October 26, the squatters' case was heard at the Durban Supreme Court which asked the DEC to furnish reasons why these communities should be denied permission to occupy the disputed land. DEC is expected to respond not later than December 3.

Asked to comment on the matter, the DEC referred Puprus' Forum to the town council. Mayoress Maria Xulu accused the squatters of interfering in the school activities. She said some of the squatters were already living within the school yard. UCA denied this.

"We have an alternative place for them which could be provided if they come to us instead of sending the Civic Association which we do not recognise," added Xulu.

PAPERS FORUM

1-1-11

# Signal of hope out of the 51 Malukazi ruins

By FRED KHUMALO

Open 22/11/92.

A STONE'S throw from the burnt-out ruins of Malukazi settlement, a new flower of hope is blooming: It takes the form of the first black-founded, black-run English medium pre-primary school in Durban.

Nestling on the crest of a hill overlooking Umlazi township is Khanai pre-primary school, home to children of Indian, coloured and black extraction.

Khanai is the brainchild of Morris Fynn, the Civil Rights campaigner who landed in jail and on the newspaper front pages when he embarked on a one-man crusade, chopping off "whites only" signs at Durban's then racially segregated beaches.

"The time for slogans is over," the outspoken Fynn explains. "Now is the time for us to show that, given opportunities, we can make this world a happy one for all."

The zeal with which Fynn handled his saw as he chopped the "whites only" signs some years ago, is going into building Khanai into a force of the future.

"While the politicians and big business are engrossed in debates about the political future of the country, the recession and how to beat it, they overlook one thing: Education. A rich, free country with uneducated people is a doomed country.

## Dogged by violence

"If people are uneducated they can't enjoy the beauty of the political kingdom and can't benefit from the economic boom when and if it comes. Ours is a small beginning, an investment in the future," he says.

Khanai, home to 150 children, started taking shape in the mind of Fynn in 1990 when he got involved in civic matters in the Malukazi community.

He comes from Wentworth, but the plight of Malukazi residents, who have been dogged by political violence for years, touched his heart.

"We decided to establish an English medium facility because English is the language of the future. If we don't want children to feel the pains of racial discrimination in future, then they must be taught the language to enable them to enter any school. We're equipping our children for whatever challenge lies ahead," he says.

He identified the premises in Malukazi two years ago and then started raising funds to set up the structure properly and employ staff.

A R100 000 donation from Amalgamated Beverage Industries helped him employ teachers Selvi Subban and Savy John.

In less than a year the school is already attracting pupils from Adams Mission in the south, Folweni in the west and Umlazi in the north.

For R25 a month, including two meals a day, the parents are happy to register their children in a secure, clean environment.

"We want to start a creche so that graduates from the creche will come to the pre-primary school so that by the time they leave the pre-primary they will be well armed and properly moulded for future challenges."

However, the school's only short-term concerns are to get funds which will help them implement their long-term objectives.

With the energy that made him stand out in a crowd, Fynn is nurturing this colourful flower which he believes will one day give solace to those who once lived in the now ruined Malukazi.



**BANKING ON THE FUTURE ... Education is the key, says Morris Fynn of the first black-founded, black-run English medium pre-primary school in Durban.**

PHOTO BY DESENI MOODLIAR

# Lions rescue widow who can't pay Model C fees

**A MODEL C school in Natal has sued a widowed mother of three — and 39 other parents — for not paying fees for their children.**

And in the Cape, a primary school found law suits too expensive — so it has withheld year-end reports from 515 pupils until parents pay up.

These cases came to light in the same week that Education and Community Affairs Minister de Klerk said that the Model C system faced collapse because many communities could not generate enough income to pay for the schools.

He admitted, however, that some parents were having difficulty paying fees.

By RYAN CRESSWELL

One of these parents is Jenny van Rensburg of Durban who was summoned last month for failing to pay fees for her three children — Garth, 13 in SMI 2 in Doyal, 11 in SMI 2 and Aldin, 9 in SMI 2.

Mrs van Rensburg, 36, who was widowed eight years ago when her husband died in an aircraft crash, says she has no income and traffic stamps for the Kingsburgh school are more than she can afford to pay.

She is prepared to fight a test case in court but says she cannot pay the school fees she couldn't afford

but the Kingsburgh Lions Club came to her rescue this week and settled the debt.

Ms van Rensburg says she simply cannot afford the school's fees. Her application for a government bursary for her three children was turned down on the grounds that she is already receiving a bursary from the school.

"I was going to get a lawyer from Legal Aid and fight a test case in court. No date was set but I was told that the case would not appear in court at some stage."

But then the Lions stepped in and said they would pay the outstanding money for her. They are

also talking about starting bursaries to help poorer parents.

"I think it is all amazing. I decided to stand up for myself and other people," says Mrs van Rensburg. "I hope other parents had also been summoned to pay up."

The committee won't give names and figures because they say they are trying to protect the privacy of other parents.

"Maybe a few other parents would fight this, but as far as I know I was the only one who was summoned," she said.

Mrs van Rensburg says she was still worried because she will have to find nearly R3 000 for fees next



The school would withhold final reports of 515 pupils if the school is not paid R3 500 in fees by 30 October. Mrs van Rensburg is one of the parents involved.

## Arrears

Mr Mike Horton, chairman of the Kingsburgh Primary School committee, says that nearly 40 parents owe more than 10 percent — some 200 are in arrears.

Mr Horton said "Mrs van Rensburg's problems are not unique but the issue of Model C schools has not been put to rest. Organisations getting together to help parents is commendable but we don't think they realise the magnitude of the problem. It is not only the school but probably leaving a son in the street because there is no longer going to be an early school leaving certificate for parents to pay for school fees."

Mr Roger Ingarfield, chairman of the board of governors of Roadbush School in Cape Town, said

the school would withhold final reports of 515 pupils if the school is not paid R3 500 in fees by 30 October. Mrs van Rensburg is one of the parents involved.

"Model C was imposed on us, it was the only way to go, we had to insist on the paying of fees."

The week Democratic Party president Puthuma Pillay says that the Model C system was on the verge of collapse.

## Becker to wed next month

Sunday Times Reporter: London

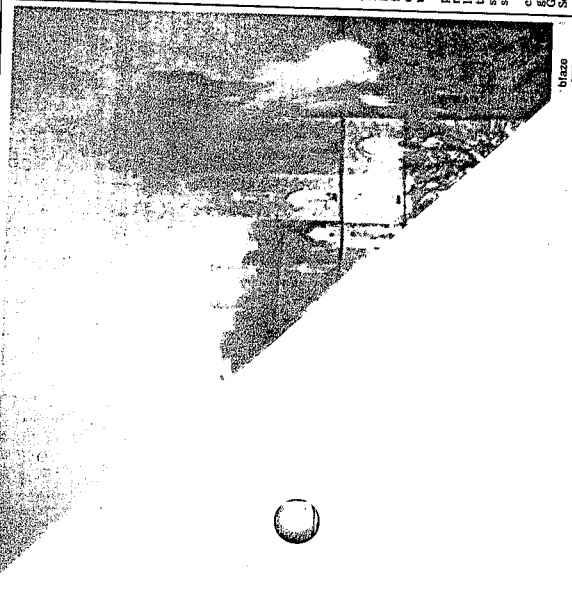
TENNIS star Boris Becker is to marry his stunning black girlfriend, Ines Ferrer, in Monte Carlo next month.

The 24-year-old player had already announced yesterday that the 24-year-old Ferrer was his "my wife" and would tie the knot early in the month.

Becker has a reported to be December 9 — around the time of the Christmas private engagement.

The 24-year-old Wimbledon champion Becker is playing in the three-times Wimbledon champion Ines Ferrer on Friday to take back to see his first love. The couple, dating for a year, have talked of living in London.

Becker said a few weeks ago: "When I marry it will be special."



Visco

**FACING AN UNCERTAIN FUTURE...** Mrs van Rensburg, mother of three, Jenny van Rensburg can no longer afford to pay for her children's education. Picture: RYAN POTTER

# News in brief

## Schools R100 000 richer

NEDBANK, through the Nedcor Chairman's Fund, has donated R100 000 to Holy Cross Schools in Diepkloof, Soweto. (S) (S)

The donation was part of Nedcor's ongoing commitment to the education of disadvantaged communities, Nedcor public affairs general manager Mr Theo Coggin said at the weekend.

To date, Nedcor had donated R16,2 million for social upliftment of which a large portion had been used for education. (S) (S) 25/11/92

## Professor warns of 'isolation'

A DROP in entry requirements to degree studies will only harm those it is designed to help. (S) (S)

Professor Botha van Rensburg, head of the University of South Africa's department of applied accounting, said this at the 5th anniversary of the Association of Black Commerce Students of South in Johannesburg last Saturday. (S) (S) 25/11/92

Addressing the meeting on the role of commerce students in the socio-economic structures of the country, Van Rensburg said the lowering of entry requirements, as had happened in Zimbabwe, would isolate the South African graduate as the qualifications would be questioned by institutions abroad.

## NEWS FEATURE Easing the transition for pupils who want to enter Model C schools

### EDUCATION

**GAP** Efforts to in-

crease confidence:

# Bridging school for black pupils

By Sontji Maseko

WITH the opening of Model C schools in recent years, many people expected

a flood of black children that would fully integrate white schools. The reality, however, turned out to be different. Very few were able to

filter through with thousands being turned away because they failed to pass entry tests. In fact, concern is rising in many

quarters that many capable black children will not get the chance of a good education because of the low standards caused by, among other things, overcrowding at schools and rote learning at Department of Education and Training schools.

#### Parents disappointed

Hundreds have been turned away, leaving many black parents disappointed, angry and hurt when children who had previously obtained A grades were rejected. In the past they were made to repeat a class they had already passed before they could move to the next.

So much anger has surrounded the subject that two teachers, who have had experience in teaching at integrated schools, are setting up a bridging school next year to ease pupils from Standard 5 into high schools.

"What we need to achieve are black students who are able to enter Model C schools with a level of confidence that will enable them to hold their own and progress through the balance of their education," says Mrs Sonja Vandelaar and colleague Mrs Anne Nettleton.

Both women have worked for a year to put together a curriculum, with strong emphasis on English and Mathematics, which they feel would prepare black pupils to compete effectively.

The curriculum will also include Afrikaans and science subjects. An exciting part included in the programme is the teaching of topics under the broad umbrella of life skills, in which children will be taught AIDS awareness, sex education, swimming, computer literacy and chess.

Sadly for many parents, the programme will only benefit children who are 12 years old and have passed Standard 5.

Sonja and Anne have won the backing of Anglo-American, which will finance the running costs for a year plus the support of REAID, which will supply library books.

The major advantage of the bridging school, the women argue, is that it eases the transition from primary to secondary schools and instils good learning skills in children at an early age rather than much later when they approach tertiary education.

It will cost parents R750 a term or R3 000 a year. Contact Sonja Vandelaar at 678-2933.

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... has enough time to come to her senses.

## KwaThema protest march

THE KwaThema Civic Association is organising a protest march to the KwaThema Council offices in Springs on Saturday.

KCA spokesman Mr Kenny Masehle said the march would begin at noon from the local sports field and proceed to the council's office to deliver a memorandum demanding, among other things, that the township's mayor resign, black local authorities be discontinued and decent houses be built. *Sowetan 26/11/92*

## UN focus on taxi feud

A DELEGATION of United Nations and European Economic Community observers are to meet Lebowa government officials in Lebowakgomo today to discuss, among other issues, the taxi feud in Pietersburg earlier this month.

No other details were released by the Lebowa administration.

## Chance for budding writers

THE Peninsula Technikon is to present a writing school for prospective authors, poets and playwrights in English, Afrikaans and Xhosa during 1993, rector Franklin Sonn said yesterday. *Sowetan 26/11/92*

The course is a community project aimed at providing technical assistance to budding writers and will be run by prominent authors such as writer Abraham de Vries, poet and playwright Sandile Dikeni and Monica Cromhout, editor of *Writers World*.

## Black Christmas looms

RESIDENTS of East Rand townships are bracing themselves for a "Black Christmas" when a month-long consumer boycott starts in December.

The call for a boycott of white businesses in Boksburg and Germiston was made by the East Rand Civic Association yesterday.

ERCA spokesman Jabu Dumane said townships affected would be Vosloorus, Villa Lisa, Reiger Park, Dawn Park and Palm Ridge.

Residents are demanding, among other things, that the confiscation of residents' furniture by the Vosloorus Council be stopped, corruption, bribery, extortion and harassment of Villa Lisa residents by its management be stopped and the Vosloorus Council be disbanded.

## R40-m on DET schools

THE Department of Education and Training has spent nearly R40 million on school construction and upgrading projects in Soweto and Alexandra so far this year, the DET's Johannesburg regional director, Mr R R Motau, said yesterday. *(S) Sowetan 26/11/92*

- Sowetan Reporters and Sapa.



# Disgusted baker to supply free bread

■ Unhappy after  
council stopped  
aiding needy:

Sowetan 27/1/92  
**Sowetan  
Correspondent**

AN UITENHAGE bakery will donate two dozen loaves of bread a day to hungry schoolchildren "in disgust" at the local city council's decision to cut its support for a school feeding scheme.

The owner of East Cape Bakeries, Mr Clarence Ratangee, said he would provide the bread - worth R8 000 a year - to schools identified by the Port Elizabeth-Uitenhage School Feeding Fund.

His pledge follows a council decision to stop its R5 000 annual grant to the scheme that services most black schools in the region.

Ratangee said his decision was a matter of conscience, adding that he was "disgusted by the political rumpus in the conservative Uitenhage town council".

The offer, which was welcomed by fund chairman, Maurice Walter, will come into effect in the new year when the new school terms begin.

The council has come under the spotlight after some controversial decisions.

The council recently rejected an application from a black woman for a librarian post it offered.

It also decided not to electrify an informal housing settlement being built with funds from the Independent Development Trust and rejected a Government offer to help upgrade health care to a largely coloured squatter community.

# Hiccups and hassles at Model C schools

STAA 28/11/92 STAR

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**NATIONAL Education Minister Piet Marais this week denied claims that the Model C system was collapsing. But it is clearly in a certain amount of trouble and one of the factors is the failure by schools to get compulsory fees from all parents. JOHN VILJOEN reports.**

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(51) (22)

CAPE TOWN — It will take a test case to end the uncertainty over whether parents can successfully be taken to court for not paying Model C school fees.

Meanwhile, schools face an end-of-year battle to extract payment from a minority of parents who can't — or won't — cough up. Schools will not be able to recover all this money — one Cape high school is writing off R40 000 in unpaid fees. Another school this week resorted to scare — and possibly illegal — tactics by threatening to withhold final reports and display the names of defaulting parents.

In terms of Model C regulations, a school may not exclude a pupil whose parents do not pay fees, or discriminate against the child in any way. Parents could end up in court but there is doubt as to whether the law will go against them.

"If you have compulsory education and the parent is obliged by law to keep a child at school, can you be forced to pay fees?" asked Roger Burrows, Democratic Party spokesman on education. "We're waiting for a test case," he said.

Burrows argued that a system based on compulsory education with compulsory fees was not necessarily unworkable in South Africa. But parents needed some kind of choice so that they could select an option they could afford. For many families, paying fees varying from R500 to R2 200 a year for each child had caused a financial crisis.

Naomi Peagam of the Cape Provincial Parents' Association said the

school fees issue was a matter of great concern and was being discussed by the various parent associations at a national level. "Schooling is compulsory, but so are fees. It's a Catch-22 situation. Parents don't have any options, they have to pay." But there were definitely parents who were able to pay the fees and were refusing to do so, she added.

Paying parents were subsidising other children's education, and schools had to take some kind of action against them, she said.

School principal Ossie Theron said schools were confronted by "the culture of not paying for education" among some whites. "We've been very sympathetic," he said.

His school had accepted post-dated cheques until next year as payment of fees.

Another principal, John Wegerhoff, said his school was preparing to institute legal proceedings against defaulting parents. "We don't know how far it will go, but we will not withhold reports. There are pressures we can apply which I'm not prepared to disclose," he said.

Some parents had mistakenly not applied for a slice of the R70 million in assistance the State was offering out of embarrassment, he said.

The school had sent out a final letter of demand. Parents who did not respond would be handed over to attorneys, he said. The attorneys would have to liaise with the school over the situation of each set of parents concerned before taking action, he stressed.

After receiving immediate at-...MEYRICK'S CONCLUSION IS MORE SER-

# Parents hit by high Model C school fees

By CAROLINE HURRY

28/11/92

1

AS the recession bites, some parents of school-going children are having to rely on barter to pay ballooning school fees, and schools are having to turn to innovative fund-raising drives to stay afloat.

In spite of the R70 million subsidy fund set aside by the Government, many Model C schools are in dire financial straits.

Since the introduction of the Model C school system, fees have risen on average by more than 100 percent, which many parents find increasingly difficult to meet.

increase from R700 a year in 1990 to R2,200 next year. According to the chairman of the school's governing body, Dr Reg Brookman, about 15 parents have said they cannot pay such high fees.

"But we have to distinguish between the 'won't pay's and the 'can't pay's. Some parents feel that education is a right, and resent being charged school fees. Others claim they cannot afford the fees — but their lifestyle belies this. We've also seen parents who bitterly resent subsidising others.

"Parents who genuinely can't pay

have to submit a memo to the school's management committee detailing their assets and income."

Government subsidies are a maximum of R400 a year for primary school pupils, and R500 a year for high school scholars.

The 'can't pay's are encouraged to pay in innovative ways. For example we may offer to assist them in getting a loan from a financial institution, or refer them to the TED for a R500 subsidy.

"We may also use a barter system

• TO PAGE 2.

## High school fees

• FROM PAGE 1.

by which parents pay in time and expertise rather than money. For example, a father who is a plumber or electrician can be called on by the school when necessary, while mothers may sign up in with tuck-shop duty or transporting pupils to sports events.

"So far, one set of parents has withdrawn their child from the school because they could not afford the fees and sent the girl to a Government-subsidised Model D school."

At Sandown High, fees have risen to R2 400 a year for next year from about R700 in 1990. A spokesman for the school said groups of parents had formed a 'supporters' club' to raise

money to buy equipment for the school. Hyde Park High School has employed a business manager for the school, to try and assist parents who will now have to pay R1 900 a year in school fees compared with about R600 in 1990.

In the southern areas, school fees are much cheaper. The fees at Bracken High School have risen from R150 a year in 1990 to R350 next year; at Hill High School, fees have risen from R360 a year in 1990 to R1 000 in 1993, and at Forest High from R300 a year to R1 020 in 1993.

According to Mike du Toit, chairman of the governing body for Bracken High, there are many cases in the area of parents who have been retrenched, and these and other parents who could not pay the fees were entitled to ask the Government for the R500 subsidy.

...SCHOOL TO CUT LEVEL OF ...

# Parents warned on Model C enrolments

Consumer Reporter <sup>SFA</sup> 2/12/92

The Consumer Council has warned parents who intend enrolling their children at Model C schools to read the fine print

before signing on the dotted line. <sup>(S)</sup> <sup>(S)</sup>

The council executive director, Jan Cronje, said yesterday that parents should refuse to sign one-sided agreements

which are biased in favour of the schools.

Cronje advised parents to seek legal advice before committing themselves to the agreements.

# Warning on 'one-sided' Model C contracts

BDM 2/12/92

KATHRYN STRACHAN

PARENTS asked to enter Model C contracts should read the small print first and refuse to sign one-sided agreements, Consumer Council executive director Jan Cronje said yesterday.

"Often these contracts concentrate on the obligations of parents, with little or no emphasis on the commitments of the school and its employees. Clauses excluding the school from reasonable accountability should also be avoided," he warned. Council education spokesman Christiaan Lombaard said parents' complaints had focused on clauses relieving the school of

certain responsibilities. Although by law schools had always been exonerated in the case of accidents and injuries to pupils, Lombaard said this was the first time parents had been asked to sign a contract agreeing to this. (SD) (SA)

He said parents had to commit themselves to paying fees and to allowing the governing body to modify these as it wished.

Jeppe Boys' High governing body chairman Alec Hay said the contract was in-

tended specifically as an acknowledgement of debt on the part of the parent.

The only aspect that had changed with the introduction of the Model C system was the issue of payment. "The question of tuition remains squarely in the hands of the TED, so if parents have complaints about the teaching, the recourse is the same as always. They must go through the Department of Education."

Hay said the contract also exonerated the school in the case of accidents, unless the parent could prove negligence on the part of a school employee.

# Schools get progressively businesslike

(51) 5/12/92

By Phil Molefe  
Education Reporter

As the financial burden on Model C schools increases, the governing bodies of the semi-private institutions are now considering turning their schools into viable businesses.

"To ward off the financial pressure on us we have to operate purely as a business," says Max King, chairman of the John Orr Technical High School.

The financial implications of converting to the Model C system mean that the days of cake sales and fetes to raise money are over.

In spite of the R70 million subsidy set aside by the Government, many Model C schools are in dire financial straits.

King says that one of the innovative measures used by his governing body to raise funds is to rent out sports fields to local groups.

## Catering

Another is performing small services. For example, pupils doing a catering course at the school contract to hotels or private parties for the benefit of school coffers.

"We are also trying to find other methods of earning significant and permanent income from the supply of goods and services to the local community," said King.

The governing body of a Johannesburg primary school plans to rent out several houses on the school grounds.

The houses were bought by the Government and given to the school as part of an plan for future expansion.

"We are considering letting the houses and this could bring in a lot of income," said a mem-

ber of the school's governing body.

Since the introduction of the Model C school system, fees have risen on average by more than 100 percent and many parents are finding it increasingly difficult to meet the extra burden.

"Running costs have become extremely high since the Government withdrew its subsidies to schools, and it has become imperative for every school to generate additional income," said King.

"We have included in our governing body an accountant and a lawyer in order to ensure that we run the school along business lines."

A number of principals agree that more schools will need to enlist a complete spectrum of people to contribute expertise free of charge.

As the recession continues to leave holes in many people's pockets, parents with children at Model C schools face the possibility of legal action if they are unable, or refuse, to pay compulsory school fees.

Governing bodies of several schools have already sent out letters of demand threatening parents with lawsuits if they refuse to settle their accounts promptly.

"Yes, we will be suing parents if they don't pay," confirmed King.

He said parents who genuinely could not afford the increased fees could make arrangements with their schools, but was adamant that a tougher stance had to be taken with those who deliberately refused to pay.

Most former whites-only Government schools were converted to semi-private institutions in April this year as part of the State's massive rationalisation programme.

Rationalisation also resulted in more than 4 000 white teachers country-wide losing their jobs.

## More Transvaal schools close down

GERALD REILLY

PRETORIA — Twenty-seven Transvaal Education Department (TED) schools have been closed this year, the TED said yesterday, with 15 more to close by year-end. Most were primary schools in rural areas.

Educationists have expressed concern that schools were being closed when there was a critical need to expand education facilities.

A Transvaal Teachers' Association spokesman said the main reason for the closures was the depopulation of certain areas, which made running schools there economically unfeasible. Some smaller schools had been merged.

Every effort should be made to keep the schools in the education system. "Certainly we don't want to see them converted into police stations or post offices, as has already happened in some areas," the spokesman said.

A TED spokesman said control of the buildings would be transferred to the Local Government, Housing and Works Department. Organisations wanting to use them should contact the department.

The number of teachers in Transvaal schools at the beginning of the year was 26 113. Posts for the new year had been slashed to 24 000, which would obviously mean the teacher-pupil ratio would widen considerably, the TED said.

Pupil numbers at Transvaal schools were expected to rise from this year's 516 678 to 520 000 next year.

# Warning: Model C is a hazard

By Diane Coetzer

**M**ANY former whites-only schools which introduced Model C are facing bankruptcy as parents fail to pay their children's school fees.

Now parents of students in African, coloured and Indian schools have been warned to resist attempts to introduce Model C in their schools.

"If Model C has led to hardship in the wealthier, formerly white schools, how much greater will be that hardship for less advantaged parents," asked Ms Margie Keegan of the Education Forum of the Claremont branch of the ANC.

The basis of the Model C system in formerly whites-only schools is that the state pays most teachers' salaries while parents meet all other running costs and govern the school.

About 96 percent of schools in white communities have implemented this option.

However, as the year comes to an end, Model C schools find themselves with huge bills to pay and thousands of rand in deficit.

Golden Grove school in Rondebosch, for example, is reportedly owed R38 500 in outstanding fees. Democratic Party spokesperson

*'If Model C has led to hardship in the wealthier, formerly white schools, how much greater will be the hardship for less advantaged parents?'*

Sokhela 5112-9112192



Regional organiser of the National Education Crisis Committee (NECC) Mr Thembisa Mlotyeni said: "We urge all communities to resist attempts to introduce Model C into their schools. We call on the white community to fight against measures already introduced."

Teachers and parents have been fearful that Education Minister in the House of Representatives Mr Abe Williams would sneak in Model C through the back door. Williams is on record as saying that the provision of textbooks will be frozen and that school committees will be given greater responsibility for running schools and paying for extra teachers. Education and Culture Minister in the (white) House of Assembly Mr Piet Marais has denied that the

responsible for teachers' salaries which form the largest portion of the school's running costs, the name has handed to the governing bodies the power to control admission, effectively allowing a small elite group to decide who they want and don't want in their school."

Two hundred people attended a rally by the South African Democratic Teachers' Union (Sadtu) and the ANC in Mitchells Plain on Wednesday night.

Sadtu president Mr Shephard Mdiadlana said his organisation would resist all unilateral attempts to restructure education whether in the House of Representatives, House of Assembly, or House of Delegates. He warned of state plans to combine trilateral education, while leaving African schools separate.

ANC national executive committee member Ms Cheryl Carolus said the organisation had placed the restructuring of education on the agenda of talks with the government.

"The National Party wants to ensure that the best resources remain in the hands of white people and undermine the capacity of the new government to empower people," she said.

Campaigns against retrenchments of teachers would only succeed with parent and community support.



# Pupil wins battle

(5)  
CR 9/12/92

## Model C school ordered to pay

By RONNIE MORRIS,  
Supreme Court Reporter  
**A CITY pupil won the right to attend a Constantia school next year in a Model C fees battle in the Supreme Court yesterday.**

In a test case Justice J G Foxcroft ordered Norman Henshilwood High School be interdicted from barring the 17-year-old pupil — who may not be named to protect her identity — from enrolling at the school next year.

The court heard that the school would refuse to admit the pupil unless her school fees were paid.

Model C schools are facing difficulties in collecting fees from cash-strapped parents, but in terms of Model C regulations no child may be excluded if fees are not paid.

Yesterday the court also ordered that Norman Henshilwood may not restrict the girl's access to all learning materials and aids, and must provide her with all learning materials denied to her this year.

The governing body and headmaster were also interdicted and restrained from in any way discriminating against or prejudicing the pupil because her mother cannot pay her fees.

The school's governing body was ordered to pay the costs.

The action was brought by the girl, assisted by her mother and guardian, against the governing body of the school, headmaster Mr A Abrahams and the Department of Education and Culture (House of Assembly).

In papers the girl's mother, a personnel consultant, said she was retrenched in July this year and was unable to pay the fees.

She contacted the headmaster and offered to make contributions towards the fees, but Mr Abrahams said she could afford more, she said.

She wrote to Mr Abrahams and told him she would be able to pay the outstanding fees in the new year and she hoped to enroll her daughter in college but needed a testimonial and her last report.

Mr Abrahams said in a letter that no testimonial would be supplied, nor would her daughter be re-admitted in 1993 "were her school fees not fully paid".

The woman said she was told that neither the regulations governing state-aided schools nor the Education Affairs Act (House of Assembly) empowered the school to refuse her daughter admission to the school if she could not pay the fees.

To page 3

# Govt must support interdict — DP

Staff Reporter

THE interdict against the Norman Henshilwood High School would help clear the confusion over Model C schools, the Democratic Party's spokesman on education, Mr Roger Burrows, said.

The Democratic Party believed "the

order should be widely publicised and that the minister should issue a clear statement . . . ensuring that it is made applicable in all 2 200 Model C schools".

A spokesman for the SA Teachers' Association said: "It's a good thing. Very often

we've felt that a court case is necessary for this."

He said the association felt that children should not be discriminated against because of transgressions committed by their parents.

(5) CT 9/12/92

# A dream that will become a treasure

*Sowetan 9/12/92*

## ■ We take a look at another of the four beneficiaries of the Heal Yourself Concerts with Victor Metsoamere:

It takes a special man's dream to create pride in his community and the community's support makes the dream a reality and a national treasure.

This is what the Abel Motshwane Combined School is to the community of Winterveldt.

Some years before his death in 1988 Abel Motshwane, a community conscious man, finally realised a goal - the establishment of a school for the children of Winterveldt where they would be taught in a language of their choice.

The building was nearing completion when Motshwane died.

The Department of Education and Training cannot help the Abel Motshwane Combined School because the school is under the jurisdiction of Bophuthatswana.

### Minimal fees

It is now left to the community to keep the school going. However, the minimal fees charged cannot cover the operating costs of the school. But the children are not complaining. At least they are being led through a door to success - education. But the teachers and parents are concerned.

Conditions at the school are depressing with windowless classrooms, leaking roofs, empty classrooms and inadequate teaching equipment. And at the end of the term there is insufficient money to pay the dedicated teachers. The school has over 1 000 pupils.

The five stars of the Heal Yourself Concerts have been to visit the school.

But the enthusiasm of the pupils and staff at the Abel Motshwane Combined School remains high against all odds. This is a humble story that began with a man's dream, became reality and will one day become a national treasure.

# Minister in support of fees ruling

CT 10/12/92 (51)

Staff Reporter

THE Minister of Education and Culture Mr Piet Marais yesterday supported a Cape Supreme Court judgment which barred a Model C school from discriminating against a pupil whose mother could not pay school fees.

However, he said that the court's decision "did not exempt" parents from their obligations to pay school fees as every governing body had the "legal right to levy fees and enforce payment".

Mr Marais was reacting to Tuesday's test case in the Cape Supreme Court where Mr Justice J G Foxcroft ordered that Norman Henshilwood High School in Constantia be interdicted from barring a 17-year-old pupil from enrolling at the school next year.

He said Mr Justice Foxcroft's judgment was in accordance with the policy of the Department of Education.

"Seventy million rand has been set aside for subsidies to needy parents and assistance is therefore available for parents who are financially not able to pay school fees.

"Such parents may apply for a bursary at the school," Mr Marais said.

The ruling will accelerate the demise of the Model C school system, the Conservative Party said yesterday.

CP education spokesman Mr An-

## 'Education system is heading for collapse'

JOHANNESBURG. — Education faced collapse and pupils and teachers were demoralised by low standards and poor conditions, National Education Coordinating Committee general secretary Mr James Maseko said yesterday.

He told a press conference here the NECC hoped to halt the "downward spiral" in the quality of education.

The NECC will hold its biennial national conference at the weekend at which this and other issues will be addressed. The theme will be "Transformation for Educational Development, Reconstruction and Empowerment", he said. — Sapa

drew Gerber, MP, said the government should in view of the court ruling reintroduce "normal public schools" from January 1 next year.

Heads of Peninsula schools reacted cautiously to the judgment.

Miss Merle Sterley, the headmistress of Good Hope Primary School in Vredehoek said: "I know there are problems with parents battling to pay school fees but the courts are not the way to solve them. I would hate to take the legal route. I believe this would alienate the community."

Mr Roger Ingarfield, the chairman of the Golden Grove Primary School board of governors said: "We accept that a certain loss is inevitable. We have been successful in collecting fees to the extent that we won't withhold reports or take legal action.

# School to pay court costs

STAR 10/12/72

Own Correspondent 

CAPE TOWN — The costs of a 17-year-old Cape Town schoolgirl's application to the Supreme Court for an order enabling her to attend a Model C high school, although her mother is unable to pay fees, will be paid out of school funds.

Mr Justice Foxcroft this week interdicted Norman Henshilwood High School in Constantia from barring the

girl from enrolling at the school next year and ordered that she not be prejudiced in any way. Her mother told the court she had been retrenched and could not afford the fees.

Cape Education Department spokesman Dr Orland Firmani said the court had ordered the governing body of the school to pay costs.

The governing body could draw on the school funds gathered from parents and would not be expected to pay as individuals.

Democratic Party education spokesman Roger Burrows said the court order certainly supported the position that no school could take any action whatsoever against any child, once enrolled, if parents were unable to pay fees.

Model C was never intended to make the child the victim of the parents' inability or unwillingness to pay fees and the DP was pleased that this was backed up by the court, Burrows said. But the true test for Model C would

come when a governing body sued a parent who was unwilling, rather than unable, to pay fees. Such a court decision was still being awaited.

If a governing body were to lose such a case, this would remove the very basis for Model C because it would mean it was impossible to recover compulsory fees.

A number of schools had set such legal action in motion against parents unwilling to pay, he said.

Cape Provincial Parents' Association head Naomi Peagam said she hoped the court ruling would serve to clear up aspects of the Model C system. There were "a lot of grey areas" in Model C regulations.

Peagam declined to comment further until she had more information about the court case.

SACS principal Gordon Law said his school had always held the view that fees were an issue between parents, the school and the governing body. "We would never involve the kids," he said.


Norman Henshilwood principal A Abrahams declined to comment on the court order.

## Minister backs school fees ruling

The Cape Supreme Court ruling that a Model C school may not discriminate against a non-paying pupil is in accordance with the Department of Education and Culture's policy, National Education Minister Piet Marais said yesterday.

The ruling, however, did not exempt parents from their obligation to pay school fees, he said.

The decision by Mr Justice J G Foxcroft pertained to a single case of a parent who

did not refuse to pay, but did not have the means to pay, he added. (S) 

"It will only be a last resort for a school to turn to the courts to enforce payment of school fees by parents able to pay, but refusing to do so."

Every governing body had the legal right to levy school fees and to enforce payment, he said.

Marais said he had stated on various occasions that pupils were not to be discriminated against if needy par-

ents failed to pay school fees as it was one of the conditions on which subsidies were paid to State-aided schools.

A sum of R70 million had been set aside for subsidies, and assistance was available to parents unable to pay school fees.

Such parents could apply for bursaries. Where there was no relief, the executive director of each province could be asked for help through school principals. — Sapa.

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STAR 10/12/72

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# Compassion for needy pupils

STAR 10/12/92

By Michael Sparks

Headmasters of Model C schools in Johannesburg appear unlikely to bar pupils from their schools if they have not paid their fees in full.

Local headmasters seemed to take a more conciliatory line to that of a Cape Town headmaster who threatened not to readmit a pupil until her fees were paid in full. Teachers had also refused

STAR 10/12/92

to give their class notes, threatened by identifying her as someone who had not paid her fees at the Hershfield High School in Constantia.

Local headmasters seemed keen to try to work out individual arrangements with parents, although some have previously threatened legal action.

The Cape Town case led to a Supreme Court interdict this week forcing the school to readmit the pupil — and restraining it from discriminating against or prejudicing the

pupil — although her fees were not fully paid.

Nevertheless Helen Button said it was important to distinguish between parents who could not pay for financial reasons and those who refused to pay because they felt free education a right.

That was confirmed by Hyde Park High headmaster Tony Thurman who said sections of South Africa had been spoilt by very cheap education for too long. It was a contradiction that parents were pre-

pared to pay more for their child to go to nursery school than they would for high school education at a Model C school.

Button said that of the 425 pupils at her school, 18 had not paid any fees and eight had received R500 subsidies provided by the education department to needy pupils. But all would be readmitted, she said.

The school invited parents with financial difficulties to approach the governing body to discuss any problems, but it would not refuse to readmit

pupils to the school.

She said one of the problems was that the full fee of R1200 per pupil was spent on education, and the school was not making any profit.

Thurman said his school had a concessions committee for those parents who were struggling to pay.

The problem was that those parents who were battling but still managed to pay the full fees ended up sponsoring those who were not paying their share, he said.

● More reports — Page 5

# SCHOOL BARS AIDS SUFFERERS

cf/ren 13/12/92.

By FRED KHUMALO

A NATAL south coast school board has issued an "admissions agreement" which entitles the board to expel children suffering from Aids or who test HIV-positive.

The "admissions agreement" issued this week by Mike McGregor, school board chairman of the multiracial Kingsway High School in Amanzimtoti, has been met with vehement protests from parents who have refused to sign it.

"It's a draconian document," said a parent. "By signing it I would be condoning this man's autocratic attitude. As far as I know, you cannot force an individual to undergo an Aids test."

According to an Aids charter - drawn up by the Aids Consortium, a group comprising 45 regional and national organisations - which has been recognised by the Natal Education Department, people have a right to re-

Parents  
slate (51) (22)  
'despotic'  
clause (22)

fuse to be tested for Aids.

But McGregor, through the admissions agreement, demands that children undergo Aids tests before admission.

The discrimination against HIV-positive pupils directly contradicts the recently introduced Aids education programme, which has been integrated into the curriculum of Natal Education Department schools.

According to the Aids education programme, HIV-positive children should not be alienated, and their peers should be taught how to avoid the virus.

Another clause in the "admissions agreement"

which has been slammed by parents states: "Parents shall respect the tradition and character of the school and maintain the 'Christian ethos'."

Asked to explain what this clause meant, McGregor said it was understood by the school board that Muslim, Hindu and other non-Christian children could be accepted at the school and in these cases the headmaster could decide whether they should undergo Christian teachings.

"It must be remembered that this is a Christian school, and we intend to keep it that way," he said.

"We can't have the school being disrupted if Muslims want to go off and pray to Mecca at 12 o'clock every Friday."

He said if Muslims or Hindus wanted their children to be taught about their own religions, they should send them to suitable schools.

IT'S EASIER TO LIVE BETT



**T**HERE are bullet holes in the zozo hut that was once the nursery school, and bullet holes in the classroom windows. Outside, it's a wasteland. The shacks went down this year. The houses were razed to the ground.

Only the school remains in the middle of no-man's land. A Waldorf School in Beirut, at the corner of Sixth Avenue, once the demarcation line between Inkatha and the African National Congress. On top of the rise looms the menacing presence of the Madala Hostel.

It has been a violent, brutal year in Alexandra. No one's keeping a count of bodies, but the devastation is apparent from the classroom windows.

The Inkanyezi school is preparing for the end-of-the-year Christmas show and the second annual carols by candlelight march through Alexandra.

In more ways than one, this is not your usual school. It is a private school, one of the Waldorf family, loosely based on Rudolf Steiner's philosophy of child-centred education.

"A little child must not be bombarded with academic stuff," says teacher Wiepke Holz as a spirited young boy makes a good-natured grab for my tape recorder. "He must not be bombarded with stuff that breaks his spirit.

"A child in our classes is taught through movement, painting, music, recorder playing, and gradually as he grows up he is faced with pure academic interest."

There is no headmaster. Teachers take decisions by consensus. The walls of the classrooms are papered with weird and wonderful paintings and artworks, rendered weirder yet by the backdrop of barbed wire through the windows. Equally strange, you walk into a class and find Alexandra children singing songs in German.

Here, they aren't just holding the line, keeping children in class to keep them off the streets, as they do in so many black schools here as well as in the ghetto schools of the United States of America.

Inkanyezi means star, the light in the darkness. It was started from the garage of one of the nursery school teachers.

"It was open because there was no electricity so all the people walked past, sat down in the dust and watched this teaching because they couldn't believe what they were seeing," says Holz.

"We started at the end of the year."

# A lone star shines in Alexandra's darkness

w/mail 18/12 - 22/12/92  
*A small piece of hope stands alone in the war-torn township of Alexandra.*

*Inkanyezi school is a place where children and soldiers light candles against the darkness.*



By **PHILLIP VAN NIEKERK**

We didn't come here to bring something they didn't want. We worked with the community. That is why they leave us alone. They never break in to the school."

In 1989 it moved to its present spot on the corner of London and Sixth Avenue. It had two classes then. The school has gradually grown as each year one class has been added.

Inkanyezi now operates as a primary school, a nursery school and training centre for child minders, nursery school teachers, and primary school teachers. There is a workshop where unemployed people are trained in crafts such as making dolls, many of which are sold in Germany.

"In the end, our aim is to bring light to the whole community," says Holz. "We want to give something back to the people who live here who feel they are the scum of the earth because no one comes here anymore."

The school has had a hair-raising year. "Each one of us has seen people killed from our property," says Holz. "I even stood here watching it with parents when they were so horrified they are said what has the world come to when people kill each other like chickens. "We have a service once a week to strengthen us, strengthen the children. We say a prayer."

The school has often been caught in the crossfire. The teachers all carry whistles and if they see people running around with AK47s they blow for the children to get inside and hit the deck.

"The question that is frequently asked is why they don't move. "When we

not Beirut. It was Alexandra. We couldn't foresee that this would be a wild, violent area."

Nursery school teacher Catherine Sefatsa says: "If we have to move out of this area, this will be a darkened place. We want to be a beacon of light, giving hope to the people who left their homes. They want to come back."

Sefatsa says the migrant worker hostels, regarded by many as the root of the violence, have left the school alone.

"They are human. They also have children. They do have love. Maybe it's because of poverty they do such things. They have never attacked us — never, ever."

At least part of the school's success at survival can be ascribed to its rigid insistence on neutrality.

"One morning the people at the top shot down at the squatters and shot right into the school," says Holz. "The children came screaming into the classrooms."

"Representatives of the squatters came and asked us if they could go up on the roof of the school to shoot back. We said, 'no you can't because we are neutral — you have to move out of the school'."

"They respected that. They said they would move out, but 'please don't be afraid if we shoot back. We will not shoot at the school. We will shoot into the air so that the Inkatha people up there know we are waiting for them'."

"So they actually do respect us."

Holz says 90 percent of the school's parents belong to neither Inkatha nor the ANC.

tics. If anything comes up that has a slight connotation to the ANC or Inkatha, it is rejected.

"People in the townships have exactly the same worries, the same goals, as people in the white areas."

Yet the violence intrudes insidiously into the lives of the pupils.

"We teachers battle to stop the fighting in the classrooms, to stop the destruction," says Holz. "All that which children see at home and on the streets they bring into the classroom."

"We shake every child's hand in the morning, and look them in the eyes. When the children from the very neglected homes leave in the afternoon, their eyes tell you: I don't want to go home."

"In the morning when they come, they carry the burden of the street and the violence."

"You can see it in their eyes. But soon they have forgotten."

"They love to come to school. During the holidays, they wait desperately for school to start."

Inkanyezi lives partly off fund-raising, particularly from the Waldorf movement in the rest of the world. Every Waldorf school in Sweden, for instance, gives each child one day each term to go out and earn money for Inkanyezi. The Swedish government matches whatever is brought in.

But the rest of the school is paid for by school fees — high for Alexandra. Holz says parents must commit themselves to the salary of a teacher and make a sacrifice for the education of their children.

can't afford it. We have bursaries, but as a rule we don't pay out full bursaries. It is wrong to give people something for free. They won't cherish it really."

The seeds of Inkanyezi are dispersing. Teachers trained here have taken their expertise elsewhere. They have started a farm school in Natal, a nursery school in Venda, four nursery schools in Soweto.

One Inkanyezi alumnus, Emily Moabelo, a former domestic worker, runs her own nursery school near Pietersburg with 150 children, and is training her own teachers from the community there. In October, she was voted Woman of the Year by the *Sowetan*.

Unsurprisingly, the teachers of Inkanyezi are sceptical of politics.

"In South Africa today if you look at the leaders you don't find much hope," says Holz. "The hope lies with the people. People meeting heart to heart."

That is the philosophy behind the carols by candlelight parade.

The day I was there, there was an air of almost manic excitement in the playground, while in the classrooms fancy dress preparations continued for the Christmas show.

But as the evening drew nearer, the Highveld clouds decided to rain down on the occasion.

The nativity plays were acted out in the downpour, under an umbrella-like hut constructed for the night. There were lots of Egyptians and shepherds waving crooks and each part was doubled up so the audience could better hear what was being presented.

Then the walk began into Alex. Past Beirut, past the houses, down to the

squatters at the bottom, past the old age homes. They sang *Oh Come All Ye Faithful*, handed out candles to a wary people no longer used to opening their doors at night.

Then back across no-man's land.

There, an army Buffel stumbled upon the parade and, almost embarrassed to find such exuberance in such a dangerous place, reversed, but then returned. The soldiers wanted candles too. The children and teachers graciously responded. Two more Buffels sped up.

There they stood, strapping men awkwardly holding their candles in the darkness. Our darkness.

And we could only wonder when the light would come back to Alexandra — and all of South Africa's war-torn



**DEPARTMENT OF EDUCATION AND CULTURE****No. 3458****31 December 1992****DECLARATION OF STATE-AIDED SCHOOLS AS PUBLIC SCHOOLS**

(S1) Under the powers vested in me by section 38 (3) of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), I, Pieter Gabriel Marais, Minister of Education and Culture, hereby declare the state-aided schools in the Schedule to be public schools with effect from 1 January 1993.

**SCHEDULE****Orange Free State**

Ficksburg Secondary School.  
 Model Primary School.  
 Springfontein Primary School.  
 Technical High School Ficksburg.  
 Tweeling Primary School.  
 Witsieshoek Primary School.

**P. G. MARAIS,**

Minister of Education and Culture.

**DEPARTMENT OF FINANCE****No. 3439****31 December 1992****RATE OF INTEREST ON GOVERNMENT LOANS**

It is hereby notified that the Minister of Finance and of Trade and Industry has, in terms of section 26 (1) of the Exchequer Act, 1975 (Act No. 66 of 1975), fixed the standard interest rate applicable from 1 January 1993 and until further notice, to loans granted by the State out of the State Revenue Fund, at fifteen comma five nil per cent (15,50%) per annum.

The above-mentioned standard interest rate is applicable from 1 January 1993 and until further notice to all drawings of loans from State moneys, except loans in respect of which other rates of interest are specifically authorised by legislation or the Minister of Finance and of Trade and Industry.

**No. 3459****31 December 1992**

**11,5 PER CENT INTERNAL REGISTERED STOCK, 1999/2000: CERTIFICATE TRANSFER DEED 7057XX FOR R1 000 000 ISSUED IN FAVOUR OF S.A. RESERVE BANK**

Application having been made to the Department of Finance for a duplicate of the above-mentioned certified transfer deed, the original having been lost or mislaid, notice is hereby given that unless the original certified transfer deed is produced at the Department of Finance, Private Bag X115, Pretoria, within four weeks from the date of publication of this notice, a duplicate as applied for, will be issued.

**DEPARTEMENT VAN ONDERWYS EN KULTUUR****No. 3458****31 Desember 1992****VERKLARING VAN STAATSONDERSTEUNDE SKOLE TOT OPENBARE SKOLE**

Kragtens die bevoegdheid my verleen by artikel 38 (3) van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), verklaar ek, Pieter Gabriel Marais, Minister van Onderwys en Kultuur, hierby die staatsondersteunde skole in die Bylae tot openbare skole met ingang van 1 Januarie 1993.

**BYLAE****Oranje-Vrystaat**

Hoër Tegnieuse Skool Ficksburg.  
 Primêre Skool Model.  
 Primêre Skool Springfontein.  
 Primêre Skool Tweeling.  
 Primêre Skool Witsieshoek.  
 Sekondêre Skool Ficksburg.

**P. G. MARAIS,**

Minister van Onderwys en Kultuur.

**DEPARTEMENT VAN FINANSIES****No. 3439****31 Desember 1992****RENTEKOERS VAN TOEPASSING OP STAATSLENINGS**

Hierby word bekendgemaak dat die Minister van Finansies en van Handel en Nywerheid, ingevolge artikel 26 (1) van die Skatkweswet, 1975 (Wet No. 66 van 1975), die standaardrentekoers van toepassing vanaf 1 Januarie 1993 en tot nadere kennisgewing, op lenings deur die Staat toegestaan uit die Staatsinkomstefonds, op vyftien komma vyf nul persent (15,50%) per jaar vasgestel het.

Bogenoemde standaardrentekoers is van toepassing vanaf 1 Januarie 1993 en tot nadere kennisgewing op alle trekkings van lenings uit staatsgelde, uitgesonderd lenings ten opsigte waarvan ander rentekoerse spesifiek deur wetgewing of die Minister van Finansies en van Handel en Nywerheid gemagtig is.

**No. 3459****31 Desember 1992**

**11,5 PERSENT BINNELANDSE GEREGISTREERDE EFFEKTE, 1999/2000: GESERTIFISEERDE OORDRAGVORM 7057XX VIR R1 000 000 UITGEREIK TEN GUNSTE VAN S.A. RESERVEBANK**

Aangesien daar by die Departement van Finansies aansoek gedoen is om 'n duplikaat van bovermelde gesertifiseerde oordragvorm wat verloor of verlé is, word hierby bekendgemaak dat tensy die oorspronklike gesertifiseerde oordragvorm binne vier weke na die datum van publikasie van hierdie kennisgewing by die Departement van Finansies, Private Sak X115, Pretoria, ingefewer word, die verlangde duplikaat uitgereik sal word.

**DEPARTMENT OF EDUCATION AND CULTURE**

No. 3456

31 December 1992

**DECLARATION OF STATE-AIDED SCHOOLS AS PUBLIC SCHOOLS**

Under the powers vested in me by section 38 (3) of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), I, Pieter Gabriel Marais, Minister of Education and Culture, hereby declare the state-aided schools in the Schedule to be public schools with effect from 31 December 1992.

**SCHEDULE****Natal**

Eendrag Primary School.  
Saamwerk Primary School.  
Russell High School.

**P. G. MARAIS,**

Minister of Education and Culture.

**DEPARTMENT OF EDUCATION AND CULTURE**

No. 3457

31 December 1992

**DECLARATION OF STATE-AIDED SCHOOLS AS PUBLIC SCHOOLS**

Under the powers vested in me by section 38 (3) of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), I, Pieter Gabriel Marais, Minister of Education and Culture, hereby declare the state-aided schools in the Schedule to be public schools with effect from 30 December 1992.

**SCHEDULE****Transvaal**

Hoërskool Die Kruijn.  
Hoërskool D. F. Malan.  
Hoërskool Hoëveld.  
Johannesburg Art, Ballet, Drama and Music School.  
Laerskool A. J. Koen.  
Laerskool Bronkhorstfontein No. 30.  
Laerskool Geysdorp.  
Laerskool Jan Celliers.  
Laerskool Kroonrand.  
Laerskool Marais.  
Laerskool Migdol.  
Laerskool Morgenzon.  
Laerskool Soekmekaar.  
Laerskool Steenbokpan.  
Laerskool Vivo.  
Northview High School.

**P. G. MARAIS,**

Minister of Education and Culture.

**DEPARTEMENT VAN ONDERWYS EN KULTUUR**

No. 3456

31 Desember 1992

**VERKLARING VAN STAATSONDERSTEUNDE SKOLE TOT OPENBARE SKOLE**

Kragtens die bevoegdheid my verleen by artikel 38 (3) van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), verklaar ek, Pieter Gabriel Marais, Minister van Onderwys en Kultuur, hierby die staatsondersteunde skole in die Bylae tot openbare skole met ingang van 31 Desember 1992.

**BYLAE****Natal**

Eendrag Primêre Skool.  
Saamwerk Primêre Skool.  
Russell High School.

**P. G. MARAIS,**

Minister van Onderwys en Kultuur.

**DEPARTEMENT VAN ONDERWYS EN KULTUUR**

No. 3457

31 Desember 1992

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**BYLAE****Transvaal**

Hoërskool Die Kruijn.  
Hoërskool D. F. Malan.  
Hoërskool Hoëveld.  
Johannesburg Art, Ballet, Drama and Music School.  
Laerskool A. J. Koen.  
Laerskool Bronkhorstfontein No. 30.  
Laerskool Geysdorp.  
Laerskool Jan Celliers.  
Laerskool Kroonrand.  
Laerskool Marais.  
Laerskool Migdol.  
Laerskool Morgenzon.  
Laerskool Soekmekaar.  
Laerskool Steenbokpan.  
Laerskool Vivo.  
Northview High School.

**P. G. MARAIS,**

Minister van Onderwys en Kultuur.

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No. 14495

## GOVERNMENT NOTICES

### ADMINISTRATION: HOUSE OF ASSEMBLY

#### DEPARTMENT OF EDUCATION AND CULTURE

No. 3455

(51)

31 December 1992

#### DECLARATION OF STATE-AIDED SCHOOLS AS PUBLIC SCHOOLS

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#### SCHEDULE

##### Cape Province

Balemra Primary School.  
Dieprivier-Langkloof Primary School.  
Hex Valley Preparatory School.  
Hex Valley Preprimary School.  
Hoogenhout Primary School, Walvis Bay.  
Jamestown Primary School.  
Kanoneiland Primary School.  
Lutzville Primary School.  
Naasdrift Primary School.  
Niekerkshoop Primary School.  
Noupoort Preparatory School.

P. G. MARAIS,

Minister of Education and Culture.

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## GOEWERMENSKENNISGEWINGS

### ADMINISTRASIE: VOLKSRAAD

#### DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. 3455

31 Desember 1992

#### VERKLARING VAN STAATSONDERSTEUNDE SKOLE TOT OPENBARE SKOLE

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#### BYLAE

##### Kaapland

Laerskool Balemra.  
Laerskool Dieprivier-Langkloof.  
Laerskool Hoogenhout, Walvisbaai.  
Laerskool Jamestown.  
Laerskool Kanoneiland.  
Laerskool Lutzville.  
Laerskool Naasdrift.  
Laerskool Niekerkshoop.  
Preprimêre Skool Hexvallei.  
Vorbereidingskool Hexvallei.  
Vorbereidingskool Noupoort.

P. G. MARAIS,

Minister van Onderwys en Kultuur.

14495 — 1

EDUCATION - PRIMARY

1993

# Where there's a will . . .

## Schools which accept the future should have little to fear



**Headlines have** been shouting the news of suggestions that the Model C school system is to go. But this is not news: Model C was always going to be a transitional arrangement, even though government

has sometimes behaved as if it were permanent. The ANC has always rejected it as a perpetuation of white privilege — but has offered no clarity on what will replace it.

In fact, nobody can offer any clarity. We can only try to look at the realities and identify the possible options — which is better than thrashing about in confusion and fear.

There are worthwhile elements in Model C. It requires white parents to contribute more to the cost of their children's education — a demand which was inevitable, given the skewed structural privilege of apartheid.

But Model C has caused considerable distress and confusion. It was a short-term measure — described by DP spokesman Roger Burrows as "staggeringly short-sighted" — yet it has had considerable practical effects on how schools operate and plan.

Hugo Ackerman, executive director of the Transvaal Teachers' Association, recalls that "we opposed the scheme strongly because it was decided within the 'own affairs' structure and in haste. It has caused 101 problems that were not even thought of. I must say the Transvaal Education Department have done their best to assist schools, they have worked tremendously hard — but it's been a terribly flawed system."

Model C was originally a bureaucratic classification, but it is now a code word, a trigger for a whole range of connotations, most of them negative. Much of the confusion and unhappiness has its source in the NP's anxious policy reactions after the decision to abolish apartheid.

The system of "models" available for white schools was instituted partly as a result of political pressure and partly to save money. In 1990, each white school community was offered four options for 1991:

- Remain racially exclusive and State-funded ("status quo");
- Go fully private and admit anyone it wished (Model A);
- Remain State-funded, but admit non-white children up to a proportion of 49% of the total (Model B); and
- Become semi-private, having total control over admissions but being required to meet all maintenance and running costs, with the State paying only the teachers' salaries

(Model C).

Of the schools which wanted to admit blacks, only a handful took the expensive Model A route; a few opted for Model C, also fairly expensive; and most decided on Model B. Those which wanted to remain whites-only simply continued as they were. (A non-racial Model D category was also created, but these are mainly new institutions, using school buildings which were closed because of dwindling white pupil numbers.) Indian, coloured and black schools are all still State-funded.

Model B was widely welcomed in educational circles, if only as a step in the right direction. It worked well; managed integration at hundreds of schools took place with few hitches and much harmony.

But only a year later, in February 1992, there was a sudden announcement that all schools operating as *status quo* (whites only) or Model B would become Model C schools. This duly happened on August 1, when nearly 2 000 schools converted to Model C — but as the least unattractive option. The alternative would have been to suffer considerable staff cuts. The blow was softened to some extent by a promise of a partial subsidy of children whose parents could not pay the new fees demanded by schools.

The move to Model C effectively removed full subsidies from schools which wanted to remain white; such schools would now have to pay for their exclusivity if they wanted to retain their full staff complement.

By September last year, National Education Minister Piet Marais warned that parents (he meant white parents) would have to spend even more on schools, because the national Budget could not accommodate a proportionate increase in education spend-

ing. The imbalance between white and black education would have to be redressed through redistribution of the same cake.

What happened, says Natal Teachers' Society president Andrew Layman, was that "Model C made it possible for white communities to decide what kind of school they wanted. But it is not egalitarian. In the old days, there were always poorer and richer schools — now the gap appears to be widening."

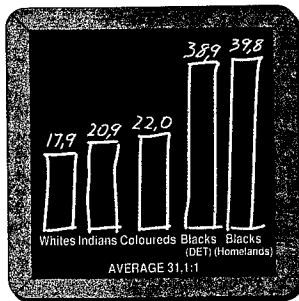
It is difficult to get exact figures on the increases, but most schools have at least doubled their fees; in some cases they have tripled them. Annual fees at primary schools seem to vary from about R200 in poor areas to about R2 300. The TTA's Hugo Ackermann reckons that the primary school average is about R1 100; at high schools the average seems to be about R1 600, but in a few schools, says Ackerman, "there has been no increase on whatever they were paying before Model C. They cannot afford it."

Most schools just don't know whether they will meet their budgets. This will depend on the rate of success in fee collection, which under the old system could be anything between 40% and 95%, depending on the area and the resolve of the principal. Schools in relatively affluent areas which also house many young families are in great demand, so they can operate at full capacity and expect a low defaulting rate — which means they can set relatively low fees, like R100 a month. A school in a poorer area, on the other hand, may have to ask as much as R80 a month to compensate for defaulters and low numbers.

Despite a few well-publicised cases, it would appear that few schools would attempt to expel a pupil for not paying fees. One Durban primary school principal says that if there is genuine need, he is always prepared to help as long as parents are honest with him. (Presumably such honesty about poverty would not always be advisable when parents are seeking admission for a child.) Another principal says there have been "lots of teething problems" financially, but his paramount aim is to "see that the children are cared for." This was an almost universal attitude among principals contacted by the FM.

But confusion remains. There is a fundamental tension in the proposition that education can be both compulsory and not free. As early as June last year, a school in Springs was threatening to bar pupils whose parents could not pay the annual R530 fee. The contradiction was highlighted by a recent court judgment in the Cape, which confirmed a pupil's right to be taught even if her fees were not paid. Some schools ask parents to sign contracts — but what action can be

## Paying attention Pupil-educator ratios



taken and to what end, against a parent who cannot pay? Government itself does not seem to know the answer.

But it is also clear that, while there may be cases of genuine need, the resistance to increased fees is often a result of culture shock. Whites always took free education for granted: they find it difficult to accept anything else. Whereas other racial groups might genuinely make education a priority, there are white families who plead poverty while enjoying various consumer luxuries like TV sets and VCRs. A 20-a-day cigarette habit consumes about R70 a month — which is the fee asked by some primary schools.

Many schools have overcome the uncertainty by attacking financial problems with energy and ingenuity. Those with competent and enthusiastic governors and capable principals are achieving remarkable results. One example is Observatory Girls primary school in Johannesburg: once a shrinking school in an ageing area, it is now at 75% capacity and growing fast.

The few that began as Model D schools appear to be thriving. This route may well be considered by many schools which cannot cope under Model C (as long as white parents can be assured that their child will not be the only white in the school).

Pupil:educator ratios differ vastly between the different race groups, for historical reasons (see graph); the imbalance must be corrected. But the national average is just over 30 — and most Model C schools appear to have achieved this already. This means that these schools are operating close to capacity. The proportion of non-white children at these schools varies between 10% and 40%; this will gradually increase. It is difficult to see what else a future government could reasonably expect of such schools; in a sense, they have already confronted the future.

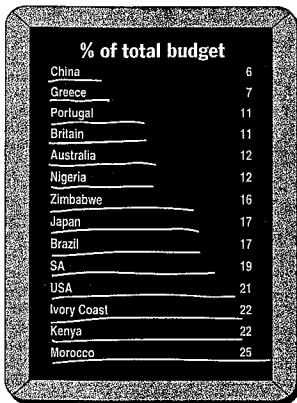
The headaches caused by Model C have been administrative rather than in the classroom — though the quality of teaching would eventually be affected. Because implementation was rushed, schools were unable to plan properly. They were ill equipped to manage their resources; as Andrew Layman points out, "schools simply don't know their costs. They are still finding them out, because so much by way of capital expenditure and major running and maintenance costs were looked after by the province in the past." There has been confusion over insurance of pupils and a raging dispute in some of the bigger cities over whether schools must pay rates.

Most undermining of all, perhaps, has been the sense that there is no national policy; that everything could be turned upside down tomorrow. As one Johannesburg headmaster puts it: "I go to school each day with a sense of nervousness and wariness. We never know if we're going to pick up a newspaper and find that we're now Model G." Such uncertainty must erode the dedication at even the most enthusiastic schools.

The TTA's Ackermann says the problem

## At full stretch

### Education spending



of uncertainty has a professional dimension, too. Model C was implemented alongside the retrenchment of thousands of white teachers. In February 1992 there was a "surplus" of 11 000 white teachers, but this figure was arrived at by pretending that white education would continue its "own affairs" existence. Undeterred, the government proceeded in effect to encourage white teachers to leave the profession.

"These were retrenchments," says Ackermann, "which the country cannot afford. Yet they are still happening. And the amalgamation of teacher training colleges means there will not be enough teachers in the future. Already there is a worrying shortage of teachers with executive skills. Financial rationalisation was necessary — but it was done without much thought or consultation with other education departments."

The professional status of teachers has also been threatened in some schools — another unexpected by-product of Model C. According to the NTS's Dave Ryman, some newly empowered governing bodies have been cavalier in their treatment of teachers. "Some schools are ignorant of correct statutory procedures. We have an example where a governing body was actually planning to write to parents inviting criticism of a particular teacher. This would have been totally unethical, but we managed to intervene. We also have cases where teachers are being expected to work without contracts and for unacceptably low salaries."

With general acceptance that Model C is not long for this world, what is likely to replace it?

The first point to make here is that nothing can be done overnight; schools are not like taps which can be turned off while politicians dither. The second is that the crisis of SA education and, therefore, the priority,

lies in the black townships; no amount of tinkering with Model C schools will solve that vast problem.

The third point is that the country simply cannot afford to offer all its children 12 years of free schooling, as it did for whites.

The ANC wants 10 years of free compulsory schooling; most independent observers suggest that seven or eight would be a realistic target. In other words, primary education should be made free and compulsory; those who go on to high school will have to pay for it. This would seem to be the best way out of an appalling situation — in terms of future social stability, the formative years are vital.

Meanwhile, what will happen, next month or next year, to Model C? It will be abolished — but this does not mean that the entire fabric of each school will be affected, just as the creation of a single education department will not mean the solution of all problems. The names may change; the substance may remain intact to a surprising degree.

Dave Ryman, for instance, believes that we will move to a three-pronged system: State, State-aided and private schools. It will not be possible to discriminate according to race; schools will have to reflect the community they are located in. There will be greater pressure to use available capacity. "We must also ask," says Ryman, "whether we can afford to spend money and teachers' time on extra-murals. This is the kind of question we must confront if we are to address the problem of scarce resources."

The great nightmare, among parents of all races at Model C schools, is that their schools will be thrown open to all, resulting in huge language problems and classes of 50-60 pupils.

But there is no evidence that anyone is planning such an approach, particularly as the national average at present is an acceptable 30 per class — already common at Model C schools.

The crucial aspect will probably be whether a school is prepared to accept blacks in a proportion which reflects the surrounding community; if not, says Hugo Ackermann, "the Minister will probably have the right to withdraw the State subsidy from a school which refuses a pupil for no good reason."

HSRC researcher Lawrie Schlemmer has illustrated vividly the dangers of throwing open the gates of all schools. "If educational equity is achieved now," he told a conference last year, "at what cost will it be to future equity? Beware the temptation to do everything at once... there are no easy answers." Increasingly, there are signs that the ANC, as it draws ever nearer to replacing the fantasies of struggle with the intractabilities of power, has accepted this. Understandably, what it will not accept is a perpetuation of apartheid education under another name.

In the end, as in so many other things, we are waiting on the politicians. Meanwhile, it seems fair to assume that schools which have pursued nonracial education with energy and in good faith are likely, when the dust settles, to be left in relative peace. ■

# Govt announces new programme to tackle black education crisis

**Govt announces new programme to tackle black education crisis**

In an effort to combat the disastrous state of black education, government yesterday announced a major capital development programme, including £722m for new class-rooms and training. Minister Sean De Beer told a news conference in Cape Town last night that the programme would cost £722m over the next five years. The amount allocated to new schools had increased by 67 per cent, while the package had increased by 57 per cent, he said.

Only the commitment of the parents was vital to the success of the programme, he said. The new scheme also to do with the teachers, pupils and the parents. Some of them are doing so, however, at the moment being used by some parents and schools, he said. The programme is a for-ward looking one, he said. It is a for-ward looking one, he said. It is a for-ward looking one, he said.

settled just work do not do so immediately. There will be little hope of success for their pupils in 1983, he warned. He said that the situation had deteriorated to the point where a higher expenditure on education would not yield improved results. He said that the situation had deteriorated to the point where a higher expenditure on education would not yield improved results. He said that the situation had deteriorated to the point where a higher expenditure on education would not yield improved results.

**KATHRYN STRACHAN**

He said the number of pupils at DET schools had grown 67 per cent since 1968. At any of the 1983, he said, the number of pupils at DET schools had grown 67 per cent since 1968. At any of the 1983, he said, the number of pupils at DET schools had grown 67 per cent since 1968. At any of the 1983, he said, the number of pupils at DET schools had grown 67 per cent since 1968.

**NEWS FEATURE** *Pupils have a place in the sun but it's not an enviable situation*

# Bleak future for black education

Sowetan 1/2/93.

## ■ HUMBLE BEGINNINGS

*Can schools, like the Phoenix, rise from the ashes?* (S1) (S2)

By Sontl Maseko (S2)

**G**LADYS RADEBE, a higher primary school teacher in Bophelong, Vanderbijlpark, only starts her day at 12.30pm.

The school at which she teaches, Ikokobetseng, meaning humble yourselves, has no premises of its own, so they have to share the premises of a lower primary school, Soetso, which starts at 8am. It is a system commonly known as platooning.

She gives only 20 minutes of each subject — English, general sciences and history — and the period is over and it is time for the next.

A short walk from her school is another, Tsolo Secondary School.

### Sit-in declared

Last week teachers there, backed by parents and local political and civic organisations, declared a sit-in, later a sleep-in at the Vanderbijlpark offices of the Department of Education and Training (DET) vowing not to leave until they had received desks and furniture.

For the past two years Tsolo, taking in pupils from Standards 7 to 10, also had to platoone, teaching Standard 9s and 10s from 8am to 11am and the Standard 7s and 8s from 11am to 2pm.

Last year's matric pass rate was 17 per cent.

The siege was temporarily suspended on Friday after a written confirmation by the DET's regional office that the furniture would be delivered this week.

And in Soweto last week Mr Amheuse Mgwulwa, frustrated at seeing the walk of his school, Morris Isaacson, crumble with no sign of help in sight, invited journalists to see students in a class without a roof and pupils holding up umbrellas while receiving a biology lesson.

### Targets of criticism

More and more teachers, often the targets of criticism from educationists and authorities and blamed for appalling results, are opening doors at their schools and exposing conditions which make it impossible for them to teach, let alone produce decent results.

Schools have come to mean two things, they say — well-built school premises like Vuwani in Tshabwano, no broken windows, intact blackboards and roofs as well as ceiling, but no furniture!

At these schools, children arrive at 8am and by 11am the school is deserted as the pupils spill into the streets.

"Come earlier next time and you will see them just standing in the schoolyard," one teacher said. "They will never go into the classrooms where there is no place to sit."

And then the other type — the disintegrating ones. Doors, window frames and zinc roofsheets are missing and like Morris Isaacson walls are crumbling.

"This school has produced great achievers like one nuclear physicist now working overseas. We have to fight to keep the school, we do not want another Scamamano (a school in Phiri that literally collapsed last year).

"Do you know what happened there, it was slowly deteriorating and one day the pupils came back from a two week holiday and found their school gone," Mgwulwa said.

Morris Isaacson produced a 51 per cent matric pass rate, the third-highest in Sowetan, Mgwulwa says.

### Library is gone

Already Morris Isaacson's library is gone, there is only one wall standing, the storeroom and the principal's office burnt by vandals who even destroyed the school's records.

The promises are never kept and the schools and the quality of education get worse year after year.

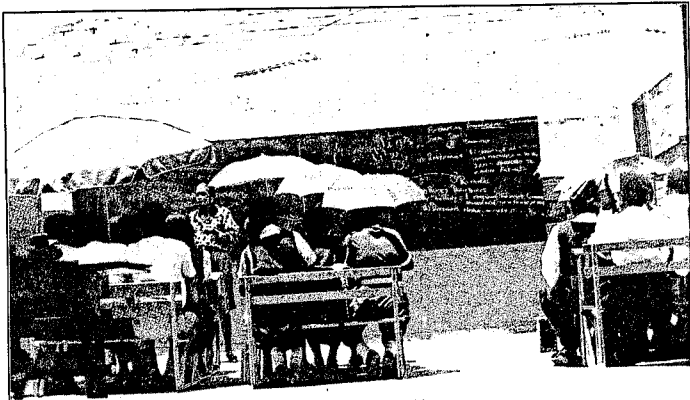
Mgwulwa has photographs of all the damage at the school over the past three years, hoping, he says, to show it to the authorities one day, "because they will not leave their offices and see for themselves I will bring the pictures to them", he says.

These problems of platooning, shortages of desks, chairs and collapsing schools have a demoralising effect on the beleaguered teachers who are now opening their doors to the Press. Or like in Bophelong, they sleep in at the DET offices to bring matters to a head.

Ikokobetseng's Raadebe believes in the final analysis but high school results begin in primary school where pupils are subjected to sharing premises or platooning.

In winter, she said, schooling is over even earlier at 3.30pm because the days are shorter and children need more time to get home before dark.

"It is a frustrating job because at the end of the year we



Pupils at Morris Isaacson High School in Soweto use umbrellas as shades against rain and vandalism, has no roof.

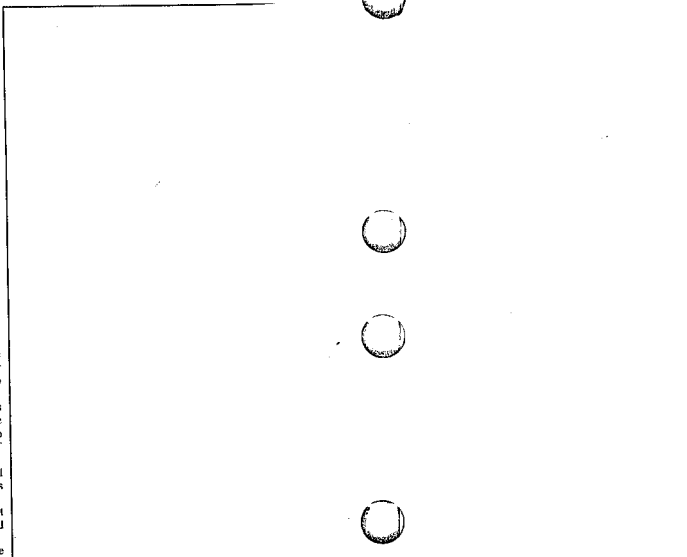
are expected to give good results and we just do not have the time," she adds.

And while the department continues to argue with teachers over chalk downs, it fails to deliver even the most basic necessities.

On the other hand, the community demands proper schooling from the department and teachers, but sits and watches as vandals cart away their children's schools in bits and pieces.

Whither black education?

“The promises are never kept and the schools and the quality of education get worse year after year”





# Model C schools cannot force parents to pay fees

By Bronwyn Wilkhamson

Model C schools may not discriminate against children whose parents either cannot afford tuition fees or refuse to sign a contract with the school's governing body, Education and Culture Minister Piet Marais has confirmed.

And some Model C schools in Johannesburg are prepared to manipulate their fees to accommodate the financial situation of their pupils' parents.

Marais said on Tuesday the signing of a contract between parents and governing bodies at State-aided schools was not regarded as a criterion for admission to these schools.

Contracts were seen merely as a means of regulating the relationship between parents and

STAR 7/11/93.

governing bodies, and anything in the contract which was not fair to both parties was "unacceptable", he said.

According to a spokesman for the Ministry of Education, if parents fail to pay their fees, parents can seek recourse only in civil actions and not by enforcing the terms of a contract.

This meant that the law — which regards education as compulsory for all children — override any contracts which might stipulate fees.

Marais said pupils who lived in the area of a Model C school and who would normally have the right of admission to that school could not be discriminated against because of "retusal or neglect" on the part of their parents to enter into a contract with the governing body.

If parents did sign the contract, their children could not

be discriminated against because their parents could not afford the school fees.

Speculation has been rife that the Model C system governing schools are run by a governing body and tuition fees pay for all the running costs except teachers' salaries (which are paid by the State) — discriminates against children from financially disadvantaged families.

Mondeor High School headmaster Tom Price said although no parent had yet refused to sign the school's contract, some parents could not afford to pay the full fees.

If parents could not afford the fees he and the governing body would meet the parents, discuss their financial situation and reach a figure they could afford, Price said.

"If they can pay R10 a month,

then that is what they pay. If they are unemployed and can't afford a cent, then they don't pay and, with luck, when the parents find a job, they will see us right then."

Throughout the negotiations, the children would attend school.

"We do not discriminate against any children because of finances. We are responsible for the education of the children in our area," he added.

The headmaster of another Johannesburg school, who asked not to be named, said the school used the contract between parents and the governing body as a guideline to ensure parents stuck to the rules of attendance, uniform and indemnity.

"As far as fees go, they are always negotiable according to the ability of the parents to pay," he said.



Cash-strapped parents ditch Model C system

# Schools go non-racial

STAN 12/1/93

By Beverly Wilkinson

Some cash-strapped Jo-hannesburg schools have dropped their Model C status in favour of the non-racial Model D to ensure their survival.

The move has increased enrolment, reduced school fees by up to half and created jobs for teachers.

Schools under Model D, which was established in November 1991, are fully State-funded, open to pupils of all races in their areas.

To qualify for enrolment, parents must satisfy the education system and have a sufficient grasp of English.

According to Glen Stuart, spokesman for the Transvaal English Medium Parents' Association, some Model C schools — facing falling enrolment and subsequent financial Model D their only course of survival.

Northview High School and Barrato Park High School opened this year as the first Transvaal Model D high schools. On January 20,

Bramley Primary, faced with closure last year, reopened as a Model D school.

Two primary schools in Natal and one high school in the Free State opted for Model D last year.

As a Model C school last year, Northview experienced a 20 per cent increase in fees. The financial burden was therefore carried by fewer pupils and fees had to be put up.

Headmaster Rob McGeoch said 87 percent of parents had voted last year to apply for Model D status.

There were two main reasons for the change: rising student numbers and the fact that the school had to provide an education for all the children in the community," McGeoch said.

Northview's area stands to Alexander. The majority of the school's enrolment, however, Alan Porter said if the school had remained State-aided, fees for this year

would have been R2 300 a pupil. They were now R950.

Pupil numbers had swelled from 382 in 1992 to 850 last year and staff numbers had increased from 17 last year to 100 this year.

Porter and McGeoch said they did not see Model D as a deplorable, but as a challenge that could produce the future face of education.

the business sector, has changed to Model D.

Principal Laura Macris said school fees had gone from R150 a month per pupil last year to R120 this year.

She said enrolment had increased from 504 last year to 726 this year.

Transvaal Education Deputy chief spokesman Willie van Staden said every new application would be considered on merit.

Stuart said parents at Orange Grove Primary, which became a Model D school last year, were ecstatic at the change. Student numbers had swelled and several new teachers had been hired, so that on education problems as you cannot rectify the situation overnight, but it has to be a step in the right

• To Page 3

**Schools go non-racial**

From Page 1

But the State might have painted itself into a corner by introducing Model D.

If most schools eventually apply for Model D, a situation of most schools being Government-funded. There is that is not enough the Model C system was introduced.

Stuart said.

At the time the non-racial model was introduced, the Conservative Party said it would lead to racial conflict.

• Bramley Primary School will screen prospective pupils on January 14, 15 and 16.

Start 12/1/93 (51) 6

# The different models

**Model A:** State schools become private schools with a small State subsidy.

**Status Quo (Model Q):** Schools which maintained the old system of white Government-funded education. The money received from the State has to cover teachers' salaries and running costs of the school. Very few schools opted for this model and they make up nine of 600 Transvaal primary schools and two of 250 high schools.

**Model B:** State-funded schools where parents decide on admission policies. Government subsidy has to cover teachers and running costs.

**State-aided (Model C):** The State pays only the salaries of permanent teachers, leaving the schools'

governing bodies responsible for the running costs of the school. Fees thus pay for electricity, renovations, equipment, etc. They receive the same amount of money from the State as Status Quo schools. Schools set their own fees and enrolment requirements, but they have to keep a majority of white pupils. If schools want to offer "unusual" courses like French, they have to pay for the teachers to offer them.

**Model D:** Schools are completely State-funded and have no race restrictions on admissions. All present Model D schools are English medium and pupils have to have a fair grasp of the language and preference is given to children whose parents live in the vicinity of the school.

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# School apartheid hits <sup>(51)</sup> Eastern Cape families

ARTS 12/95

## PAT CANDIDO

The Argus Bureau

**PORT ELIZABETH.** — School apartheid is alive and thriving in Jeffreys Bay.

Five English-speaking pupils have been refused permission to be educated in their home language at the Jeffreys Bay Primary School because they are black.

Two of the children returned recently after spending two years at a school in the United States while their father was studying at Yale. They speak only English and have American accents.

The situation arose with the closure last year of the Jeffreys Bay Christian School, which catered for children of all races who were taught in English.

The Rev Hendrik Pillay of the Hankey Congregational Church said his children, Nathan, 10, and Gavin, 9, attended an English-medium school for a few months after their return from the United States and when he was called to the church at Hankey they went to the Christian school.

At the end of last year he was faced with the problem of where to send them.

When they were turned down by Jeffreys Bay Primary, he tried the Humansdorp parallel-medium school.

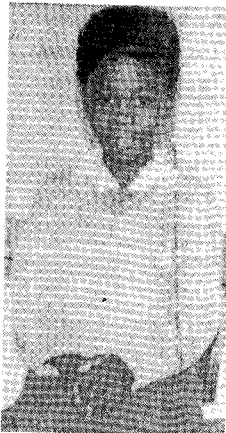
After the children wrote two sets of exams, he was told they could not be accepted because they lived outside the Humansdorp area.

Mr Pillay said the children could go to school in Port Elizabeth and stay with his mother. "But that means separating the family and they are so young," he said.

Pheliswa Mayekiso has also been refused entrance by Jeffreys Bay Primary, a parallel-medium model C school.

She has grown up in the home of pharmacist Mrs Kim Meyer, her mother Mrs Ruth Mayekiso's employer.

"They would not even interview her. One look at her surname on the entrance application was enough," Mrs Meyer said. She regarded Pheliswa, who was bright, good at games and popular with her classmates, as her daughter.



**BARRED:** Pheliswa Mayekiso, who meets all the requirements — except for her skin colour.

"She is too young to send to boarding school and we would hate to be separated from her."

She said Pheliswa fitted all the school's admission policies except that her skin was not white. She had been told by the principal he had no objection, but the decision was taken by the management committee.

In a letter refusing Pheliswa admission, principal Mr Goff Slabbert said: "Until our country has one education department and a new constitution, the managing body will not consider the admission of non-white pupils."

Governing body chairman Mr Renier Zietsman is on record as saying the controversial decision was made by parents who decided the school would stay closed to blacks.

Meanwhile, another Congregational Church minister, the Rev S Silwana, whose children are also affected, has taken up the matter with the Department of Education.

Meanwhile, the parents are desperately hoping for a miracle so that their children can stay with them.

"None of us can afford the cost of an expensive private school," said Mrs Meyer.

# Schooling an ever-growing burden

Start

**T**HE Model C school system in the Transvaal and its financial implications for parents, principals and management committees made headlines again this week.

With little more than a year having passed since the system was introduced, it appears as if further changes in the school system are in the offing. In the meantime parents, children, teachers and management committees have to face up to the increased financial burden of new system.

While many hoped that the system would quietly go away during the festive season, the financial ramifications seem to have increased considerably.

## Shrink

In some instances, schools decided to opt out, moving to the Model D system to reduce financial responsibilities.

Parents now have to face up to the increased financial burden of having children at school. This means additional school fees of up to R200 a month for each child.

For someone with three children at certain schools, this means an extra R7 200 a year, even if after-tax income, which in

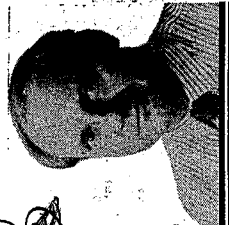
51



14/1/73

## MONEY MATTERS

**MAGNUS Heystek**



all likelihood will shrink in real terms this year.

Many parents simply cannot afford this extra expense in the current economic climate and will have to apply to their school boards for financial assistance.

Alternatively, they could turn to the Transport Education Department, which could grant bursaries of up to R600 a child per year, depending on the availability of funds.

However, it seems that some parents are trying to shift their financial responsibilities, pleading poverty even though around in the latest German market.

The bad news for them is that the schools are not taken in that easily. They say they will sue for fees unless parents can prove they are in dire financial

child's self-image.

Already, callers on Radio 702 are complaining that their children are being taunted by other children and even teachers for their parents' inability to pay school fees.

School authorities will have to radically alter their attitude towards the financial running of their institutions.

The new dispensation requires headmasters and headmistresses to become managing directors—a task for which very few have been trained.

The principal in charge of a Model C school is now expected to take responsibility for:

- Preparation of budgets.
- Monitoring and purchase of books, equipment and other assets and liabilities.
- Monitoring stocks.
- Employing non-subsidised staff and attending to payroll functions.
- Researching the preparation and maintenance of accounting functions.
- Reporting to management committees on these matters.

Controlling school cash-flow and acting as auditor, instituting checks, balances and controls. Are principals equipped to do this?

No, says Alan Mense, chairman, director of

Schools Financial Management, a company formed last year to offer schools total financial management.

This, he says, frees principals and staff to pursue their traditional academic functions.

Schools will also have to take a serious look at generating additional income to keep fees down.

This can be done by:

- Accepting advertising in school newspapers and on school grounds. An example is the huge advertising billboards on the rugby fields of Helmekaar in Jan Smuts Avenue and at John Orr Tech in Empire Road. In many instances, schools are situated next to busy highways.

## Sponsorship

● Seeking sponsorship of sporting and cultural events. What's wrong with calling the traditional rugby match between KES and Jeppe the Toyota Challenge, or something similar?

● Renting out school facilities such as tennis courts, swimming pools, soccer fields and school halls.

Tax relief is granted for many things, so why not for something as important as education?

# It's like the Mafia, says mother

By Bronwyn Wilkinson

(51)

The mother of two primary school children was horrified last week to receive a letter from their school's governing body which she described as proof of the school's "strong-arm Mafia-style" tactics to get money out of parents.

The woman said the school had withheld last year's reports for children whose parents had not paid fees in full.

Minister of Education and Culture Piet Marais said earlier this month that schools may not discriminate against any child whose parents refused to sign a contract with the governing body or could not pay their fees.

And some schools have taken a sympathetic attitude, expect-

ing parents to pay what they can afford. The negotiations continue without the child being aware of them, and the child continues attending classes.

The letter parents received from the governing body of the primary school in the north-western suburbs of Johannesburg said the governing body had implemented agreements between itself and parents "with a genuine desire to do the right thing for our parent body".

It thanked the 75 percent of parents who had returned the agreements unaltered and on time. It would not force the issue with those who had not, but warned them to pay the fees on time as anyone who failed to do so would be prosecuted.

"Due to the costs involved in

STW 18/1/93.  
prosecution this will necessitate advising all parents of each case before prosecution is to be proceeded with," the letter warned. The governing body would do this by sending a letter or circular to all parents at the school.

The mother said if this threat were carried out, the names of the prosecuted parents would be splashed all over the school and their children would suffer.

She said fees at the school were R900 a year, to be paid in full or in two instalments.

"But then after-care at the school is another R250, and we have to pay for books, uniforms and all the other extras." She estimated the school was costing a total of R6 000 a year per child. "I can't afford that and I know most parents can't."

# Appeal to the community for donations



Sowetan

19/1/93

By Joe Mditshela

## ■ AT STAKE Survival of Ikemeng

### Remedial Education Centre:

**A**LTHOUGH companies and individuals have already made cash contributions, the survival of Ikemeng Remedial Education Centre will depend on the donations made by the community.

By the time you read this article, the hat will be out begging for at least R500 000 which will make the construction of new premises in Meredale, south of Johannesburg, possible.

The acquisition of funds will make it possible for children with learning disabilities to get attention.

The minimum donation the centre is asking from the community is R1 a person.

Education officer of the centre Mrs Carol Tshoaeadi this week made an appeal to the community to donate generously to the project.

To make sure that every parent has a say about the wellbeing of their children, the centre has called a meeting on January 22.

"During this meeting we expect parents to bombard us with ideas on how to raise funds," said Tshoaeadi.

#### 'Dig deeper'

She urged the corporate world to "dig deeper into their pockets" for donations.

"We are not asking for too much from the community of Soweto and other adjacent areas. What we are asking for is small if one considers that the donations will go a long way in enriching our community as a result of the knowledge and skills their children will acquire.

"We alone know what is good for our society, and can therefore pull ourselves up by our own bootstraps to achieve what we have to achieve," she said.

She is asking businessmen to contribute at least R100 each.

#### Extra cash

"We cannot dictate to the business world how they should spend their money but we think contributing to this project will alleviate the plight of children with learning disabilities," said Tshoaeadi.

The extra cash would ensure that language laboratories, audio-perception equipment and other facilities to help overcome deficits experienced by children are installed.

"I am confident the black community will help us raise the required R500 000 to build a centre to benefit children with learning deficits," she said.

Tshoaeadi said the centre would house 125 pupils but did not know what to do with a waiting list of 103 children who have acute learning disabilities.

"By having our centre we hope to phase out the waiting list," she said.

"The more we have a backlog of children on the waiting list, the higher the level of illiteracy will increase among the black community.

### Factfile

**Name of School:** Ikemeng Remedial Education Centre.

**Established:** 1984

**Population:** 125 pupils.

**Waiting list:** 103 pupils.

**Who goes to this centre?** Children with learning disabilities.

**Situated at:** Orlando East.

**Education officer:** Carol Tshoaeadi.

The school requires R500 000 to establish its own centre.

“We are not asking for too much from the community of Soweto and other adjacent areas.

What we are asking for is small if one considers that the donations will go a long way in enriching our community as a result of the knowledge and skills their children will acquire.

We alone know what is good for our society, and can therefore pull ourselves up by our own bootstraps to achieve what we have to achieve”

"The aim of the new project is to help alleviate the problem of illiteracy," Tshoaeadi said.

The Ikemeng Remedial Education Centre was adopted by Sowetan in 1989.

It moved from Youth Alive Ministries in Dube to the Baptist Church in Orlando East in 1991.

"We have outgrown the premises we are renting at the Baptist Church. Besides, we need to have our own premises if the centre is to grow to its full potential."

Tshoaeadi said donations they had received from various sources had dried up.

This was due to the fact that a big portion of the budget went on salaries.

The Department of Training and Education did not subsidise their wage bill, she said.

A big slice of their income went to running costs, the payment of teachers' salaries and other costs.

"We believe that once we acquire our own premises we will be more efficient with the resources we have, and will generate funds from the projects which we hope to run," she said.

Among the fund-raising projects the school hopes to stage are the mini-Olympic school games.

"We will be asking sporting organisations to participate in our mini-Olympic games to cater for various sporting codes.

"We are hoping the project will enable us to raise substantial funds to make the centre realise some of the objectives we have set to achieve," she said.

The date for the games will be made known in due course, she said.

“We will be asking sporting organisations to participate in our mini-Olympic games to cater for various sporting codes.

We are hoping the project will enable us to raise substantial funds to make the centre realise some of the objectives we have set out to achieve”

## 'Black teachers for schools'

THE Azanian Students Movement yesterday announced a campaign to have white teachers replaced by black teachers at black schools. (S)

Azasm president Mr Nelvis Qekema said in Johannesburg the organisation believed that because of their common cultural background black teachers understood the problems of black children much better than their white counterparts who "will come and impose an alien culture". (S) (S)

He said Azasm would consult other black student organisations and pupils to try to ensure wide support for its campaign.

sovetu 20/1/93



# In the new SA, old history could be bunk

Star 20/1/93.

The syllabus in schools is bound to be revised, perhaps traumatically for some. PETER WELLMAN spoke to academicians.

If South African schools are going to be integrated one day, which seems likely, what sort of history will children be taught?

Academicians and teachers are already debating, and differing about future history teaching. This seems to be a healthy process which will re-chart the school textbook road from Van Riebeeck, for instance to the present.

There will also be more attention to Africa, and a more enlightened view of world history.

The exam system will have to change as well, becoming flexible enough to allow marks for a well-argued position, even where it differs from the strictly "correct" answer demanded down the years.

The debate goes as deep as what is history itself. What should be the content of the syllabus, and how should it be taught? Is it best to concentrate on themes, or chronological narrative? How much should be laid down (the core syllabus), how much should be open to challenge and interpretation? What about developing critical



and analytical skills ahead of an ability to absorb facts?

Once again, whichever way it goes, parents are going to have to learn with their children, or face challenges to their authority.

Imagine a white, right-wing parent being told how much the voortrekkers had depended for their very survival on the generosity of the blacks with whom they came into contact. However one positive sign so far

from the present debate is that conservative and radical historians agree on the need for openness and discussion, and not a history tailored to suit political ends.

This means getting apartheid practices out of education. But not necessarily out of history, and here there is disagreement, with some academicians maintaining that because apartheid is dead (which is not yet true), it needs no more than a passing reference in any future

syllabus. In part, the debate is a recognition that the rigidity of the past is being broken down by broad-minded (not revolutionary) schools and teachers.

With schools holding internal exams leading up to matriculation, which is done by the various racial education departments, some schools have for years gone out of their way to go beyond apartheid education, using a range of reference books not even mentioned in the syllabus.

Part of this has happened naturally as blacks have been accepted into white schools.

But then the teachers have had to tell the children that, for exam purposes, they should forget what they have learned outside the syllabus.

That has often been traumatic for both teachers and pupils, but I understand there has been a loosening-up of examiners' attitudes recently. And school inspectors have sometimes positively encouraged a broader understanding of history being taught.

However, these small but important developments have not filtered through everywhere.

When The Star asked the Department of Education and Culture (House of Assembly) about changes in the history syllabus, it responded as follows: "National core syllabuses for all subjects are laid down in

general education policy by the Minister of National Education. "In effect, this means the general content of the syllabus for any subject, at any level, is the same for all pupils. Irrespective of the department in whose schools they receive instruction.

"There are not different core syllabuses for different population groups, although certain facets of the specific content may differ slightly.

The statement did not mention that history in white schools ends in 1970 — but in black schools it ends in 1948, the year the Nationalists came to power, and apartheid really got going.

The statement also said the history syllabus for Model D (integrated) schools was not materially different from other State schools.

Debate over the syllabus aside, history academicians and teachers are deeply concerned about what they describe as a submerge of history that is taking place, certainly under the (white) Transvaal Education Department.

The Johannesburg College of Education's history department has been whittled down from 11 staff members about three years ago to only two. And next year trainee teachers will take geography and history as a combined subject. □

# Political activists take over at primaries

Staff Reporter

(51) ARG 20/11/93

TWO new Department of Education and Training schools in the Peninsula have been taken over by activists.

Chaos reigns at Luleka Primary, in Harare, and Khayelitsha and Zinyoka Primary, in Browns Farm, which were built by the DET last year.

At Luleka, registration of pupils was stopped because of squabbles among activists.

At Zinyoka, two factions each appointed a principal and unqualified teachers.

There are also allegations of gross abuse of power, intimidation and favouritism in the selection of teachers by the activists, who claim to represent residents.

Several women teachers who recently qualified at Good Hope College alleged they were asked to join the ANC-aligned South African Democratic Teachers Union (Sadtu) before the activists would consider them for teaching posts.

Other prospective teachers said when they went to the DET offices to apply for posts they were told to apply at the

two schools, where they were interviewed by unruly elements who were abusive.

In some cases they were asked for bribes, they alleged.

Each school has classes from sub A to standard five, 24 classrooms and 22 teaching posts.

A DET area manager, who described the situation as "a normal pattern since 1990", said the whole thing was a scramble for "power and recognition".

"At this time of the year we put all our other jobs aside and concentrate on crisis management. The situation is becoming more hopeless by the day," he said.

On the appointment of teachers, he said: "Previously, applications were sent to our offices and we made selections.

"Because of the hundreds of applications from previous years, we used to give preference to those who had been unemployed.

"But today some even submit their applications to activists who just give us the names of teachers they want, even if they have just qualified.

"The applicants themselves are apparently aware of the awesome powers the activists hold."

He said the DET was aware of allegations of bribery and favouritism.

"But there doesn't seem to be an immediate solution in sight."

The crisis at Luleka began last week when a regional executive member of the South African National Civic Organisation (Sanco), with whom the DET had consulted, clashed with activist Harare branch members, who accused him of "interfering".

The activists rejected teachers appointed by the DET and ordered the suspension of pupil registration.

A meeting, to which the Sanco executive member was invited to "explain himself", was held on Saturday.

DET area manager Mr Archibald Ndamase had a long discussion with the activists but left before the meeting began.

It could not be established what was discussed.

About 400 people, including children, attended the meeting, which was addressed by Sanco branch executive members, the ANC, the SACP and Sanco's media officer Mr Power Malgas.

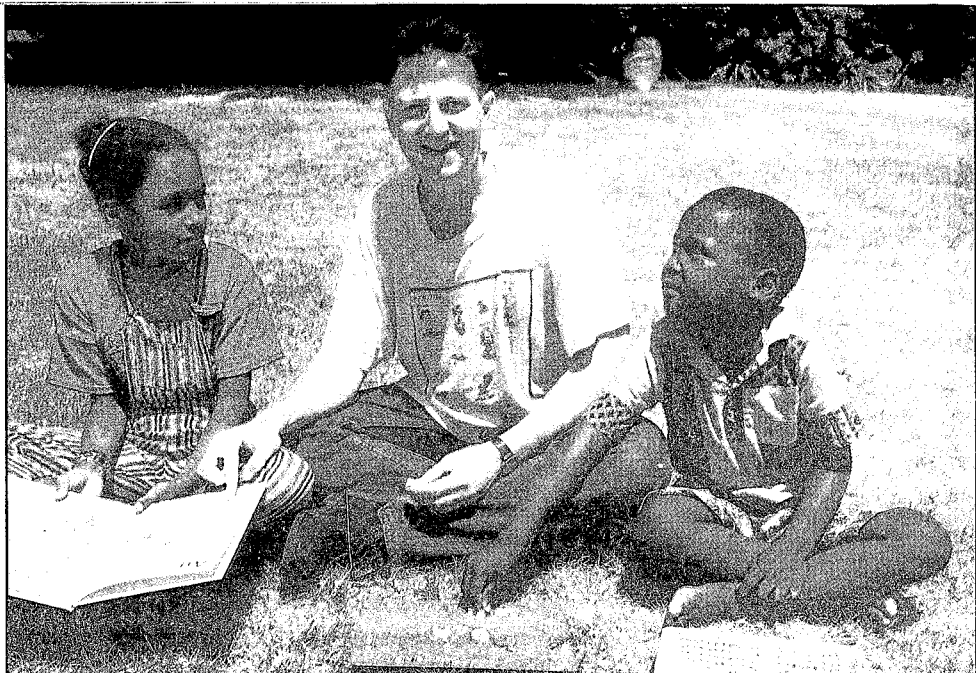
The gathering, characterised by slogans such as "Viva AK 47" and "Viva Umkhonto weSizwe", was told that Mr Ndamase had undertaken to ensure teachers appointed at Luleka by the DET would be withdrawn.

Parents were told to take their children to school for registration on Monday because "differences" had been resolved.

Mr Malgas said the appointment of teachers would be addressed later this week.

"The Boers make out as if it's a favour to educate our children... It's through our efforts of struggle that these schools are here today and we should have a say in them. That's why we want teachers who are going to teach here to listen to us," Mr Malgas said.

"We want education that will produce leaders and not puppets who will take instructions from the baas."



Crossing the divide . . . pupils Sylvia de Sousa (10) and Gavin Qodashe (5) with their teacher Trevor Waller at the Foundation Bridging School in Melville, Johannesburg. The school will take a total of 250 pupils who will each pay R3 000 a year in tuition fees.

Picture: Jacob Rylkliff

## Afrikaans school becomes bridge for blacks

Staff Reporter

(51)

formed a trust.

"We felt there was a need for a bridging school for the lower-income group people.

"We will prepare pupils from Department of Education and Training schools for the required entry examinations to enrol at quality open (white) or private schools," said one of the trustees, Trevor Waller.

The school will take a total of 250 pupils who will each pay

R3 000 a year in tuition fees. Waller said those who could not afford to pay the fees in a lump sum could pay R300 a month.

The founders will administer the school and also teach.

He said the school had admitted some children of domestic workers from neighbouring suburbs.

"These children are sponsored by their parents' employers. We cannot sponsor any chil-

dren at the moment. But we are looking for funding so that we can give bursaries to domestic workers' children," said Waller.

Waller said theirs was only a bridging school and would not keep pupils for longer than two years.

He said most pupils needed two years of bridging education, but the school would try to do the job in one year. The school will cover Grade 1 to Standard 5.

An Afrikaans school in Melville, Johannesburg, which was closed in June last year when pupil numbers fell, will reopen as a bridging school for black pupils on Tuesday.

The Foundation Bridging School was established by a group of Johannesburg teachers who were concerned about the plight of black pupils and

STAR 22/11/93

# Back to school blues for parents

SOUTH 23/1 - 27/1/93.

**P**ARENTS sending their children to the mixed race Model C schools this year have been hard hit by high school fees and the cost of school uniforms and other accessories.

Expensive uniforms and the insistence by some schools that parents provide all equipment for classroom work has set some parents back by up to R800.

Unlike black schools where uniforms are largely standardised and available at retailers, most Model C schools require that parents buy uniforms and equipment at specialist school and sports stores.

Parents surveyed by SOUTH said although they were not opposed to their children wearing uniforms, they questioned why they could not be standardised so that they could be purchased at a cheaper price at retailers rather than at specialised shops which held a monopoly over certain uniforms.

Major expenses for parents whose children are attending Model C schools are the school blazers and gym slips for girls.

At most Department of Education and Culture Schools in the House of Representatives and schools of the Department of Education and Training, uniforms consisted largely of grey shorts and white shirts for boys and plain navy blue or black gym slips for girls.

These were available at most retail stores at competitive prices.

"It's ridiculous that parents are held to ransom by shops' which have a monopoly over the school's colours," said an Athlone parent who had spent R94 on her son's blazer at a specialist school shop.

The holiday headaches are over, now its the high cost of schooling parents worry about,

**Rehana Rossouw**

reports:

"I am also very upset that we are required to buy the equipment the children need in the classroom. The government should supply these things free of charge."

Another parent said she was expecting to spend more every year on her child's uniform.

"These uniforms are only going to last for one year anyway and most of the prices rise per size.

"I will be raising this issue at the first school meeting this year."

With education in crisis, African and coloured schools are also increasingly having to solicit funds from parents.

A mother with a child at a primary school in Khayelitsha where parents are required to pay school fees and buy books said she was even instructed to send a tin of floor polish to school to help maintain the building.

**SOUTH took a list of requirements from a Model C school where the fees are R880 a month and compared it to the requirements of a school administered by the House of Representatives:**

Model C:		House of Representatives:
School blazer	R86	not applicable in most schools
Shirts & shorts (boys)	R134	R134
Gym tunic (girls)	R172	R74
School colour panties	R28	not applicable
Socks	R22	R22
Shoes	R38	R38
White shorts & T-shirt	R22	R22
Swimwear	R16	not applicable
Sportsbag	R36	not applicable
Badge and tie	R41	R9
School boater	R45	not applicable
Crayons	R16	supplied by department
Art supplies	R22	supplied by department
Chairbag	R7	supplied by department
Colouring book	R6	supplied by department
Pritt	R4	supplied by department
Scissors	R8	supplied by department
Ruler, pencils, eraser	R6	supplied by department
School calculator	R30	not applicable
School bag	R28	R28
<b>Total</b>	<b>767</b>	<b>327</b>

# Here learning to cope

## is pupils' first lesson

SOUTH 23 | -2 | 11 | 93

By Sabata Nceai



OVERCROWDED. Short of books and desks. Short of teachers. Dilapidated buildings. That's Gugulethu ID Mkhize High School.

The shabby-looking building, administered by the Department of Education and Training (DET), looks more like an abandoned block of flats than a school.

Unlike white schools, where neatly trimmed lawns, plants and flower beds add life to the well-maintained buildings, ID Mkhize has only wild-growing, sun-scorched grass.

The grass behind the classrooms has not been cut because "the DET" has not provided a lawnmower, principal Mr Bonisile Ciko said.

In a school as impoverished as ID Mkhize, no-one could reasonably expect good learning, good teaching or good results.

The student-teacher ratio is appalling. Last year there were more than 4 000 students with only 33 teachers. This means that each teacher had to deal with over 100 students per class. This year teachers will be in a similar predicament. Students, teachers and parents have voiced their concern and solu-

tions to improve the poor state of education at the school.

Ciko said the most urgent problem was a lack of classrooms.

He said circumstances forced the school to admit more students than the number it was built for.

"According to the DET, we should admit at least 40 students to a classroom, but since the students are turned away from other schools, we feel obliged to exceed the limit."

He said last year the school had to accommodate up to 1 000 students in a classroom.

"When I exceed the limit, I have to go around to other schools asking for extra desks to assist the students."

SOUTH visited one of the many classrooms which was overcrowded with desks and students.

The arrangement of desks starts from the back of each classroom and ends just in front of the blackboard. In some classrooms teachers do not have tables because they cannot fit into the room.

Ciko criticised the poor planning of the education system. He said schools have to accommodate students from the squatter areas because the government has failed



**HARD LESSON: Pupils at the ID Mkhize High School in Gugulethu**

to build schools there.

Ciko said the school was not admitting new matric students this year because the fate of last year's matric students was uncertain.

He said the DET had refused to hand over last year's Biology results because it claimed there had been irregularities at the school during the exams.

Ciko, who said he was not aware of any irregularities, said only 24

percent of the students had passed the remaining five subjects.

He said the school would admit the Standard 10 failures pending the Biology results.

Ciko called on the DET to provide more schools and more teachers, and to deliver books and stationery.

Teacher Mr Knowledge Siweza said the overcrowding had resulted in a "lack of individual attention

which led to the high failure rate".

Physical Science teacher Mr Andile Jonas, said the school has one laboratory for both Physical Science and Biology.

Matric student Fezile Calama said he was disillusioned with the DET. "After providing us with books towards the end of the year, now it's withholding our results."

The DET was unavailable for comment on Wednesday.

# Parents say No in school referendum Racists shun little girls

(51) APR 23/1983

■ Parents at Jeffreys Bay have voted to keep the primary school white, denying a local education to four young black children whose school closed last year.

**PAT CANDIDO**  
Weekend Argus Reporter

**PORT ELIZABETH.** — Racism is causing heartbreak for some parents and children in the Eastern Cape platteland.

Two little black girls have been refused permission to attend the parallel-medium school in Jeffreys Bay and have nowhere else to go after their school, which admitted all races, closed last year.

A small group of rightwing parents effectively blocked their acceptance when a special referendum was held to decide the issue.

And in the drought-stricken town of Steytlerville seven white children have been sent away to boarding school in protest against children of other races attending the local school.

The school was almost closed after the children were taken away because so few pupils were left.

This week Pheliswa Mayekiso and her friend, Gaelyn Stilwane, both eight, were finally told they were not welcome at the Jeffreys Bay Primary School after a referendum among parents. With 45,1 percent of parents voting in favour in a school where only one third are English-speaking and 54,3 percent voting against it, shows a majority of 30 votes.

The principal, Mr Geoff Slabbert, has refused to comment, while the chairman of the parents' committee, Mr René Zietsman, who said on a previous occasion that as far as he was concerned the school would stay closed, would not comment. Mr Zietsman was said to be out of a town.

But a statement from the school's management committee blames the media for the decision, saying it was forced by media pressure to hold the referendum. The situation would be reassessed next year.

The Rev Graham Stilwane, minister of the United Congregational Church in Jeffreys Bay and father of Gaelyn, said he was devastated by the decision.

He had already sent one son to Muir College but felt his daughter was too young to go to boarding school.

"I just do not know what to do. I know the anguish of apartheid and never expected my daughter to have to go through it in this era. At the moment all I can think of is getting out of here and going to live somewhere else but then my congregations will be without a minister."

He said he planned to make another approach to Stilton Primary School in Humansdorp which was an open school but had refused to accept Gaelyn because she lived outside its area.

The Rev Hendrik Pillay of the Hankey Congregational Church has been forced to send his children to school in Port Elizabeth, where they stay with an aunt and return home at weekends.

"But they are so young to be away from us," said Mr Pillay, whose sons were at school in the United States while he was studying at Yale University.

The Rev Dave Webster, of the Wavecrest Christian Fellowship and minister to the Meyer family, said the referendum had been democratically held and the result had to be accepted.

In Steytlerville the principal of the Carel du Toit Primary School, Mr Leonard Sangerhaus, said the withdrawal of the seven children made the school a borderline case.

Parents had known since last year the school would be Model B from this year. Before the term started the situation was critical with farmers and their children being driven from the area because of drought. He said today the school now had the minimum of 94 children. He accused parents of staging the incident, removing their children on the second day when they knew this would place the school in danger.

The children, he said, were happy with the multiracial situation but the parents were not. He vowed to keep the school open as a Model B school.

Meanwhile, in Aberdeen, parents of 1500 coloured and black children are protesting over the white high school, which closed last year and is now empty while they, hard-pressed for cash because of the drought and economic situation, have to send their children to boarding schools.

Mr Stilwane summed it up: "The tragedy is that by the end of the year it is all going to change anyway and there has been all this heartbreak for nothing."

# Khuma teachers march

CP Press  
24/1/93  
By DAN DHLAMINI

"MORE schools!" That was the demand of at least 162 teachers from Khuma near Stilfontein this week as they marched on the Department of Education and Training's western Transvaal regional office.

According to teacher spokesman Othuisitse Gwai, who is the chairman of Sadtu's Khuma branch, the march was the teachers' last resort as the area manager had failed to respond to numerous letters.

The march was staged by off-duty teachers only.

Gwai told City Press that there was a great shortage of schools in Khuma and that thousands of children had been turned away. There were five buildings to accommodate seven primary and three secondary schools, which were forced to use the platoon system. (S) (S)

The teachers demanded extra schools, 50 additional teachers, furniture, stationery, a recreational centre and direct communication between Sadtu and the area office.

DET Klerksdorp area manager David Bosman confirmed that some schools were without buildings. (S) (S)

He however denied that there was correspondence he had not answered.

FOR JUST  
R10  
SEE PAGE  
14

# Pupils 'forced out' of Langa primary school classroom

JOHN VILJOEN

Education Reporter

ANG 21/10/85

A LANGA school accommodation crisis has led to standard 9 pupils forcing primary school children out of their classrooms, inciting anger among parents and renewed criticism of black education authorities.

Standard 9 pupils of Kulani Secondary School yesterday occupied three classrooms on premises shared with Mokone Primary.

Mokone parents claimed the Standard 9s used force, an allegation denied by Kulani principal Mr Mathemba Nduna, who said the occupation took place during a break when the classrooms were empty.

The dispute over classroom space would continue until the Department of Education and Training attended to it, he said.

Conflict arose at the beginning of the term when Kulani enrolled its first class of Standard 9s.

Last year's Standard 9s were transferred to Langa High, but complained of disturbances there.

This year's class resisted transfer and Western Cape DET officials gave the go-ahead for Kulani to have its own Standard 9 class.

But Mokone was not informed of the decision, Mr Nduna said. He blamed the conflict on lack of communication by DET officials.



# Parents resist 'invaders'

5  
#12/29/1983

**EDWARD MOLOINYANE, Staff Reporter**

THE dispute over the occupation of classrooms at a Langa primary school by secondary school pupils took a dramatic turn today when parents locked them out.

Kulani Secondary pupils, who have been using spare classrooms at Mokone Primary since 1990, found parents and pupils waiting for them at the gates with placards about 8am.

The parents locked the gates and told the more than 700 Kulani pupils and teachers to leave.

According to a parent, the Kulani group — which evicted Mokone Sub B pupils from three classrooms earlier this week — offered no resistance and left peacefully.

Mokone principal Ms Lulama Mantsha said the decision to order the Kulani pupils to leave was taken at a parents' meeting last night.

She said the meeting, attended by about 200 parents, who also signed a petition demanding the removal of Kulani pupils because it was felt they were "going too far", was a sequel to a clash between the two schools at the Department of Education and Training offices on the Foreshore earlier in the day.

"The DET called us to a meeting which we understood would be attended by the other party.

"But when our delegation arrived, the Kulani people did not want to meet us.

"We spoke separately to officials who said Mokone parents should decide what to do," she said.

The trouble started at the beginning of the term when the DET allowed Kulane, which had classes to standard 8, to have a standard 9 class, but no provision was made for more classrooms, said Kulane principal Mr M Nduna.

The DET could not be reached for comment.

# School U-turn on admission of black pupils

(51) AUG 29 11 08

**PAT CANDIDO, The Argus Bureau**

**PORT ELIZABETH.** — Jeffreys Bay Primary School has done an about-face and decided to admit black children who pass an entrance exam.

The decision, taken after a row that caused ill-feeling and bitterness in the conservative seaside resort, came after the Eastern Province Cricket Board said the school would not be able to play competitively if it did not meet its requirements.

School management committee chairman Mr Renier Zietsman said the school had decided to consider applications from black children immediately.

The committee had been forced into the decision because of the attitude of sport unions, media coverage, the new education system and the safety of pupils, he said.

Sports bodies and the media were to blame for the deep divisions that had riven in the community, said Mr Zietsman.

The committee regretted the cricket board's decision to expel the school from competitions without any special hearing.

The decision to allow children of other races to attend would have been re-negotiated next year, he said.

Although a referendum had shown that only a few parents objected to opening up the school, the process had been democratic and had to be respected.

He said he felt that the matter had to be handled with great circumspection and tact.

But with the change in education policy it appeared Model C schools would have a limited say in the future.

The Rev Graham Stilwane said he was delighted by the change of heart and would make immediate arrangements to enrol his eight-year-old daughter.

He deeply regretted any unhappiness or divisions the incident had caused.

Although residents were reluctant to talk about the issue today, it was clear opinions varied sharply.

"Let us just say that some people are very bitter," said a woman who asked not to be identified.

# Paradise is falling down

W/Mail 29/11 - 4/2/93

By ARTHUR GOLDSTUCK

IT'S called Paradise Bend. But, for several hundred children at this farm school, heaven on earth has been postponed by the Johannesburg City Council.

Amid the fertile, undulating valleys of the green belt north of Johannesburg, six-year-olds are taught in a prefabricated tin shack with barely a window intact and the walls pockmarked with holes. The school is administered from a cramped office that doubles and redoubles as staffroom, library, archive and kitchen. The toilets are broken and leaking. Children from different standards are taught together in single classrooms.

In short, it is little different from most farm schools in South Africa. If anything, it is somewhat better: some of the school buildings are at least neat and intact, a rough soccer field lies alongside the buildings, and the school has the "luxury" of six teachers for 236 pupils ranging from Sub A to Standard Six.

Continued on PAGE 3

## And they call this Paradise?

The voices of singing children float out the windows, breaking through the early morning chill that envelops the grounds. It is almost idyllic... until a closer inspection reveals the cracks, and the fact that this is no ordinary farm school erected with limited resources by a lone farmer or poverty-stricken community.

It is owned and run by the richest municipal body in Africa: the Johannesburg City Council.

The school stands on the council's Northern Farm complex, originally part of the sewage farm which processed the city's waste water. Now the sewage business is ancillary to a bustling entity involved in commercial production of crops and beef. The farm is also the site of an innovative genetic project that has resulted in a unique strain of cattle called the Bovelder.

But the innovation ends at the gates to the school, which was originally erected to educate the children of city council employees on the farms. Today, the major proportion of the children enrolled come from the surrounding areas, many walking from places like Zevenfontein, Lanseria and Honeydew.

While the present Democrat-controlled city council has no technical responsibility for most of these children, it has spent the three years since taking over the council attempting to convince the broad community of its progressive credentials.

At Paradise Bend, the community has given up on the city council.

"Each year they tell us new stories," says acting headmaster Winston Lerumo. "They were supposed to build two extra classrooms so that we could separate the combined classes, and they promised to build a staffroom. They provide nothing but the existing buildings — which leak when it rains — and someone who comes to cut the grass."

It's not just the roof that lets in the water. The main school building has been built with the entrance to the first classroom, housing Sub B pupils, at the bottom of a slope. When it rains, the classroom is flooded.

"They've promised to erect new buildings since 1989. Every year they promise it again," says the soft-spoken Lerumo. He does not want a fuss around his school, but he is not willing to be silent when asked about teaching conditions.

"The poor facilities are doing a lot of damage," he says. "We can't even administer the school properly. Personal files have to be left on a table within anyone's reach, there is no place where we can hold meetings and teachers have to handle children from two standards in the same session. This affects the morale of the teachers and frustrates the children."

Ironically, every city council official *The Weekly Mail* was able to contact expressed their commitment to upgrading the school. Farm manager Howard Shone said he was not allowed to talk to reporters but commented that, if they had to, the farm would go it alone with funds generated by the school itself.

Roger Wood, the council water and waste directorate's deputy direc-

tor in charge of farming operations, expressed similar sentiments: "For the past two years, in our estimates, we've put in for funds to build new toilets, classrooms, a hall, a library, an office and a storeroom. It's all supposed to be part of one vote on the farm, but it all gets taken out of the estimate."

Wood explained that the city council was strapped for cash, and in these tough economic times had to remove non-essentials from its budget. "But I'm absolutely committed to the school. I'll build those classrooms myself if I have to," he added.

The Department of Education and Training, which is ultimately responsible for teaching at the school, does provide a small improvements subsidy: R5 000 this year. But the school decided it would have to accumulate such funds until it has enough money to erect new facilities.

Meanwhile, it is dependent on charity. The prefabricated tin shack was acquired in 1987, when Lerumo spotted it at the elite Woodmead private school, which has a close relationship with Paradise Bend. Until then, the Sub A and B pupils had also shared a classroom.

The Woodmead connection extends to bursaries offered to promising pupils. This year, two Paradise Bend "graduates" have been admitted to Woodmead.

King David Sandton donated the school's stove, along with pots and pans, after a fundraising drive. It was only then that the city council installed electricity in the school.

"And this is Paradise," quips Lerumo, sweeping his arm across the vista of promises deferred.

## These are the key proposals of the Education Renewal Strategy document.

SOUTH 30/1-3/2/93

- Race should not feature in a future education system and educational opportunities must be just.
- Compulsory education for at least nine years should be financed by about 95 percent by the state and could be in place within 10 years.
- Regional authorities will have the power and decision-making autonomy in a central education system, which could promote national unity but at the same time allow for differences in religion, language and culture in education.
- A "dramatic extension" of the role of distance education for teachers and senior secondary schools is also envisaged, as well as a structured system of vocational education and training.
- Community involvement is essential to ensure an acceptance of the new education system.
- The needs of children affected by political disturbances in schools could be met by establishing community colleges. These could also offer basic education for adults.
- Greater cost-effectiveness should be maintained when building classrooms and other school buildings without compromising standards.
- Affordable education should be founded on a pupil-teacher ratio of 35:1 (primary school) and 32:1 (secondary school).
- In view of the high cost to the state, only students who had a realistic chance of successfully completing their studies should be admitted to universities or technikons.
- The demand for student places at universities and technikons meant that a fresh look had to be taken at admission requirements. Study programmes should be more closely matched to manpower needs.

# School for children of shack dwellers opens

ARG 21/1/93

(51)



**EDWARD MOLOINYANE**  
Staff Reporter

A SCHOOL for shack dwellers' children, one of several being provided for squatter communities in the Peninsula this year, has opened in Kraaifontein.

Eflakeni Primary, in Wallacedene, home to about 5 000 people on 1 100 serviced sites, will have classes from sub A to standard 5.

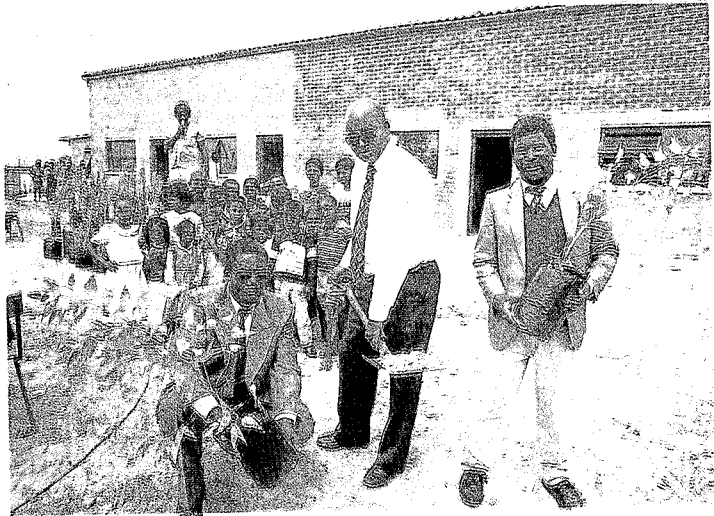
Dignitaries at the opening ceremony, attended by about 300 residents, included Mr Fanie Naude, of the Cape Provincial Administration, Mr Wallace Mgoqi, of the Legal Resources Centre, and Mr Archibald Ndamase, of the Department of Education and Training.

Mr Naude said Eflakeni was a temporary school because the DET could not afford a permanent one for three or four years.

The school for more than 500 pupils is a renovated farm shed divided into four rooms and the DET is to provide two pre-fabricated classrooms.

Mr Naude said the project was being funded by Power Construction and the community, with the CPA and the DET acting as facilitators.

"Eflakeni is still not large enough to cope with the number of children requiring education. The Independent Development Trust has been approached by the community for additional funding to upgrade the school with electricity, fencing and additional toilets," Mr Naude said.



Picture: OBED ZILWA, The Argus.

**SQUATTER SCHOOL:** Principal Mr Bram Mhlom, left, Mr Archibald Ndamase of the DET and community representative Mr Babazele Bunga at the opening of Eflakeni Primary School in Wallacedene, Kraaifontein.

Mr Bram Mhlom, a former teacher at Simon Hebe High School, in Mbekweni, has been appointed principal.

Mr Mhlom, a regional ANC executive member, said that although initial arrangements with the DET had been for classes from sub A to standard 2, with six teachers and 300 pupils, residents had asked for the school to be extended to

standard 5 because of a great demand for education.

"The community has employed an additional eight teachers who will be paid from community contributions. Negotiations are continuing to have this responsibility transferred to the DET," he said.

● Registration at township schools got off to a slow start, with principals saying a "clear

picture" would emerge by Monday.

But Mr Joel Magwaca, of Langa High, said scores of pupils from rural areas wanting to register without school reports were being turned away.

A teacher at ID Mkhize High, in Guguletu, said the school was dealing with standard 6 pupils only and 220 new pupils had been registered.

# Pre-school squatter projects inject hope

By Paula Fray

The impish squeals of children playing in a community-created pre-school are a hopeful sound in the otherwise bleak, poverty-stricken Free State squatter settlement of Tholanel.

Tholanel mushroomed alongside the farming town of Viljoenskroon during the country-wide exodus of labourers from drought-stricken farms last year.

"The drought has been devastating," says educationist Jane Evans. "A lot of people in the squatter camps are from the farms ... unemployment is high."

Tholanel squatter community has virtually no money or facilities.

They are largely reliant on Operation Hunger, the local churches and the Government's drought relief programme.

According to Operation Hunger deputy director Mpho Mashinini, South Africa faces disaster unless something is done about starvation levels.

The group already feeds 2,2 million people, with a further 750 000 waiting for help. Field workers also report widespread crop failure caused by the drought, meaning more people will become dependent on food assistance to survive. Although some areas had early rains, the subsequent heat has withered many crops.

There are already 1 200 homes in Tholanel.

Nearby, is the Ntataise project; it has trained almost 2 000 rural women to run stimulating pre-schools on about 300 farms since 1981. Ntataise, meaning "to lead a young child by the hand", was the first project aimed at farm children.

Evans, Ntataise executive director, estimates about 20 000 rural children now receive early stimulation through the

project

This is reflected in the improved social and emotional skills displayed by the children.

"There are a lot of differences from the old days. They know their names, their homes ... they are not shy," says trainer Rebecca Sothoane.

The project has imprinted its influence on rural communities and even Tholanel has women who were trained at Ntataise.

"There are 500 children in this camp," explains trainer Lydia Motsoeneng who was employed by Ntataise to assist the three pre-schools set up after the community approached the project for help.

"It has been very much a project of the community," says Evans, adding that it was the first time Ntataise has moved into a squatter community.

According to trainee teacher Lydia Khiba there is only one major employer — at which there was a strike — and "people here have no money".

"But parents pay R5 a month. And they built the shelters and give food."

One of the shelters is a wood and canvas structure which is open around the sides; the second is an open zinc structure; the third a church's premises.

Old brightly painted tyres mark off the community-built creches to which parents bring their toddlers in the morning and their four- to six-year-olds in the afternoon. A new goal is to set up more permanent structures before winter.

# for books says DET

THE DET will spend millions of rands on books and have them delivered in time for the next school term, DET director general Dr Bernhard Louw said this week.

Dr Louw told a media conference the DET also planned to build an additional 3 600 classrooms at its schools and to subsidise 400 new classrooms at farm schools to alleviate accommodation shortages.

He said if the books did not reach pupils it would not be the DET's fault but the principals' as re-

sources would be available and headmasters would have only to send the necessary requisitions.

Asked what the DET was doing to counter a planned examination fee boycott by the Congress of South African Students in 1993, Louw said he hoped Cosas would refrain from the boycott as it would only harm pupils.

He said the DET had accepted a call for a single fee structure which would be introduced in the next school term. - Sapa

# Ditching uniforms would ruin us, say moms

By Monica Oosterbroek *Star* 7/1/93

Parents advocating that schoolchildren wear "civvies" instead of uniforms might be biting off more than they can chew.

In fact, if their proposal becomes reality, some might have to take out a second house bond.

Surveys show that it costs about R600 for a complete new uniform — but outfitting a child for one school year in casual clothes could cost far more.

Parents have pointed out that each child would need at least 10 outfits a year, plus accessories such as hair clips, jewellery, sporting outfits and bags.

A price survey of shops, including Hy-parama, Jet Stores, Woolworths and Edgars, shows that casual clothes have become very expensive for the average household.

Shorts cost from R30 for youngsters to R100 in fashion stores for teenagers.

White plain T-shirts can be bought for R30, once a designer label or slogan is added, the price rises to more than R50.

Jean come at around R80 for primary school children — but if a teenager wants genuine Levis, the price soars to R300.

While parents admitted they could fool their young children with cheap versions of fashion clothes, they said even a six-year-old knew the difference between no-name-brand takkies and running shoes costing up to R400.

Only sometimes will children be satisfied

with "in-between" brands such as LA Gear and Saucony — costing around R250.

Randburg mother of two Athelé Willis panicked when talking about suggestions that uniforms be abandoned.

"It would be crazy to scrap uniforms — who could afford it?" Willis said.

"School uniforms are usually good-quality stuff which lasts two years, but clothes from the stores fall apart after a couple of washes. When my kids come home from school they put on old clothes, which means only a few good outfits for weekends and outings.

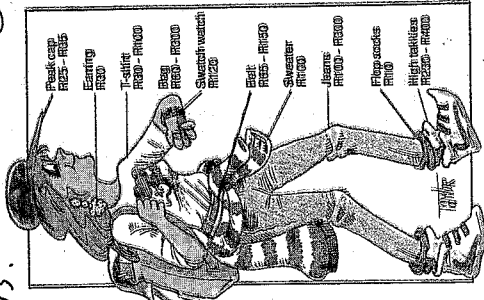
"But if they had to wear civvies to school, they would need dozens of expensive fashionable outfits or else stand to be ridiculed and teased by their richer schoolmates," she said.

Parents with limited finances could save even more if they bought uniforms from "swap shops" at school.

Annie Hosken, mother of three teenage daughters, turned pale at the thought of uniforms disappearing.

"Do you know what it costs keeping teenage girls in clothes for just the weekend? I can't even begin to imagine what it would cost if schools did away with uniforms.

"I just know my life would be terrible. The kids would spend all night getting ready for the next day, my clothing accounts would cause financial ruin and I would never cope," she said.



Exorbitant . . . surveys show that it costs about R600 for a new school uniform — but outfitting a child for one school year in casual clothes costs far more.



# More Govt money for school fees

STAN 8/11/73  
Parents who are unable to foot education bills for children at Model C schools are to be assisted by increased bursaries from the Government, Education Minister Piet Marais has announced.

Listing the increase of bursary amounts on a sliding scale he said yesterday a primary school pupil can now be subsidised to a maximum of R500 a year instead of R400, while a secondary school pupil can receive R600 instead of R500.

A total of 82,3 percent of the 75 863 requests had been met. "The fund which was created for this purpose for the current financial year has not been depleted."

Marais said 72,7 per-



Piet Marais . . . bursary fund not depleted.

cent of schools imposed fees of less than R800 a year, 9,3 percent of less than R400 a year, and only 2,7 percent of R1 400 or more a year.

Only 7,2 percent of parents had not paid their school fees. Of

820 658 cases of pupils whose fees were outstanding, legal proceedings had been instituted in only 0,77 percent of the cases.

"By far the majority of the parents met their obligations without question. Governing bodies achieved particular success in inducing parents who had not paid their fees to meet their obligations without having to institute legal action," he said.

Marais denied claims of serious problems in State-aided schools and that the existence of schools was in jeopardy. Research conducted last year had shown State-aided schools were running smoothly. — Sapa.

# 'Spiritual soldier' fights to keep his children at home



**HOME CLASSROOM:** Andre and Bokkie Meintjies help their children Roy, Charmaine and Johan with their homework. ● Picture: COLIN DAVIS

FORMER SADF Sergeant-Major Andre Meintjies is waging war against the authorities to keep his children out of school. Undeterred by threats of jail, the self-appointed spiritual soldier says he answers to no one but God.

He and his wife Bokkie could face three years in jail if they don't register their children at a legitimate school — but Meintjies has no intention of following orders.

"It's a question of who is going to win the hearts and minds of our kids," he says.

His duties as a believer demand that he prepare his children for salvation and the second coming of Christ — concerns, he says, which are brushed aside by the Transvaal Education Department.

The intricacies of algebra offer scant protection against the onslaught of Armageddon, according to Meintjies, who has chosen to pioneer a path for like-minded parents who wish to protect their children from the perils of the current education system.

"Today's schools are a mess. Few consider the emotional, spiritual and physical needs of children. Instead, pupils are

indoctrinated with irrelevant academia and grow up ill-equipped to deal with adulthood.

"The most important thing a child needs to learn is obedience. Salvation is founded on obedience. The entire divine concept rests on obedience," he says.

He, after all, has obeyed God's instructions to the letter: for the past six years he has sat at home cracking cosmic codes while his father supports the clan.

## Spirituality

Bokkie recently took a job with an estate agency to boost the family finances. Prophecy, admits Meintjies, is not always profitable, but the Lord provides. And, of course, his parents...

"Andre knows what he is doing. The Lord has called him," says his mother Joey. It was God, after all, who persuaded Meintjies to resign from the SADF in 1986 and move from Bethlehem into his parents' home in Vanderbijlpark.

As Meintjies understands it, God instructed him to remove his children from school and teach them the funda-

mentals of honesty, integrity and spirituality — subjects he sees as sadly lacking in the TED syllabus.

For two years he has taught Johan (14), Charmaine (14) and Roy (11) at home. He chooses their library books, selects what he believes they need to know from educational guides and monitors their progress.

"Putting my children into school where peer pressure could overwhelm them would be like throwing them to the wolves. They would be forced to conform to the mould of the masses.

"It's a parent's responsibility to protect offspring from harmful external influences. With children at school up to 10 hours a day, how are parents supposed to keep control over them?"

The atmosphere in the Meintjies' home is welcoming. The smell of freshly baked bread wafts tantalisingly from the kitchen where the children assist their *ouma* with lunch preparations.

They seem well-adjusted and delighted not have to endure the agonies of school. But unless they are registered in a school by January 19, they could find themselves orphans of our legal system.

Azapo  
IFP make  
peace in  
Bekkersdal  
S1m 9/1/93  
PETER DAVIES

LEADERS of the feuding Azanian People's Organisation (Azapo) and Inkatha Freedom Party (IFP) last night agreed to halt hostilities and end the violence that has racked the West Rand township of Bekkersdal.

The meeting, held at the Carlton Centre offices of United Nations observer mission yesterday afternoon, was also attended by the African National Congress and the Pan Africanist Congress. It saw the parties reaffirm their commitment to a 1991 Bekkersdal peace pact.

Azapo and the IFP will also meet within five days to resolve differences. Should either party renege on this meeting, the aggrieved party will have recourse to the Bekkersdal monitoring committee.

## Tensions

Last Sunday two township residents were hacked to death at the local taxi rank.

ANC officials said the victims were residents of Mandela Park, an ANC stronghold, who had been indiscriminately attacked by men wearing IFP T-shirts. Four others were hurt.

A local IFP official said Inkatha supporters had launched the attack to draw attention to their problems with Azapo members.

Azapo and ANC supporters this week blamed IFP supporters for the violence. The IFP blamed "thugs" from Azapo.

# NEWS DET school year off to a bad start as teachers' organisations threaten action

## the nation in brief

**Still a chance to register**  
Sowetan 11/1/93

WITS University's pre-university school begins today and students hoping to study there still have a chance to register.

The pre-university school offers 15 courses ranging from arts subjects, sociology, English literature and psychology, through commerce subjects to the sciences. There are also courses in engineering and study skills, with a specially designed English language course for students with a different home language.

The school attempts to bridge the gap between school and tertiary education and offers prospective first-year students an insight into the pace and style of university learning. Applications will be accepted until January 15.

# Teachers may strike

By Sipho Mthembu

11/1/93  
Action linked to redundancy of coloured teachers:

THOUSANDS of pupils go back to Department of Education and Training registered schools today amid a leg threat of a national strike by teachers affiliated to Sadu.

The past year witnessed a school process marred by many disruptions, class boycotts and teachers' strikes, which led to a generally unimpressive performance.

For the greater part of the year many pupils tolerated outside classrooms and only a small number attended school. Some pupils claimed they did not report for classes because teachers did not report for duty.

Thousands of pupils could be in the streets again this year following weekend newspaper reports that Sadu had threatened to embark on a national strike if some of their demands were

not met by the DET.

The strike would go ahead despite poor matric results in DET schools last year and many parties have attributed the failure mostly to the teachers' chalk down actions.

Among others, Sadu demanded an immediate halt to the retirement of "redunant" coloured teachers.

Sadu general secretary Mr Thakus Ncset was quoted in a weekend newspaper as saying the teachers would definitely go on strike soon if their demands were not met.

Ncset also alleged that during the festive season, many teachers had received letters from the DET advising them to report to schools far away from their homes. Ncset could not be reached for comment yesterday.



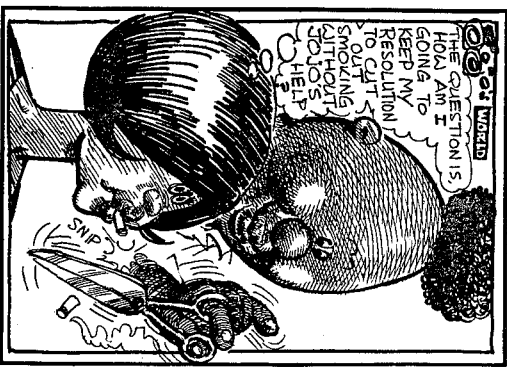

Redundancy of coloured teachers:

The Department of Education and Culture has reportedly threatened about 3 200 teachers at 40 coloured schools with redundancy.

DET official Mr Corrie Rademeyer yesterday said: "The issue of coloured teachers should be directed to the Department of Education and Culture."

"There is nothing that the DET can do. We will not allow ourselves to be used as instruments to put pressure on other departments as they have people who manage and administrate them."

"I also don't think Sadu will go ahead with the strike as they were strongly condemned after the first one." Rademeyer said he was not aware of any transfer of teachers to remote areas. He, however, emphasised that his department was ready to negotiate any time.

**Sparrows SCHOOLS**

**SATURDAY SCHOOL**


**EXTRA TUITION FOR PUPILS**

**BOARDING AVAILABLE**

**FULL TIME SCHOOL GRADE 0 TO MATRIC**

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**HOW IMPORTANT IS YOUR CHILD'S EDUCATION?**



THE BEST IS THE EARLIEST

**MERIDIAN COLLEGE**

## R80-m books for DET schools

Textbooks and prescribed books valued at more than R80 million have been provided to black schools by the Department of Education and Training for 1993, it was announced yesterday.

In a statement issued in Pretoria, DET director-general Dr Bernhard Louw said that in the five years leading up to 1993, books worth R295,6 million had been delivered to schools.

Louw also announced that on the first day of

the new school year, 2 374 public schools and 5 648 farm schools registered with the DET had opened their doors.

### Enrol

"Based on current projections, it is anticipated that well over 2,5 million public and State-aided school pupils will enrol for the 1993 academic year. Last year, there were 2,49 million pupils at schools of the DET."

Louw also announced that 59 public schools,

providing an additional 3 264 classrooms, opened their doors for the first time yesterday.

Of the new classrooms, 2 141 would provide more than 85 000 new places for primary school pupils, and 1 123 would make room for more than 39 000 secondary school pupils.

Louw said a total of 6 449 new teaching posts had been created for the 1993 school year. — Sapa.

● Strike threat fails  
— Page 6

# Books worth R80m delivered to schools

By Josias Charle

**T**HE Department of Education and Training has distributed text and prescribed books valued at R80 million to black schools throughout the country. *Sowetan 12/11/93*

The books were delivered to all schools controlled by the DET, except at schools in Soweto and Alexandra where the books have been kept at a central point since last November until they could be distributed this week.

DET spokesman Mr Geoffrey Makwakwa said the problem with Soweto and Alexandra was theft, damage and arson at schools in those areas. The department was losing thousands of

*Sowetan 12/11/93*  
■ **MORE PUPILS** DET have created

6 448 new teaching posts and built 59 more schools: *(26)* *(51)*

books because of lack of care or outright vandalism and theft by pupils.

Makwakwa said each year principals submitted requisitions based on projected figures for the next year and books would then be supplied a few months before schools reopened so that no time was wasted in starting with lessons.

A total of 6 448 teaching posts had been created for this year, while 59 new

schools had been built. A total of 3 264 existing schools had also been added to

Of the new classrooms, 2 141 would provide more than 85 000 new places for primary school pupils and 1 123 make room for more than 39 000 secondary school pupils. The DET expects more than 2.5 million children to enrol at its schools this year. Last year's figure was 2.49 million.

# Plan for non-racial schools

*Soweto 15/1/93*

(51)



■ Statutory differentiation 'not legitimate' and 'unacceptable':

**By Josias Charle**

THE Government is working on plans for a new nonracial and single education system as part of a new education package, the Minister of National Education, Mr Piet Marais, disclosed yesterday.

It has become clear that statutory differentiation was not legitimate and was unacceptable to the great majority of South Africans because it was discriminating while giving privilege to other groups, Marais said.

The new system had to strive to ensure justice for all.

The South African Democratic Teachers Union (Sactu) called for an urgent national education forum, involving all the players in education, to begin negotiations for a new single, nonracial education system.

Sactu secretary-general Mr Thulasi Nxesi said they would oppose any unilateral restructuring by the Government.

Azanian People's Organisation publicity secretary Dr Gomolemo Mokae said: "It is encouraging to hear the Government is waking up to the truth that a unitary anti-racist education system is the solution to the education problems of our country."

According to Marais' statement, admission to a school should not be based on skin colour, religion or ethnic reasons.

# Delay in issuing <sup>(S1)</sup> textbooks

By **AYESHA ISMAIL**

PARENTS have been advised by principals that pupils would be without some textbooks for more than two months and that they would have to buy some of their notebooks in the meantime.

A Steenberg parent who did not want to be named said parents were told this at a school meeting this week to which they had been called by the principal.

31/1/93  
"When we objected to buying books, the principal said pupils who did not have notebooks would have to write on pages and file them until books were available from the department," the parent said.

Several schools administered by the Department of Education and Culture in the House of Representatives (HoR) are faced with a shortage of books.

Department spokesman Mr Hennie Jansen confirmed that there was a delay in issuing books.

● Allegations of maladministration at the Oval North Senior Secondary School in Mitchells Plain, published in the Cape Metro last week, are being investigated by the department of education, a spokesman confirmed.

# 15 000 roam streets as violence spreads

By FRED KHUMALO

AT ordinary schools, the only sounds that break the silence are voices of pupils reciting a poem or singing a hymn, or a teacher's cane whistling through the air on its way to an errant pupil's butt. But in Natal, schools reverberate with the sound of gunfire, shattering glass and screams of anguish.

At least 25 schools have been closed down as a result of political upheavals and other disturbances, meaning that at least 15 000 pupils are out in the cold barely weeks after the schools reopened for the new year.

Last year, 30 schools were closed down in the region as a result of the disturbances, and many of those did not re-open for the current year.

"The situation is terrible, scary in fact. It looks like we are heading towards another disastrous year," said ANC northern Natal spokesman Ziphiso Mkhize.

The swathe of destruction cuts from townships on the northern Natal coast to Fowleni on the south coast.

The most dramatic event was the recent gunning down of 20-year-old Thamsanqa Zondi, a pupil at Pata Secondary School.

Zondi was shot dead inside his classroom after a gunfight between pupils belonging to different political factions.

In nearby Imbali township's Unit 1, five schools

held early this week at the behest of a local induna. The closure and disruption of schools has put a strain on those schools which have remained relatively unscathed by violence.

In the south coast, Mcothoyi High had to turn away thousands of pupils. The fighting last year prompted Inkatha spokesman Ed Tillett to note that until a political settlement had been reached, black education would continue to be plagued by problems.

In KwaMashu, pupils at Kwesethu and Zakhe secondary schools have gone on the rampage, prodding teachers with guns and forcing them to add 10 percent to their marks to make them pass.

An NECC regional organiser confirmed that the monitoring body had received reports relating to the crisis at schools in KwaMashu from local student representative councils.

"We're aware that some pupils are allegedly demanding promotion, but until such time that we have completed our monitoring work, we cannot come up with a clear position on the issue," said Tsengiwe.

He added that the NECC would release a full report on the education crisis in some parts of Natal in a few weeks' time.

In the meantime, the NECC, in conjunction with Sadtu and Cosas, is to hold a crisis meeting tomorrow to identify problems and suggest solutions.

KwaZulu DEC secretary Wilfred Zwane confirmed there were schools where teachers had to leave because of harassment by pupils.

Whenever there are rumours of an impending attack by the hostel dwellers, pupils do not go to school. In Wembesi, Estcourt, at least two schools did not re-open for the new year as fighting between Inkatha and the ANC showed no signs of abating.

Fowleni High School near Amanzimtoti also did not re-open this year - despite a peace treaty that was recently signed in the area.

The school was closed down in July last year at the height of political violence.

The future of the school - now a burnt-out shell squatting forlornly in a stretch of no-man's land in the heart of the township - will be decided after a series of meetings.

The first meeting was

FOR JUST  
R10  
SEE PAGE  
14



# Crammed into a sham of a school

By THEMBA KHUMALO

(51)

WHILE pupils normally go to school to learn how to read and write, their counterparts at Uthando Primary School in Sothangwe near Pretoria go there to sing until their voices are hoarse.

Such is the plight of 2 000 children at Uthando — a red-brick school in R Section of the township where they are crammed into a few classrooms with no desks, textbooks or notebooks.

One teacher said she spent most of the time teaching 220 pupils in one class religious hymns because there were no facilities.

"We live on promises here and we keep hoping for the best," she said.

The average ratio of pupils to a teacher at the school is 125:1.

Principal K.C. Ndalande said when the schools re-opened in early January there were 5 000 pupils who flocked to Uthando. They came from the neighbouring areas of Bophuthatswana where the homeland schools did not offer any African language other than Tswana.

"We have a serious shortage of schools here and we are forced to apply the platoon system to cope with overcrowding. Many pupils came to our school because we teach Zulu, Northern Sotho and Tswana," Ndalande said.

The school population was cut down when one of the schools which had

leased classes at Uthando moved to its own premises recently.

Even Ndalande does not have much of an office. His visitors sit on small chairs meant for nursery school children.

Pupils sit on the floor or on tables because there are no chairs. Others loiter outside because they have no teachers.

Ndalande said some of the boys and girls at Sub-A were big enough to be in Std 5.

"But we understand that the squatter camp (R Section) is fairly new and we have people flocking from rural areas to look for jobs in urban areas. To farm people ignorance is the order of the day. To them there is nothing wrong if a

child doesn't set his foot at school," he said.

If promises are anything to go by the situation may soon improve. The acting assistant director of the Department of Education and Training (DET), P.S. Moropane, has stated that the education crisis in the area is receiving attention from the department.

He said all the necessary equipment and stationery would be delivered this week and everything would be in order by the beginning of February. He would employ more teachers to allocate them to schools affected by overcrowding.

More schools were being built in Sothangwe and soon the lack of teachers and stationery would be a thing of the past, he said.

# School *at Men* at tech 31/1/93 is set to (51) prosper

By **THEMBA KHUMALO**

FOUR dilapidated classrooms at the Johannesburg Technical College are serving as a school for 75 primary school children who are yearning for education.

Thuthuka Primary School, which caters for pupils doing Std 1 to 3, began as an informal education group, operating from a park. Within months, the school became one of the most well-respected learning institutions for young kids in Johannesburg.

The school was run using fees paid by the few pupils who were among the first to enrol after their Soweto school was closed down in mid-term last year due to lack of funds.

The late Johannesburg business magnate, Tony Factor, propped up the school by starting a trust fund and launching a fund-raising campaign.

School principal Vanessa Goss said: "It's the task of our dedicated teachers to upgrade each child. Our objective is the analysis of each child in terms of age, present school standard, and personal needs."

"We are confident that we'll attract support that will ensure that we meet our long-term goals," she added.

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# White pupils to lose their privileges (S1)

6/0/93  
 2/2/93  
 TIM COHEN

**CAPE TOWN** — White school children are likely to lose their privileged position when it comes to determining education spending next year.

Education and Training Minister Sam de Beer said yesterday he could not foresee a racial basis for the 1994/95 Budget.

De Beer said from April the existing education departments would become components of the new transitional administration for education. However, the 1993/94 budgets had already been determined, and would be "carried into effect".

SA was moving towards a single, nonracial education system and new methods would have to be found for calculating spending. "I cannot see how the 1994/95 Budget could be worked out on a racial basis," he said.

At present, there was a bias of about three to one in favour of whites when all factors were taken into account, he said.

De Beer would not comment on whether standards at traditionally white schools were likely to fall as a result of a move towards parity in spending. But he did point out that the amount of money available to education would not increase unless the economy improved.

Various Education Ministers would continue with their duties for the time being, but some of their powers would be exercised in consultation with their counterparts and the new Minister in charge of the transitional administration.

The transitional administration would be responsible for drafting legislation for consideration by Parliament.

# Gifted child forum

~~200~~ ST  
Sowetan 3/2/93  
■ The joys and  
trials of raising  
gifted children:

## Sowetan Reporter

PARENTS of gifted children have been asked to attend a forum organised by the University of South Africa at the end of this month.

The forum will be presented by the Department of Psychology of Unisa to create an opportunity for parents and teachers of gifted children to meet with experts to discuss the joys and trials of gifted and talented children, Dr Shirley Kokot of the department said.

She said gifted children had problems and concerns different from those of other children.

The forum from 9am to noon on February 27 is in the Samuel Pauw Building. The cost is R15.

Parents should book before February 24 at (012) 429 4583, 429 4618 or 62 1522 (after hours).

## Mowbray pupils held in train ticket swoop

BETWEEN 150 and 200 pupils from a Mowbray school were held yesterday for travelling without train tickets but were released after it was found they could not pay the fare or the R5 fine.

Metro spokeswoman Ms Adri Bootsma said the operation, in which policemen with megaphones ushered pupils into a fenced-in area at Mowbray station, was "an application of gate control".

The pupils attend Thandokulu Senior Secondary School, which moved into an empty school in Mowbray after sit-ins and demonstrations last year.

**NEWS** Taximan sentenced for unpr

# DET schools to know their fate

*Soweto 11/2/93.*

(51) ~~1~~ ~~2~~ ~~3~~  
By Siphso Mthembu

THE fate of most of the vandalised Department of Education and Training schools will be known when the Minister of Finance presents his Budget in Parliament on March 17, DET spokesman Mr Jeff Makwakwa said yesterday.

A number of schools in the Johannesburg region have been earmarked for renovation, according to regional director Mr Solly Mshokwa. The region is one of those most affected by vandalism.

The Morris Isaacson and Fontanous high schools in Soweto, which have no roofs, are among those to be renovated.

"In some cases we might follow the Orlando High School pattern of completely replacing the building with a new one," Mshokwa said.

## ■ Finance Minister to decide on buildings that have been vandalised:

He reiterated the department's earlier call to the community to take the responsibility of ensuring the security of the school buildings.

"It is a futile exercise to spend lots of money rebuilding schools that get vandalised again within a short time. Orlando High is a case in point. After only three years the school is without windows and doors," he said.

Makwakwa said the department had signed a R32 million contract with three furniture companies which would ensure supplies to all eight regions and March 21 had been set as the deadline for the furniture to be supplied to schools.

8/10 AM 12/2/93

## Compulsory fees paid

CAPE TOWN — About 74% of compulsory school fees at Model C schools which had responded to a questionnaire had been paid by the end of 1992, House of Assembly Education and Culture Minister Piet Marais said yesterday.

Replying to a question from Andrew Gerber (CP Brits), he said a further 18,8% had been partially paid. (S) (C)

Questionnaires had been sent to all Model C schools and 94% had been returned.

In 6 419 cases (0,77%) legal proceedings had been instituted because school fees had not been paid.

Marais said 17 schools controlled by his department were unused or used for non-education purposes as at February 9 1993. Some of these schools had already been referred to the Local Government, Housing and Works Department for alienation. — Sapa.

*Own Affairs:*

State-aided public schools' management bodies  
5. Mr A GERBER asked the Minister of Education and Culture:

- (1) Whether there are any procedures by means of which payment of pupils at (a) State-aided and (b) ordinary public schools may express their dissatisfaction with the functioning of the management bodies of such schools; if not, why not; if so, in terms of what regulations, in each case;
- (2) whether, as a result of such action by parents, the management body concerned may be relieved of its duties; if so, subject to what conditions? BYE

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) No, because present legislation does not provide for this, but a change in the regulations is at present under consideration to make it possible,

(b) yes, Regulation 5(2)(b) of the Regulation relating to management councils of public schools, excluding industrial and reform schools;

- (2) state-aided ordinary schools: at present no, ordinary public schools: yes, subject to the conditions of Regulation 5(2)(b) which stipulates as follows:

"If at least 60% of all parents entitled to vote under regulation 7(1) at the election of members of a management council of a school should, at a parents' meeting convened for this purpose with at least fourteen days prior written notice, a decision be sent by each pupil with the intention to hand it to his parents, same for a motion of no confidence in the management council concerned, the Minister shall by notice in the Gazette dissolve such management council with effect from a date mentioned in the notice whereupon a management council shall be reconstituted in accordance with regulation 2."

HOUSE OF ASSEMBLY

*Precedence given to interpellations on general affairs on Wednesdays pursuant to the resolution adopted by the House on Friday, 29 January 1993.*

INTERPELLATIONS

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

*General Affairs:*

- 1. Mr J CHOLÉ asked the Minister of Transport:
- (2) whether the incorporation of these taxis into a future integrated and/or co-ordinated transport system is envisaged or being planned; if not, why not; if so, what steps are contemplated in this regard?

B13E INT

\*The MINISTER OF TRANSPORT: Mr Speaker, I shall reply to the two questions jointly.

During the past few years repeated requests have been received for the establishment of a subsidy scheme for the passengers of public taxis. I discussed the matter during talks I had with a delegation of a newly formed umbrella working group of all the recognised national taxi associations in Cape Town on 26 January 1993.

The possible establishment of such a scheme was analysed and discussed on the basis of the following three guidelines. Firstly, that an integrated system of public transport be created whereby a commuter can wherever possible travel from his point of departure to his destination by different modes of transport on one ticket. Secondly, that an upgrading in standards of service and discipline should take place within the taxi industry so that the industry can be

established properly and will be able to operate in an orderly manner. Thirdly, that such a step will be subject to the limitations of the Budget and that it will not be possible to appropriate any additional funds for it, but that it will be possible to effect an improved utilisation of subsidies for the commuter by means of the reorganisation of the public transport sector.

It is important to note that subsidies are not paid to modes of transport or companies, etc, but are paid to the passenger and that the Government is intent on ensuring greater convenience and safety for the travelling public. The purpose of the subsidy policy is also that the Government will get the maximum possible value for every subsidy rand spent on behalf of the passenger.

It has been agreed that an investigation will be made into viable arrangements regarding the guidelines mentioned and a special task group under the leadership of my department and consisting of a number of role-players has been set the task of making recommendations to me in this regard.

The matter is, of course, closely linked to the devolution of the commuter transport function to the regional services councils and the joint services councils of KwaZulu-Natal. I also issued instructions for the process of restructuring public transport to go hand in hand with the compiling of public transport plans for every region or area, and for all interested groups to play a part in this.

The object is to establish a co-ordinated and integrated public transport system for every area or region in such a way that it will be implemented with the active participation of all the inhabitants and role-players. Because investigations are still under way, I do not want to make any statement which will antcipate the findings of this task group.

\*Mr J CHOLÉ: Mr Speaker, the hon the Minister is now saying that taxi passengers and therefore Black taxis must also be able to share in the subsidies if an integrated transport system is created, but he insinuated that additional funds could not be allocated. At the same time, however, in his statement he exerted pressure on White local authorities to accommodate the Black taxi industry by establishing the necessary facilities.



- (1) Whether any land in the De Hoop nature reserve has been set aside for military purposes; if so, (a) what is the total extent of the land involved and (b) what will become of the rest of the nature reserve;
- (2) whether any portion of the land so set aside has been expropriated; if so, (a) for what purposes, (b) at what cost and (c) what is the extent of the land involved;
- (3) whether any area in this nature reserve is being or will be used for military purposes; if so, what are the relevant details?

THE MINISTER OF DEFENCE:  
 (1) Yes.  
 (a) Approximately 18 000 hectares of the De Hoop Nature Reserve as it is known today of which only sections are used for military purposes. This ground, however, was not part of the De Hoop Nature Reserve. It was a rural area owned privately and used mostly as holiday estates, none of which were registered as private nature reserves. Only after expropriation were the properties added to the De Hoop Nature Reserve.

- (b) It is managed as a proclaimed nature reserve.
- (2) Yes.
- (a) Military purposes.
- (b) About R10 million.
- (c) 18 000 hectares.
- (3) Yes. Parts of the area of 18 000 hectares which was added to the original nature reserve, will be used for ornament development which is compatible with principles of environmental conservation. Inside the original De Hoop Reserve a 900 hectare site is being used as a calibration point.

**General Law Amendment Act, 1992—continuing into operation**

3. Mr D H M GIBSON asked the Minister of Justice:

- (1) Whether section 8 of the General Law Amendment Act, 1992 (Act No 139 of 1992), has come into operation; if not, why not; if so, when;
- (2) whether it has been brought to the attention that South African political organisations that are allegedly collecting money in foreign countries to be used for political purposes in South Africa;
- (3) whether he will make a statement on the matter?

THE MINISTER OF JUSTICE:  
 (1) Yes, on 1 January 1993.  
 (2) Yes.  
 (3) A statement is not necessary.

**Tax deductions payments/donations to educational institutions**

\*6. Mr R M BURROWS asked the Minister of Finance:

- (1) Whether, with reference to his reply to Question No 124 on 27 March 1992, he or his Department has yet found a solution in regard to the deductibility of money paid for meals and expenses for education of pupils at school or college level; if not, why not; if so, what are the relevant details;
- (2) what is the current tax policy regarding individuals and/or companies making donations to (a) tertiary institutions, (b) pre-primary schools, (c) primary schools and (d) secondary schools?

THE MINISTER OF FINANCE:  
 (1) It is not the intention to grant any tax relief in respect of school fees. On equity grounds there can be no justification for a tax deduction that would be of benefit to wealthy persons but would afford little or no benefit to the more needy. Furthermore, total Government expenditure on education, expressed as percentage of both the budget and the gross domestic product, is already markedly

higher than that of countries at the same stage of development, and an increased contribution cannot therefore be justified, taking into account the unfulfilled claims on the Exchequer.

(2) It is still not policy to allow donations to pre-primary or primary schools as a tax deductible item. The interdepartmental committee referred to in my predecessor's reply No 124 of 27 March 1992 was instructed to seek solutions to two problems currently being experienced in the application of section 18A of the Income Tax Act, namely:

- (a) The system is being based on an increasing scale, in that certain schools are partly converting their school fees into tax deductible donations.
- (b) Under the SITE system, persons earning less than R30 000 per annum do not render tax returns and are thus unable to claim a deduction.

The committee concluded that these problems cannot be satisfactorily resolved. The committee recommended in principle that individual donors to secondary schools also should not be tax deductible. I am accordingly obliged to consider this recommendation and possible alternatives.

**Judges: Freemasonry Movement/Affiliates**

\*8. Mr H D K VAN DER MERWE asked the Minister of Justice:

- (1) Whether his Department has made a survey in order to establish whether any judges are members of the (a) Freemasonry Movement and (b) Afrikaner Broederbond; if so, when;
- (2) whether there are any judges who are members of these organisations; if so, how many, in each case;
- (3) whether he will make a statement on the matter?

THE MINISTER OF JUSTICE:  
 (1) No, I would like to draw the hon member's attention to the fact that already

during 1965 a judicial commission of inquiry into secret organisations was instituted. The commission found that none of the said organisations rendered itself guilty of any form of treason or if guilty of attempting to obtain for itself or for any member of the administration, or of any individual, any financial or other advantage, or of interfering with the administration of justice.

In the light of the fact that no knowledge no information exists which suggests the contrary, there was no need for an investigation into the involvement of judges with one of these organisations.

- (2) and (3) fall away.
- THE MINISTER OF JUSTICE: Mr Speaker, the hon the Minister did not reply to my question, but arising out of his reply I should now like to ask him directly. Would the hon the Minister ask Mr Justice Goldstone, for example, whether is a member of one or both of these organisations?

THE MINISTER: Mr Speaker, I have put my policy viewpoint very clearly. There was an investigation into the particular organisations and in the absence of any indication to the contrary, namely that such organisations are damaging to the judiciary and/or conduct hostilities, I do not deem it necessary to put such a question to the judge.

THE MINISTER OF JUSTICE: Mr Speaker, further arising out of the hon the Minister's reply, I should like to ask him whether he is aware that a certain judge resigned from a confidential organisation because—this is the impression we gained—he regarded it as unethical to be a member of such an organisation while also being a judge.

THE MINISTER: Mr Speaker, if a judge has resigned, giving certain subjective reasons, I cannot pass judgment on whether he should have remained there. It is his privilege to decide whether he wants to remain there or not, just as the hon member, Mr H D K van der Merwe, I gather, resigned from one secret organisation and joined another. It is done on the same basis. It is a matter of one's conscience and where one stands with respect of one's own personal experiences or feelings of guilt, one or the other. [Interruptions.]

to maintain the Constitution as it is until it is replaced by a negotiated transitional constitution, which will certainly not be based on a freetrade system. Most parties involved in the negotiation process agree with this.

MR A RAIBANSI: Mr Chairman, arising out of the hon the Deputy Minister's reply, does he have any proof that most of the negotiating partners agree with this? An erstwhile Minister of Constitutional Development stated that the only place in which apartheid remains is within the confines of the freetrade Parliament. Is it not correct that the three Chambers should be converted into one Chamber to remove this apartheid?

THE DEPUTY MINISTER: Mr Chairman, I would really like to enter into a debate with the hon member, but this is not part of my portfolio. I am just standing in for the hon the Minister of Constitutional Development. If the hon member reads the reply I read out, I think he will be quite satisfied.

MR M F CASSIM: Mr Chairman, further arising out of the hon the Deputy Minister's reply, inasmuch as I regard that the hon the Minister of Constitutional Development is not here, I nevertheless wish to state that events in Parliament have overtaken the initial provisions in the Constitution. With regard to the present circumstances, there is a compelling need for that change to be recognised in the Constitution as it stands.

THE DEPUTY MINISTER: Mr Chairman, the reason the hon the Minister is not here is that he is, in fact, negotiating with the hon member's new party. [Interjections.] I must apologise for his not being present here. I am in a position to debate this issue any further as it is not part of my portfolio.

I would suggest that if hon members feel very strongly about it, they should perhaps request a separation with either the hon the State President or the hon the Minister of Constitutional Development so that they may debate their question without them.

*Sera Samaj Temple: bomb blast*  
\*4. Mr M RAIBANSI asked the Minister of Law and Order:

(1) Whether the South African Police are investigating the recent bomb blast at the HOUSE OF DELEGATES

Sera Samaj Temple in Landium; if not, why not; if so,

(2) whether this investigation has been completed; if not, why not; if so, (a) when and (b) what type of explosive was used in the blast;

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

THE DEPUTY MINISTER OF LAW AND ORDER:

(1) Yes.

(2) No. The search is continuing for possible clues and the persons responsible for the explosion.

(a) Falls away.

(b) The Forensic Division of the South African Police could not determine what type of explosives was involved, but the investigation is continuing.

(3) No.

MR P NAIDOO: Mr Chairman, arising out of the hon the Deputy Minister's reply, I should like to inquire of him why the SA Police have not offered a reward for information that may lead to the arrest and conviction of the perpetrators of this crime.

THE DEPUTY MINISTER: Mr Chairman, we normally do give rewards to people who furnish us with information and this particular request is one that could be considered. At present, however, the investigations are continuing and we sincerely hope that we will be able to make a breakthrough fairly soon.

MR A RAIBANSI: Mr Chairman, further arising out of the hon the Deputy Minister's reply, in the light of the fact that he has stated that such a request could be considered, could he state that in other cases in which his Department acted immediately to offer rewards, they acted upon request?

THE DEPUTY MINISTER: Mr Chairman, could I just have the latter part of the hon member's question?

MR A RAIBANSI: Did the hon the Deputy Minister in those circumstances . . .

THE CHAIRMAN OF THE HOUSE: Order! I want to inform hon members that we are returning to the end of our allotted time. I should like to deal with the final question, Question 10.

*Islamic organization: report*

\*5. Mr M RAIBANSI asked the Minister of Justice:

(1) Whether a report by the Office for Serious Economic Offences on an investigation into the affairs of a certain Islamic organization, the name of which has been furnished to the Minister's Department for the purpose of his reply, has been handed to his Department; if so, (a) when; (b) what is the name of this organization and (c) what are the findings contained in the report;

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

THE MINISTER OF THE BUDGET AND AUXILIARY SERVICES (for the Minister of Justice):

(1) Yes, in terms of section 5(12) of the Investigation of Serious Economic Offences, 1991 (Act 117 of 1991), a report was submitted to me.

(a) On 4 February 1993.

(b) and (c) The Director of the Office for Serious Economic Offences recommended that the matter be referred to the Attorney-General of Natal for his decision whether a prosecution should be instituted or not. As a matter of policy the name of the organisation is not disclosed.

(2) A statement is not necessary.

*Precedence given to interpellations on general affairs on Wednesday pursuant to the resolution adopted by the House on Friday, 29 January 1993.*

INTERPELLATIONS

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

*Own Affairs:*

Conditions at schools  
1. Mr M RAIBANSI asked the Minister of Education and Culture:

Whether he has addressed the conditions allegedly obtaining at schools under the control of her Department that were recently highlighted in a series of articles in and an editorial of a certain newspaper, the name of which has been furnished to the Minister's Department for the purpose of her reply; if so, why not; if so, (a) how and (b) when?

DIE ENTE

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the answer to (a) and (b) is as follows. The Deputy Director-General of the Department of Education and Culture responded to the issues raised in the editorial of *The Natal Mercury* of 19 January 1993 in a letter to the editor dated 20 January 1993. For the edification of the hon member for Springhead, I shall read the letter:

Your editorial comment under the caption, "HOD dust-up" of 19 January 1993 is not only unjustified but, regrettably, a sad reflection of your biased reporting. Your hitherto widely respected newspaper is, for some months now, conducting a vendetta against the Department of Education and Culture in the House of Delegates. The relentless denigration of educators and pupils through highly sensational reporting of a few isolated cases of alleged child abuse is ample evidence of your hostile stand against this department.

Bearing in mind that this department has under its control over 500 educational institutions located Republic-wide with a pupil population of over a quarter million and approximately 12 000 educators, an apparent problem involving a tiny fraction of pupils, personnel or resources certainly does not entitle you to exclaim self-righteously that "education under this authority . . . is in a mess."

On the contrary, our education has since 1989 developed a fine track record of achievement, despite the ever-increasing financial outlays. It offers free and compulsory education to all, regardless of race, colour or sex. Its matriculation results of 94,74% are one of the best in

the country, a dependable indicator of the quality of education it provides.

The dedicated staff at schools and at head office are fully alive to the department's position.

[Time expired.]

Mr M RAJAB: Mr Chairman, I must confess that when I latched this particular interpretation I had no idea that the then hon member Mrs D Gorder would be replying to it, and I am sure neither did she, going by the newspaper reports. Perhaps it is therefore appropriate for me to begin by offering her my congratulations on her recent appointment as Minister of Education and Culture in this particular House in the dying days of our affairs, which will come to an end very shortly.

I do not want to get involved in the so-called vendetta which the hon member alleges exists between this department and a respected newspaper, because, as all hon members are aware, hitherto that particular newspaper has, in fact, highlighted some very positive things which the hon the Minister's department has done.

Having listened to the hon the Minister, I want to say to her that I am pleased to learn that most of our schools are now functioning adequately. However, one thing that does concern me, and I am sure concerns many in our community, is that this problem that we are talking about raises its head like a hardy annual at the beginning of every academic year. This is of great concern to us.

It appears to us that this is due to the fact that there is some bureaucrat who obviously is not doing his job properly and is not allocating resources correctly. It is this particular bureaucrat who needs to have his behind kicked, because such inefficiency on his part reflects very poorly on the wonderful work that is being done by the department. [Time expired.]

Mr P NAIDOO: Mr Chairman, the deputy director-general's reply to *The Natal Mercury* is a typical case of beatbacking the merits of bad news. I would have expected him to address the issues raised in that editorial.

Hon members must pardon me for being nostalgic, but I cannot help but recount the good old days when efficiency and good planning were the hallmarks of our Department of Education. The

constraints then, unlike now, were many and formidable. Unfortunately, the department has been reduced to a worrying skeletal merely going through the motions, most functions are buried under a manufacturing promotion instruments which do not work and pension packages that prematurely pay out Administration and our children of our best brain power.

It is a fact that the quality of the planning and support services from the Truro House has steadily deteriorated over the years. [Time expired.]

Mr A RAJBANSI: Mr Chairman, I fully agree with the sentiments expressed by the hon the Minister of Education and Culture. Of course, the general impression that there is a crisis in our education was created as a result of the political arm of that particular portfolio overlapping its role. I sincerely hope that the present hon Minister will rectify this situation.

Mess and crisis there are, but these exist in the minds of very narrow-minded people. Our Department of Education is progressing very well indeed. If one looks at the articles in *The Natal Mercury*, one finds that it is not the work of senior journalists, but of one disgruntled journalist who has a vendetta against the Administration.

Of course, as the hon the Minister has pointed out, in such a massive department, which has 11,000 teachers in its employ, one cannot get 100% efficiency. There are problems. There are cases in which principals may not be doing their jobs properly. [Time expired.]

Mr M RAJAB: Mr Chairman, I cannot agree with the hon member for Arava Park, Mr P Naidoo. There is not an omnipotent member but he has been reported in the newspapers in fact correct. One would had expected the hon the Minister to have admitted that, I am not saying that it is her fault—she has just inherited that particular portfolio—but what I am saying is that we should be honest enough to admit that there have been problems.

If we forget what has happened this year and go back over the the past four or five years we will find that every time the schools reopen we have a crisis. The crisis relates to textbooks not being allocated correctly, to teachers not being allocated to schools correctly, and that kind of

resource problem. It is merely a question, as I said, of attaching to that particular problem what may be created by an inefficient bureaucrat. [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I thank the hon member for Arava Park for his encouraging remarks.

Since my appointment as Minister of Education and Culture, and specifically in preparation for this interpretation, I have established that textbooks were supplied timely to the greater majority of schools.

Mr M RAJAB: Why not to all schools? That is not good enough.

THE MINISTER: Problems were encountered in a few cases where the intake of pupils in high population growth areas was in excess of the anticipated numbers, for example in the Trenchant Park and Rustic Manor areas of Phoenix. Minor problems were also caused by a few titles of books being out of print, and because suppliers were being availed from overseas publishers. These problems have now been resolved.

The so-called surfeit of heads of department resulted, as had been expected, from the department's policy of judicious rationalisation, guidance and counselling, and library resource management. Such heads of department became redundant in a few schools until they could be suitably redeployed in their new subject choices and until they could be accommodated in their areas of residence. This problem has also been successfully resolved.

A few schools, especially in areas away from Durban, for example in the Northern Natal and the Richards Bay areas, had teacher shortages for a day or two. This was owing to newly qualified teachers refusing to take up posts in the outlying areas for one reason or another. Of the 277 qualified teachers, 27 did not take up their posts for various reasons. The problem was further compounded by the fact that 50 married female teachers had to be considered for appointment closer to home. The position was further aggravated by a shortage of junior, primary and other specialist teachers in subjects such as technical drawing and computer science. All these problems have been solved to date.

Mr M RAJAB: You should have told us that at the start!

THE MINISTER: It is not true that all classes are overfull. The average pupil-teacher ratio in our schools, despite the fact that this year stands at 7 000-plus Black students this year, stands at an average of 35 pupils per teacher in primary schools. [Time expired.]

Debate concluded.

Resale of expropriated properties

2. Mr A RAJBANSI asked the Minister of Local Government, Housing and Agriculture:

- (1) Whether he or his Department has formulated any policies in respect of the resale of properties expropriated in terms of the Group Areas Act or acquired for purposes for which they are no longer required; if not, why not; if so,
- (2) whether any decision has been taken on how the resale prices of such properties are to be determined; if not, why not; if so, what procedure will be followed in this regard?



THE MINISTER OF LOCAL GOVERNMENT, HOUSING AND AGRICULTURE: Mr Chairman, the reply to the first part of the question is yes. The department has never had the State President's statement that he regarded and it will deal with the disposal of such property in terms of his directive when such department's development strategies are considered for review. Each case will be investigated thoroughly and will be considered on merit.

Furthermore, as hon members of this House will know, provision has been made in the Abolition of Racially Based Land Measures Act, Act 108 of 1991, for the appointment of an advisory commission on land allocation, the objects of which are detailed in section 91 of the said Act. They are *inter alia*:

... to make recommendations to the State President regarding—

- (2) yes, the principal had an interview with both pupils and moved one of them to another class;
- (3) (a) 630;  
(b) 101;
- (4) no.

*(Handwritten initials)*

**Primary school in Parow: circular to parents**  
 \*2. Mr A GERBER asked the Minister of Education and Culture?

- (1) Whether the principal of a certain primary school in Parow, the name of which has been furnished to the Minister's Department for the purpose of his reply, addressed a circular to parents on or about 3 December 1992 in which parents were informed that no exercise books and textbooks would be issued to pupils whose school fees for February 1993 had not been paid on the first school day; if so, what is the name of this school;
- (2) whether any of the pupils in this school did not comply with this requirement; if so, how many;
- (3) whether any action was taken against these pupils; if so, in what way;
- (4) whether the circular concerned has the approval of this Department;
- (5) whether he will make a statement on the matter?

*(Handwritten initials)*

**The MINISTER OF EDUCATION AND CULTURE:**

- (1) Yes. Laerskool Parow-005;
- (2) yes, 173;
- (3) no;
- (4) no;
- (5) no.

**Education: staff members in non-contact posts reduced**

- \*3. Mr R M BURROWS asked the Minister of Education and Culture:
- (1) Whether his Department has reduced the number of staff members in non-con-

*(Handwritten initials)*

tact posts; if not, why not; if so, by what (a) number and (b) percentage have these posts been reduced;

- (2) whether he will make a statement on the matter? B97E

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) Yes;
- (a) 160;
- (b) 13,64%;
- (2) No.

*(Handwritten initials)*

**Teaching posts disestablished**  
 \*4. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether he or his Department has made any calculations regarding the number of teaching posts that will have to be disestablished in 1993; if not, why not; if so, what is this number;
- (2) whether he will make a statement on the matter? BILLIE

**The MINISTER OF EDUCATION AND CULTURE:**

- (1) No, because the information on which the staffing establishment is based, is not yet available;
- (2) No.

*For written reply: General Affairs:*

**Johannesburg: criminal activities**  
 11. Mr P G SOAL asked the Minister of Law and Order:

- (1) How many cases of (a) murder, (b) culpable homicide, (c) assault with intent to do grievous bodily harm, (d) common assault, (e) rape, (f) robbery, (g) theft of vehicles and cycles, (h) theft of other items, (i) damage to property, (j) house breaking with intent to steal, and theft, (k) possession of drugs, (l) drunken driving, (m) vagrancy and (n) prostitution were reported at each specified police

*(Handwritten initials)*

situation in the Johannesburg police district in 1992;

- (2) whether special steps are being taken to prevent any escalation of criminal activities in the northern suburbs of Johannesburg; if so, what steps are being taken in the (a) northern suburbs in general and (b) Johannesburg, North parliamentary constituency in particular? B22E

**The MINISTER OF LAW AND ORDER:**

- (1) The tables follows as set out in Annexure.
- (2) Yes.
- (a) The following steps are being carried out in the Northern suburbs of Johannesburg:

*(Handwritten initials)*

- areas are patrolled with radio-equipped vehicles on a daily basis. Helicopters are utilised in problem areas, when available;
- special crime-prevention units have been established at stations and a district crime-prevention unit has been established in Randburg. Patrols are carried out by members who are dressed in multi;
- administrative personnel are also utilised on a regular basis in order to carry out crime-prevention operations;
- shops and businesses are also patrolled on foot by uniformed members of the Business Watch; and

- a contact point has been established at Galo Manor which operates successfully.

- (b) The following steps have been carried out in the Johannesburg North constituency:
- crime-prevention units are utilised for the prevention of crime together with other units;
- foot patrols are carried out on a daily basis by police assistants;
- members on investigation duties concentrate on identifying criminals with the aid of computers with the aim of subsequent arrest;
- administrative personnel are utilised at specific times for patrols on a daily basis;
- reservists are also utilised on a daily basis for patrols and the attending of complaints;
- hood watches are also utilised;
- crime forums at which the South African Police and the public establish crime tendencies and strategies, take place on a monthly basis;
- patrols by means of helicopters and mounted members take place regularly; and
- crime-prevention actions such as footpatrols, cordoning-off and searching, roadblocks and searches are carried out according to determined crime tendencies.

(1)	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
Booyens	65	72	281	1 078	90	367	1 705	1 756	614	1 765	93	263	0	0
Brixton	35	9	100	353	31	85	553	807	248	891	41	59	0	0
Cleveland	35	11	104	247	29	283	709	755	230	824	23	51	0	0
Jeppe	108	30	349	536	66	542	908	962	306	490	60	122	0	0

**THE MINISTER OF REGIONAL AND LAND AFFAIRS:**

- (1) Yes.
- (2) Yes.
- (b) As soon as the Government and the Government of KwaZulu Natal has jointly decided on a date for the release of the report as in the case of the previous reports.

**INTERPELLATION**

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

**Own Affairs:**

**Various school models**

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

- (1) Whether he intends abolishing the various school models that are in existence at present; if not, why not; if so,
- (2) whether he intends effecting changes in terms of which schools will be allowed a choice as to becoming State, State-aided or private types of schools; if not, why not; if so, what changes?

**BISBE INT**

**THE MINISTER OF EDUCATION AND CULTURE:** Mr Speaker, the answer is no. The Education Renewal Strategy Report envisages three types of future school models, namely State schools, State-aided schools and private schools. The views expressed in the ERS report are widely shared by key shareholders in education in this country and in others. I have reason to believe that they are also shared by the hon member for Pinetown.

Model A is a private school, models B and D are State schools, and model C is a State-aided school. Therefore there seems to be no reason to abolish any models. The present concept of models will merely be taken up in the three envisaged types of school models already mentioned. No racial discrimination will, however, be permitted.

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Mr R M BURROWS: Mr Speaker, the hon the Minister will be aware of the fact that during the reign of this predecessor, Mr Piet Claas, the C was brought about and that two clear distinctions appeared to be made between existing State-aided schools prior to the models being created and the state that now exists. These were in the areas of the admission policy and State expenditure.

I think the hon the Minister needs to consult—I have used this reference previously—with the hon the Minister of National Education over the plans which will come into being in the next of the financial year. There are 2 300 schools which fall under this hon Minister's department. There are various models which have various admission policies and funding criteria. There are 24 000 other educational institutions in South Africa which differ significantly.

The key position regarding the payment of State funding is that under this hon Minister's department a State school and a State-aided school get the same monetary package. They spend or utilise it differently. That is not the case in any other department. The case in the other departments, I would predict, will become general. We are, the hon Minister, to indicate to South Africa and particularly to the World C. State-aided schools within the department, whether the funding levels of State schools and State-aided schools will remain the same once his department disappears at the end of the next financial year.

The schools of South Africa do not want to be taken by surprise again. The right to vote for Models A, B or C was given, then was subsequently taken away and all schools were made model C, unless they voted against it. So today we have some model B schools, some Model D schools and certain schools which are funded on a quó—model Q—schools, all of them funded on a common basis, with model C funded on a different but equal basis.

The only question that I have—and it flows from the hon the Minister's answer—is whether he is telling us that admission policies, and particularly the funding levels, of State schools, State-aided schools and private schools that exist at present under his department, will become common to other departments. For example,

the DET funds State-aided and State schools totally differently. [Time expired.]

\*Mr A GERBER: Mr Chairman, the hon the Minister said quite correctly that the Education Renewal Strategy Report stated that in terms of the Government's planned new education dispensation there would be State, State-aided and private schools. Yet the question the hon member for Pinetown asked this afternoon was a very fair question, because the problem is that the Government has no credibility any more as far as its education policy is concerned. Should the Government at some stage decide to force schools into a certain model, we are now insisting in advance that parents be given adequate opportunity, enabling them to consider it calmly and responsibly, that the Government does not supply them with distorted information and that they be allowed to decide on it in a really democratic way.

I want to appeal to the Government this afternoon, to make it easier for the parent communities, and not more difficult, to convert State or State-aided schools into private schools. We in the CP do not regard private schools as a complete solution for the Afrikaner people and others who desire Christian national education for their children. However, since we at present find ourselves under a Government hostile to the Afrikaner and therefore art in a state of emergency as regards education, it is to a certain extent an emergency measure we can use until we are once again governed in our (fatherland by a government that is favourably disposed towards us. [Interjections.]

\*The CHAIRMAN OF THE HOUSE: Order!

\*Mr A GERBER: We demand State subsidies for private Christian national schools. We also insist that it should not be made difficult for parents who demand this education for their children to establish such Christian national schools.

We believe the parent is the primary educator of his child. We also believe that the parent should be able to determine the philosophy of life which is the basis of the education of his child. It is his privilege, but also his responsibility. [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I find myself in a

rather difficult position in the sense that certain questions have been asked by the hon member for Pinetown and he wants me to reply. However, my position is that we are on the verge of a complete renewal in education. We are going to reorganise and restructure education completely. This process will have to start within weeks, in fact within days. In order to conduct that process successfully, I shall be needing as much help, co-operation and assistance from all role-players, but in the more I tell the House about the plans that I have in mind, the more I shall be blamed for being prescriptive.

Consequently the position is that all I am able to say at the moment is that the whole question of the financing of education will have to be dealt with once we start the process which is due to start. I believe that the initial phase of the process, which runs up to 1 April, is due to start within days. From then onwards all hon members who have a real interest in education will be given an opportunity to take part in the process.

\*I shall come back to the other things the hon member said.

The hon member for Brits asked us not to hamper the conversion of State schools to private schools. The hon member should really listen carefully every time we debate. I have repeatedly told hon members, especially those of the CP, that the future should be one where there are different choices. In that future those hon members will have the opportunity to exercise the choices they demanded for themselves. There will only be one condition: They will no longer be able to exercise the choice to discriminate on a racial basis.

Mr M J ELLIS: Mr Chairman, I believe that the answer that the hon the Minister has given to my colleague the hon member for Pinetown is a rather unimpressive one. I also think that, regardless of what he said in his introduction to this particular debate, he must accept that changes to the setup we have at present in schools falling under his control are absolutely inevitable. I believe my hon colleague has made this clear. [Interjections.] Whether changes will come about because of funding problems, or for other reasons such as admission policies or whatever, changes are going to come about.

I find myself somewhat bristly in support of the hon member for Brits in his calling for

HOUSE OF ASSEMBLY

consultation before changes are made. This is actually of critical importance in the process of renewal that the hon. the Minister has spoken about today. The hon. the Minister knows that the changes his department has introduced in schools so far have been grossly unpopular. For example, all model C schools—all the model schools, all that matter—all the cutback in teacher-pupil ratios, early retirements, the reduction in monetary allocations and so on, have all been highly unpopular matters which have genuinely affected the schools very seriously.

(5) Much of the unpopularity that these changes have brought about in the schools was caused by the lack of genuine consultation with the various teacher and parent bodies over how these changes, especially the ones with regard to model schools, would be introduced.

My colleague the hon. member for Pinetown has already stated the need for fair warning to be given to schools before the hon. the Minister introduces any such changes. As I have said, there has to be a long time to go over that. I believe that the hon. the Minister should undertake to consult fully and widely with all parent and teacher bodies before any new ideas are introduced. [Time expired.]

Mr R M BURROWS: Mr Chairman, it is obvious that the hon. the Minister believes in the adage that "a soft answer turneth away wrath." That may well be the case, but let me, for example, cite the reference in answer to a question asked the Minister. That hon. Minister's benchmark is a little earlier. That hon. Minister is thinking—I say thinking and not that he is going to do it—of abolishing the tax deductible of donations at secondary level. I am not certain that the hon. the Minister of Finance, through the hon. the Minister of Education and Culture, has consulted the independent schools, the private schools, because it is going to affect them fundamentally.

My difficulty lies not with the fact that the hon. the Minister is not revealing everything to us. It lies with the fact that he can stand up and categorically answer no to the question whether he intends abolishing the various school models currently in existence, when the answer is clearly yes.

QUESTIONS  
Indications translated version.

For oral reply:

Own Affairs:

*Question standing over from Wednesday, 10 February 1993:*

Medical benefits of teachers retiring on accelerated pension

\*5. Mr A GERBER asked the Minister of Education and Culture:†

(1) Whether teachers under the control of his Department who accepted an offer in 1992 to retire from service on accelerated pension, enjoy the same medical benefits as teachers retiring at the usual age; if not, why not;

(2) whether he will make a statement on the B2B2E

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes, as in the Public Service, the medical benefits are the same. However, the liabilities regarding the payment of membership fees differ.

(2) No.

Mr R M BURROWS: Mr Chairman, arising from the reply of the hon. the Minister, with regard to the differences that have evolved regarding the subscriptions for those persons who have retired and the problems surrounding that, can the hon. the Minister indicate whether it is his intention to make recommendations regarding State contributions to such medical aid fund contributions?

The MINISTER: Mr Chairman, with regard to the follow-up question of the hon. member for Pinetown, I should like to explain that the history of this matter is very complicated. I went through all the documents and could not satisfy myself that I actually had all the necessary facts.

One of the reasons for that is that quite a number of role-players were involved. Therefore, on my initiative, talks involving some of the important role-players are to take place very soon. Until that has happened, it would, I believe, be inappropriate for me to express any

further opinions. My instructions are that they should clarify quite a number of matters about which I require greater clarity.

†Mr A GERBER: Mr Chairman, further arising from the reply that the hon. the Minister has given, I would just like to ask whether the implications in regard to the higher contributions that teachers have to pay for medical benefits were pointed out to them beforehand when the package for accelerated retirement was offered to them.

†THE MINISTER: Mr Chairman, that is precisely one of the factors on which I cannot get clarity. I am receiving information from various sources, where various role-players were involved, and I find it difficult to correlate the information. I cannot therefore, I believe, give a reply at this state that will not embarrass me later once it is placed on record. I would first like to satisfy myself as to the true facts, then the hon. member can ask me again in a week or three's time.

New questions:

Forest Hill, Johannesburg; complaint lodged with school principal (5)

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

(1) Whether a complaint, details of which have been furnished to the Minister's Department for the purposes of his reply, was recently lodged with the principal of a certain high school in Forest Hill, Johannesburg; if so, what was the nature of this complaint;

(2) whether a solution was found which satisfied the complainer; if so, what solution;

(3) how many (a) White and (b) Black pupils were enrolled at this school on the tenth school day in 1993;

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

†THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes, a parent claimed that her daughter was threatened by a boy;

# Improved standards for Paso pupils

By Bulelwa Payi, Grahamstown

A FORT BEAUFORT teacher was concerned at the Pan Africanist Congress' lack of presence at his school — so he simply promoted primary school pupils to senior standards.

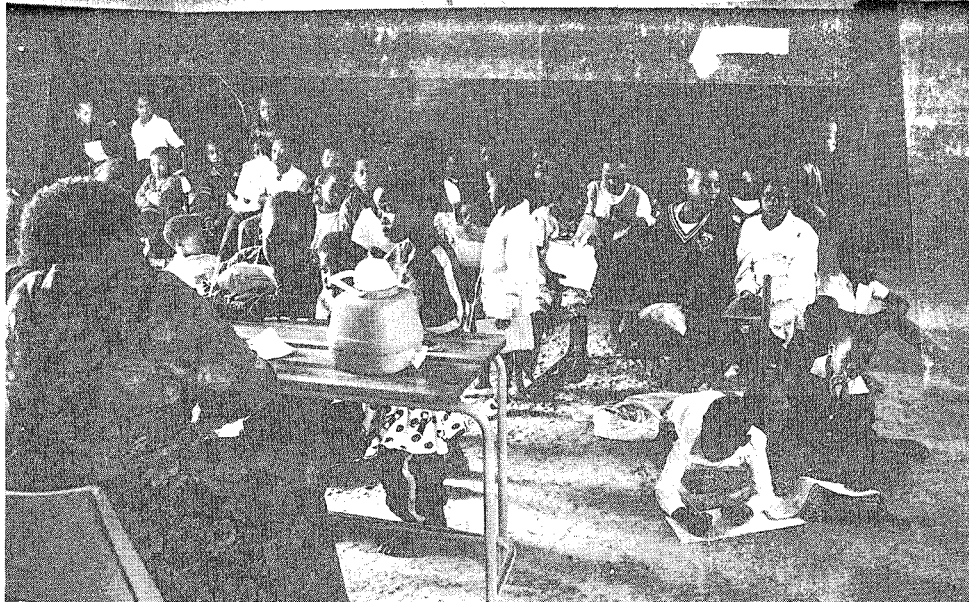
The pupils, about 20 in number, have now been expelled by other pupils. Inyibiba school principal Professor Tamsanga Lalendle confirmed this week. Pupils have also demanded the expulsion of the teacher, but school authorities are still investigating the issue.

Lalendle, a former Fort Hare professor, said the PAC-supporting teacher "had admitted them via the backdoor" in order to form a Pan African Students Organisation (Paso) branch.

Lalendle said pupils who had gone as far as Standard Three and Five but had been admitted into Standard Eight and Nine were "chucked out" by members of the Congress of South African Students. Others left of their own accord.

The admissions irregularities at the school came to the fore last week when students elected on to a "screening committee" which handled admissions noticed names of people known as criminals on the admissions register.

Last week pupils called on the principal to expel the teacher involved in the scam. Lalendle said: "We decided that the parents, the circuit inspector and I should do further investigations into the matter and come up with a solution," he said. — Ana



# Lesson in survival as rains sweep in

(Times (Cape, Metro) 2/12/93)

By SOBANTU XAYIYA

A CROSSROADS primary school, which has classrooms with leaking roofs, broken windows and no floors or ceilings, was forced to stop using several classrooms when they were flooded during recent storms.

The principal of Mkhangeleni Junior Primary School, Mrs Zoliswa Mene, said her children faced a severe winter as most of the windows and doors of her corrugated iron shack school were broken.

Speaking this week from her corrugated-iron cargo-container office, she said classrooms were overcrowded and some of the children had tuberculosis.

roads, is also affected by periodic violence between different factions in the area.

"During the 1989 inter-faction rivalry between Nogwe and Ngxobogwana, the school was occupied by refugees," said Mrs Mene.

● In a written reply to Mrs Mene's complaints, the DET said this week that the school's present premises belonged to the community of Crossroads.

"The Department of

Education and Training is therefore not responsible for its erection and maintenance but provides teachers, furniture, textbooks, stationery and control of the learning/teaching processes.

"A new school building for Mkhangeleni Primary School has been planned for the new financial year and the project is scheduled to be advertised for tender in March 1993. We expect that the building will be ready for occupation early in 1994, if the project proceeds according to plan.

"Old Crossroads, where the Mkhangeleni Public Primary School is going to be built, has been recently upgraded ... for storm-water drainage and sewerage."

This had meant building could not be started earlier, the DET said.

It also said that when faction fights occurred at Crossroads, the department always involved itself in negotiations with local leaders, parents and community-based organisations "to promote schooling in the area".

## STRUGGLE TO LEARN

... Some of them sitting on the sand floor, others on top of their desks, these pupils at the Mkhangeleni Junior Primary School in Crossroads have had to double up in classes as some of the classrooms had to be evacuated when they were flooded during recent rains. The building also has broken windows and a bucket toilet system which teachers say helps the spread of TB  
Picture: FANIE JASON





# Pupils occupy <sup>(51)</sup> training centre

ARL 22/2/93

**EDWARD MOLOINYANE, Staff Reporter**

PUPILS at a Crossroads primary school that uses the platoon system occupied a training centre today to use as classrooms.

More than 500 parents, mostly women, accompanied their children and teachers from Imbasa Primary to Topcor training centre, beside the Crossroads Town Council offices.

Parent Ms Victoria Dlabongo said the decision to take over the two blocks of the partly used centre was taken at a parents' meeting yesterday.

"Our children have been using the platoon system at Imbasa for the past two years in spite of Department of Education and Training assurances that a school would be provided," she said.

"Last week we went to the DET offices to find out when they were going to sort out our problems but we were told that no new buildings were in the pipeline because of a lack of funds."

The parents asked the Crossroads council to let the school use the training centre, which has been largely unused for years, but were refused.

Principal Mr S M Cweya said there were about 2 325 pupils and 57 teachers at Imbasa.

(3) No. The fate of the site is subject to the outcome of the investigations mentioned in 1 and 2 above.

Own Affairs:

Number of pupils in 10 schools

7. Mr D J DALLING asked the Minister of Education and Culture:

In respect of each of the 10 schools the names of which have been furnished to the Minister's Department for the purpose of his reply, (a) how many pupils were there in each grade and standard as at 1 February 1993 and (b) how many of these pupils were (i) White and (ii) not White?

THE MINISTER OF EDUCATION AND CULTURE: (51)

(2) Suitable alternative hired accommodation is not available in the vicinity of the existing post office. Offers from private enterprises to develop the company's site on a lease back basis are to hand and are being pursued.

These kinds of statistics are not usually kept. A survey which was conducted in answer to the question, indicates the following:

(a)	gr I	gr II	std 1	std 2	std 3	std 4	std 5	std 6	std 7	std 8	std 9	std 10
Buebeuch Primary School	106	111	100	108	108	92	62	—	—	—	—	—
Hyde Park High School	55	52	64	52	39	43	40	—	—	—	—	—
Laerstoff Bryanson	98	88	101	107	106	85	76	—	—	—	—	—
Montrose Primary School	100	103	100	98	94	94	95	—	—	—	—	—
Rembrandt Park Primary School	127	129	129	146	131	124	116	—	—	—	—	—
Rivonia Primary School	—	—	—	—	—	—	—	—	—	—	—	—
Sandown High School	82	83	88	99	94	90	85	—	—	—	—	—
Sandown Primary School	—	—	—	—	—	—	—	—	—	—	—	—
Wendwood High School	—	—	—	—	—	—	—	—	—	—	—	—
Wendwood Primary School	87	100	104	108	102	92	103	—	—	—	—	—

Aid classes:

Laerstoff Bryanson	8	Rembrandt Park Primary School	12
Montrose Primary School	18	Sandown Primary School	9
		Wendwood Primary School	20

(b) (i)	gr I	gr II	std 1	std 2	std 3	std 4	std 5	std 6	std 7	std 8	std 9	std 10
Buebeuch Primary School	91	101	88	100	98	88	57	—	—	—	—	—
Hyde Park High School	55	52	64	52	39	43	40	—	—	—	—	—
Laerstoff Bryanson	85	71	89	102	102	78	75	—	—	—	—	—
Montrose Primary School	88	88	83	93	86	90	90	—	—	—	—	—
Rembrandt Park Primary School	115	121	120	140	123	122	111	—	—	—	—	—
Rivonia Primary School	66	57	77	73	—	76	71	—	—	—	—	—
Sandown High School	—	—	—	—	—	—	—	—	—	—	—	—
Sandown Primary School	—	—	—	—	—	—	—	—	—	—	—	—
Wendwood High School	76	90	92	103	93	87	98	—	—	—	—	—
Wendwood Primary School	—	—	—	—	—	—	—	—	—	—	—	—

Aid classes:

Laerstoff Bryanson	8	Rembrandt Park Primary School	12
Montrose Primary School	17	Sandown Primary School	8
		Wendwood Primary School	20

(b) (ii)

	gr I	gr II	std 1	std 2	std 3	std 4	std 5	std 6	std 7	std 8	std 9	std 10
Buebeuch Primary School	15	10	12	8	10	4	5	—	—	—	—	—
Hyde Park High School	—	—	—	—	—	—	—	—	—	—	—	—
Laerstoff Bryanson	—	—	—	—	—	—	—	—	—	—	—	—
Montrose Primary School	13	17	12	5	4	7	1	—	—	—	—	—
Rembrandt Park Primary School	12	15	17	5	8	4	5	—	—	—	—	—
Rivonia Primary School	12	8	9	6	8	2	5	—	—	—	—	—
Sandown High School	—	—	—	—	—	—	—	—	—	—	—	—
Sandown Primary School	16	26	11	26	17	14	14	—	—	—	—	—
Sandown Primary School	—	—	—	—	—	—	—	—	—	—	—	—
Wendwood High School	—	—	—	—	—	—	—	—	—	—	—	—
Wendwood Primary School	11	10	12	5	9	5	5	—	—	—	—	—

Aid classes:

Montrose Primary School	1	(2) whether further cuts are expected during the course of 1993; if so, (a) why and (b) what will be their effect? B141E
Sandown Primary School	1	

Specialised school education: cuts in expenditure

8. Mr M J ELLIS asked the Minister of Education and Culture:

(1) Whether any cuts in expenditure on specialised school education have taken place during the present financial year; if so, what was the extent of these cuts;

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

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes, as a result of the retrenchment of staff in the 1992/93 financial year, R4,795 million was cut;

## Taxi unrest: State blamed

JOHANNESBURG

The taxi blockade could have been averted sooner were it not for the intervention by Witwatersrand attorney-general Mr Klaus von Lieres and Minister of Law and Order Mr Hernus Kriel. Johannesburg management committee chairman Mr Ian Davidson and deputy Mr Paul Asherson said last night Mr Kriel's declaration of a state of emergency "left us powerless".

Sapa (32) CT 18/248

*Heugseard* *Heugseard* *Heugseard* *Heugseard*

COMPENSATION PAYABLE TO POLITICAL OFFICE-BEARERS FOR THE USE OF PRIVATE RESIDENCES

SCHEDULE (A2)

Political Office-bearers	Calendar Year 1992			1993 (Including payments for February 1993)		
	Compensation	Income Tax deducted by Department	Nett Compensation	Compensation	Income Tax deducted by Department	Nett Compensation
R F Botha	116 720,86	33 132,33	83 588,53	17 454,16	4 978,44	12 475,72
Gen M de M Malan	67 846,72	26 679,50	40 967,56	17 454,16	4 978,44	12 475,72
Dr J N Reddy	112 032,60	31 965,50	80 067,10	17 454,16	4 978,44	12 475,72
A A Julies	97 585,60	27 659,21	69 906,39	17 738,49	5 089,55	12 648,54
Dr W A van Niekerk	110 430,92	31 334,55	79 096,57	17 635,04	5 094,22	12 543,82
A Mookse	108 434,52	29 920,64	78 513,88	17 639,55	4 978,44	12 661,11
A J Vlok	118 771,51	31 671,04	79 956,47	17 454,16	4 978,44	12 475,72
E Louw	112 693,36	29 316,76	81 175,89	17 454,16	4 978,44	12 475,72
S J de Beer	104 983,16	29 947,48	75 035,12	17 454,16	4 978,44	12 475,72
Dr W A van Niekerk	104 900,35	29 870,64	75 029,71	17 454,16	4 978,44	12 475,72
Dr E H Venter	115 110,30	32 847,77	82 262,53	17 454,16	4 978,44	12 475,72
J de Villiers*	129 538,59	35 878,44	93 660,15	35 320,29	10 074,98	25 545,31
Y Moolah	109 408,53	31 213,26	78 195,27	17 454,16	4 978,44	12 475,72
Dr J A van Niekerk	107 906,94	30 782,81	77 124,13	17 454,16	4 978,44	12 475,72
A G Maman	114 815,28	32 763,76	82 051,52	17 627,09	5 028,01	12 599,08
Dr G M Gama	114 207,29	32 588,91	81 618,38	17 454,16	4 978,44	12 475,72
Dr P J Welgemoed	104 724,96	29 870,64	74 854,32	17 383,19	2 894,10	8 689,09
L Wessels	109 224,96	31 938,01	77 286,95	18 206,16	5 193,44	12 475,72
D L Keys	108 068,99	30 784,36	77 284,63	19 678,68	5 616,14	14 062,24
A Williams	108 009,48	28 359,79	71 649,09	17 454,16	4 978,44	12 475,72
G N Morkel	89 774,28	25 635,00	64 139,28	14 962,38	4 264,12	10 698,26
van der Breda	87 123,86	25 763,90	61 359,96	13 035,79	3 797,83	9 237,96
W N Swart	85 939,38	24 467,42	56 432,48	13 966,09	3 955,62	9 237,96
Dr T G G Alant	85 939,38	24 467,42	56 432,48	12 912,32	3 676,44	9 235,88
W N Swart	82 715,40	24 823,76	65 453,90	15 994,15	3 874,78	9 279,37
J H L Scheepers	80 250,00	25 969,24	56 746,16	16 325,46	4 325,46	9 400,86
D de Graaff*	158 354,32	46 299,55	112 054,97	25 124,64	7 470,00	17 174,74
S J Schoeman	83 805,00	23 873,55	59 931,45	12 912,32	3 676,44	9 235,88

— Two private residences (Cape Town and Pretoria)

Additional classroom places: Cape Peninsula

Dr K M ANDREW asked the Minister of Education and Training:

- (a) (i) 3 160 places (79 classrooms)  
 (ii) None

Whether any additional classroom places have been made available for the 1993 school year at primary and secondary schools in the Cape Peninsula; if not, why not; if so, how many were made available at such (i) primary and (ii) secondary schools, (b) what are the names of the schools involved and (c) in respect of what date is this information furnished?

- (a) (i) 3 160 places (79 classrooms)  
 (ii) None

(b) Luetaika Public Primary School  
 Mzantsi Public Primary School  
 Shizakane Public Primary School  
 Audite Public Primary School

(c) 18 January 1993.

Note: A total of 4 060 new classroom places in primary schools and 2 380 new classroom places in secondary schools are under construction and will become available between April and July 1993.

The MINISTER OF EDUCATION AND TRAINING:

Yes, only in primary schools.

B57E

HOUSE OF ASSEMBLY

*Heugseard* *Heugseard* *Heugseard* *Heugseard*

COMPENSATION PAYABLE TO POLITICAL OFFICE-BEARERS FOR THE USE OF PRIVATE RESIDENCES

SCHEDULE (A1)

Political Office-bearers	Calendar Year 1990			Calendar Year 1991		
	Compensation	Income Tax deducted by Receiver (Estimate)	Nett Compensation	Compensation	Income Tax deducted by Department from 1/10/91	Nett Compensation
R F Botha	54 744,22	15 693,34	39 050,88	114 262,91	25 137,19	7 467,66
Dr J N Reddy	28 869,51	8 304,71	20 564,80	110 290,00	2 948,22	7 467,66
Dr W A van Niekerk	25 676,05	7 360,47	18 315,58	108 739,21	23 553,72	7 467,66
A J Vlok	54 006,18	15 481,77	38 524,41	113 017,11	24 789,06	80 769,39
S J de Beer	—	—	—	91 838,53	19 291,06	64 557,11
G S Bartlett	51 400,20	—	36 665,48	82 345,93	22 402,96	52 475,29
Dr J A van Niekerk	61 877,39	17 738,18	44 139,21	115 663,75	25 538,77	7 467,66
E Louw	—	—	—	88 779,56	17 856,99	68 454,71
Y Moolah	26 238,05	7 531,57	18 716,48	104 724,96	22 402,98	7 467,66
Dr K Rajoo	17 133,40	4 911,57	12 221,83	104 724,96	22 402,98	7 467,66
Adv L Pienaar	—	—	—	104 724,96	22 402,98	7 467,66
Dr G Marais	62 365,25	—	44 847,21	112 886,01	24 742,88	80 675,87
A Williams	51 400,20	—	36 665,48	27 551,35	3 598,23	14 643,21
van der Breda	35 539,69	10 188,04	25 351,65	78 774,66	6 396,18	49 285,87
W A van Niekerk	60 657,70	19 796,54	40 729,16	78 774,66	372,88	5 514,66
Dr T G G Alant	60 657,70	17 276,77	42 991,02	31 447,74	1 900,48	76 784,82
J H L Scheepers	—	—	—	70 875,13	1 750,08	5 514,66
D de V Graff*	—	—	—	81 853,83	2 622,05	6 116,87
S J Schoeman	—	—	—	82 530,08	12 867,58	58 633,11
—	—	—	—	26 421,42	171,08	20 735,88

— Two private residences (Cape Town and Pretoria)

Notes: — A revised compensation scheme came into operation at the beginning of 1991

— The compensation (with the exception of a few items) is subject to income tax

— The Department of Public Works has been deducting income tax since 1 October 1991

HOUSE OF ASSEMBLY



(2) whether his Department considered the implications of such abolition in respect of those teachers who had incurred financial obligations on the assumption that they would be entitled to these subsidies; if not, why not; if so, to what extent;

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

#### THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(2) Yes. The payment of transport allowances in the Public Service was stopped on its totality from 1 July 1992. Because the Department considered the implications of such a measure, special arrangements were made to extend the payment of transport allowances for this Department until 31 December 1992.

(3) No. A statement is not deemed necessary.

Mr C I NASSON: Mr Chairman, arising from the hon the Minister's reply, I should like to ask him whether, in stopping the transport subsidies to teachers, he took into account the fact that there are teachers that have to travel up to 180 kilometres a day to and from their schools.

The MINISTER: Mr Chairman, it was not my Department that stopped the transport subsidies. It was a decision of the Commission for Administration on the conditions of service for public servants. My Department was very well aware of the problems mentioned. We discussed the matter at various levels of education. We discussed it at the Committee of Ministers of Education. It was also discussed at the Committee of Heads of Education. Because we are sympathetic to the situation, we asked that the matter be extended. We submitted it again. The financial implications of the Budget permitting, I should like to make a further proposal to the hon the Minister of State Expenditure that in exceptional cases consideration be given to whether transport subsidies could assist those teachers.

However, it is also clear that in cases where accommodation was available, teachers continued applying for transport subsidies. It is also important that a teacher who teaches at a school becomes part of that particular community, so

HOUSE OF REPRESENTATIVES

that the school and teaching activities and the learning process can be extended by the community to the school. However, my Department will pursue this debate.

Mr C I NASSON: Mr Chairman, further arising from the hon the Minister's reply, with regard to the last part of his reply, I should like to ask whether he is aware of the fact that building societies do not grant loans to teachers who are teaching in the distant rural areas or near farms. Teachers at Laingsburg, for example, cannot obtain loans because the building societies regard Laingsburg as a risk. I want to ask whether the hon the Minister took this into account, and also the fact that teachers teaching at farm schools, where accommodation is not available, obtain accommodation in the towns and receive a housing subsidy for the houses. In 170 kilometres a day, he loses approximately R1 600 per month in transport subsidies. The hon the Minister of Health Services and Welfare...

The CHAIRMAN OF THE HOUSE: Order! The hon member must please put the question only.

Mr C I NASSON: Mr Chairman, lastly I wish to ask the hon the Minister whether he would please negotiate further with the hon the Minister of State Expenditure to grant a State transport subsidy to the teachers.

The MINISTER: Mr Chairman, when we discuss education matters, we do so with great circumspection and no decision is taken as if the total situation has not been taken into account. Unfortunately I cannot determine the policy of the building societies. However, this Department has in the past already given the assurance through the hon the Minister of Local Government, Housing and Agriculture, that in cases where teachers need a guarantee for a State subsidy, our Department will guarantee it. Furthermore I wish to state clearly that when education bodies are invited to enter into discussions with the education authorities, I would appreciate it if they would place the matter on the agenda and if the Department and the education bodies representing the teachers, were to place this matter as a point to be negotiated.

Mr C I NASSON: Mr Chairman, further arising from the hon the Minister's reply, I wish to

ask whether he is fully aware of the further implications for our school children of this cancellation of transport subsidies. Is he aware of the fact that in some cases teachers now have to hitch-hike in order to get to school? Is he aware of the fact that on Friday, 12 February this year, the Primary School Matjies River either started late, or that there was no school on that day because the teachers could not get to the school?

The MINISTER: Mr Chairman, I am fully aware of that at all. I am still waiting for a regional office to inform me thereof. If there are specific cases of which the hon member is aware and he wishes to make representations on behalf of those education bodies, we shall attend to it.

Certain primary school complaints (51)

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

(1) Whether his Department has at any time received complaints about the principal of a certain primary school, the name of which has been furnished to the Minister's Department for the purpose of this reply; if so, what is the name of this school;

(2) whether these complaints related to the employment at the said school of a teacher, whose name has also been furnished to the Minister's Department, and/or other alleged irregularities; if so, what are the relevant details;

(3) whether this teacher occupies a permanent post at present; if not, what kind of post does she occupy;

(4) whether the post concerned was advertised; if not, why not; if so, what are the relevant details;

(5) whether any steps have been taken against the principal in respect of the complaints referred to in paragraph (2) of this question; if not, why not; if so, what steps?

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes. Mering Primary School.

(2) Yes. The complaint concerns the appointment of a teacher at the mentioned

school with effect from 1 January 1993. The particular teacher, for reasons which coincide with departmental policy in this regard, successfully applied for a transfer to the mentioned school. The transfer, however, was facilitated within a relatively short period of time.

(3) Yes. The teacher occupies a post on a permanent basis.

(4) No. Only vacant posts are advertised.

(5) No. The particular principal has not contravened any provision of the Education Act or regulations promulgated thereunder.

Mr S S OOSTHUIZEN: Mr Chairman, arising out of the hon the Minister's reply, I should like to say that he referred in his reply to the fact that the transfer was accomplished in a relatively short time. As the transfer of teachers generally takes a very long time, I should like to know from the hon the Minister what the relatively short time is that is being referred to. He also said that only vacant posts are advertised. I want to ask him when this particular post became vacant.

The MINISTER: Mr Chairman, a relatively short period can also be very long. However, I should like to say that the school committee, the principal, the inspector and the Department decided on this transfer. Our Department clearly effected a policy change in respect of education institutions. The Education Department does not interfere with the appointment of teachers at school level. That is the responsibility of the school committee, the parent community and the regional council, and when there is a discussion on transfers it occurs between the bodies concerned. I as the Minister am not consulted in that matter. I was delighted at the task and I think it is an improvement on previous traditions whereby appointments were done at schools.

Mr S S OOSTHUIZEN: Mr Chairman, further arising out of the hon the Minister's reply, I want to say he just referred to the school committee and the parent community. For the hon the Minister's information I want to say to him that I have here a copy of the minutes of the meeting of the school committee concerned, which I have also included in a letter to the Director of Education. In these minutes the school committee felt during the meeting that

HOUSE OF REPRESENTATIVES

they had been misled by the principal concerned, as far as this appointment was concerned. At that meeting they asked that the appointment be declared null and void. We also know . . .

(51) **THE CHAIRMAN OF THE HOUSE:** Order. The hon member, Mr S S Oosthuizen, should put a question and not give an explanation.

**MR S S OOSTHUIZEN:** Mr Chairman, this is the question. Seen in the light of the minutes of the meeting of the school committee, I want to

ask why the opinion of the school committee was not taken into consideration, since the hon Minister referred to the fact that the school committee is really the interested party in the matter.

**THE MINISTER:** Mr Chairman, if the hon member is not satisfied with the replies that have been given to him in writing here and which I have explained.

send a complete submission to the hon member concerned. After that he can contact me again with regard to all the relevant facts.

### HOUSE OF DELEGATES

#### QUESTIONS

†Indicates translated version.

*For oral reply:*

**General Affairs:**  
*Question standing over from Wednesday, 17 February 1993:*

**Howard Commission: comments/guidelines** ~~(52)~~  
\*2. Mr A RAIBANSI asked the Minister of Justice:

Whether he received any comments and/or guidelines from the Commission of Inquiry into Certain Lotteries, Sports Pools and Fund-Raising Activities (the Howard Commission) prior to his recent decision not to extend the date for the closing down of certain gambling outlets; if so, (a) when and (b) what was (i) the nature of and (ii) his reaction to these comments and/or guidelines.

**THE DEPUTY MINISTER OF JUSTICE:**

No. The State President however received a letter from the Chairman of the Howard Commission. In this regard, I wish to quote from my affidavit in Case No. 82/0953, *Florida Road Entertainment, Rover Palace Leisure Industries v The Minister of Justice, The Minister of Law and Order*, the following:

"5

At the time of the exercise of my discretion not to extend the moratorium against conviction, I was aware of the contents of the letter addressed by the Honourable the Judge President of this Division to the Honourable the State President."

and

"7

I inform the above Honourable Court that in the *bona fide* and proper exercise of my discretion I took the contents of the letter into consideration, but did not regard it as decisive."

Mr A RAIBANSI: Mr Chairman, arising out of the hon the Deputy Minister's reply, could he state why the fact that the Government

received a letter from the Howard Commission was divulged long after this decision was made public, or was it when this question was tabled? Secondly, it is believed that the Howard Commission did not evaluate what was placed before it. Is it not irregular for a commission simply to submit a letter? Thirdly, in the light of this irregularity, is the Government prepared to sack the Howard Commission of Inquiry?

**THE DEPUTY MINISTER:** Mr Chairman, I submit that those questions raise new issues, and I ask the hon member for Arena Park to table them.

**INTERPELLATIONS** ~~(53)~~

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

*Own Affairs:*

**Rationalization/abolishment of Department of Education and Culture:**

1. **MR M RAJAB** asked the Minister of Education and Culture: ~~(54)~~  
Whether steps are being taken by her Department to rationalize functions so as to comply with the State President's commitment to abolish her Department in the near future; if so, what steps, if not, why not?

~~(55)~~ D43E INT

**THE MINISTER OF EDUCATION AND CULTURE:** Mr Chairman, in the Natal-KwaZulu region the heads of the five education authorities, namely the House of Assembly, the House of Delegates, the House of Representatives, KwaZulu Education Department and the Department of Education and Training, have together produced a model to meet the functional rearrangement and rationalisation needs of the region. Meeting under the aegis of the Natal Education Board, the five independent education authorities in the Natal-KwaZulu region propose the following:

Firstly, they propose a division of the region into four areas with headquarters in Durban, Pietermaritzburg, Ulundi and Ladysmith. The head office for the region as a whole would be in Durban, based in a building of the House of Delegates.



Sannieshof Hospital	39,90%
Sibrand van Niekerk Hospital	59,80%
South Rand Hospital	44,50%
Johannesburg	92,90%
Tara H. Moses Centre	43,80%
Johannesburg	67,30%
Van Velden Memorial Hospital	50,30%
Tzaneen	52,80%
Vereeniging Hospital	40,30%
Far East Rand Hospital	47,50%
Springs	82,90%
Voorrekker Hospital	95,50%
Potgietersrus	54,30%
Wardlaw Hospital	
Waterval-Boven Hospital	
Witrand Care and Rehabilitation Centre, Potchefstroom	
Witlem Cruywagen Hospital, Germiston	

#### Building of housing units

11. Mr P G SOAL asked the Minister of Housing and Works: (a) whether his Department intends building any housing units in the Republic in 1993; if not, why not; if so, (b) in which centres will they be built and (b) how many units will be built in each of these centres? B153E

#### The MINISTER OF HOUSING AND WORKS:

Yes, the Department of Local Government, Housing and Works has approved projects for the erection of housing units in 1993 in the regions as listed below in respect of local authorities and welfare organisations.

(a)		(b)
Northern Transvaal	901	
Southern Transvaal	1 170	
Natal	579	
Eastern Cape	313	
Western Cape	964	
Northern Cape	24	
Orange Free State	227	

#### State subsidies on bus fares for school pupils

12. Mr A GERBER asked the Minister of Education and Culture: (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z) (aa) (ab) (ac) (ad) (ae) (af) (ag) (ah) (ai) (aj) (ak) (al) (am) (an) (ao) (ap) (aq) (ar) (as) (at) (au) (av) (aw) (ax) (ay) (az) (ba) (bb) (bc) (bd) (be) (bf) (bg) (bh) (bi) (bj) (bk) (bl) (bm) (bn) (bo) (bp) (bq) (br) (bs) (bt) (bu) (bv) (bw) (bx) (by) (bz) (ca) (cb) (cc) (cd) (ce) (cf) (cg) (ch) (ci) (cj) (ck) (cl) (cm) (cn) (co) (cp) (cq) (cr) (cs) (ct) (cu) (cv) (cw) (cx) (cy) (cz) (da) (db) (dc) (dd) (de) (df) (dg) (dh) (di) (dj) (dk) (dl) (dm) (dn) (do) (dp) (dq) (dr) (ds) (dt) (du) (dv) (dw) (dx) (dy) (dz) (ea) (eb) (ec) (ed) (ee) (ef) (eg) (eh) (ei) (ej) (ek) (el) (em) (en) (eo) (ep) (eq) (er) (es) (et) (eu) (ev) (ew) (ex) (ey) (ez) (fa) (fb) (fc) (fd) (fe) (ff) (fg) (fh) (fi) (fj) (fk) (fl) (fm) (fn) (fo) (fp) (fq) (fr) (fs) (ft) (fu) (fv) (fw) (fx) (fy) (fz) (ga) (gb) (gc) (gd) (ge) (gf) (gg) (gh) (gi) (gj) (gk) (gl) (gm) (gn) (go) (gp) (gq) (gr) (gs) (gt) (gu) (gv) (gw) (gx) (gy) (gz) (ha) (hb) (hc) (hd) (he) (hf) (hg) (hh) (hi) (hj) (hk) (hl) (hm) (hn) (ho) (hp) (hq) (hr) (hs) (ht) (hu) (hv) (hw) (hx) (hy) (hz) (ia) (ib) (ic) (id) (ie) (if) (ig) (ih) (ii) (ij) (ik) (il) (im) (in) (io) (ip) (iq) (ir) (is) (it) (iu) (iv) (iw) (ix) (iy) (iz) (ja) (jb) (jc) (jd) (je) (jf) (jg) (jh) (ji) (jj) (jk) (jl) (jm) (jn) (jo) (jp) (jq) (jr) (js) (jt) (ju) (jv) (jw) (jx) (jy) (jz) (ka) (kb) (kc) (kd) (ke) (kf) (kg) (kh) (ki) (kj) (kk) (kl) (km) (kn) (ko) (kp) (kq) (kr) (ks) (kt) (ku) (kv) (kw) (kx) (ky) (kz) (la) (lb) (lc) (ld) (le) (lf) (lg) (lh) (li) (lj) (lk) (ll) (lm) (ln) (lo) (lp) (lq) (lr) (ls) (lt) (lu) (lv) (lw) (lx) (ly) (lz) (ma) (mb) (mc) (md) (me) (mf) (mg) (mh) (mi) (mj) (mk) (ml) (mm) (mn) (mo) (mp) (mq) (mr) (ms) (mt) (mu) (mv) (mw) (mx) (my) (mz) (na) (nb) (nc) (nd) (ne) (nf) (ng) (nh) (ni) (nj) (nk) (nl) (nm) (nn) (no) (np) (nq) (nr) (ns) (nt) (nu) (nv) (nw) (nx) (ny) (nz) (oa) (ob) (oc) (od) (oe) (of) (og) (oh) (oi) (oj) (ok) (ol) (om) (on) (oo) (op) (oq) (or) (os) (ot) (ou) (ov) (ow) (ox) (oy) (oz) (pa) (pb) (pc) (pd) (pe) (pf) (pg) (ph) (pi) (pj) (pk) (pl) (pm) (pn) (po) (pp) (pq) (pr) (ps) (pt) (pu) (pv) (pw) (px) (py) (pz) (qa) (qb) (qc) (qd) (qe) (qf) (qg) (qh) (qi) (qj) (qk) (ql) (qm) (qn) (qo) (qp) (qq) (qr) (qs) (qt) (qu) (qv) (qw) (qx) (qy) (qz) (ra) (rb) (rc) (rd) (re) (rf) (rg) (rh) (ri) (rj) (rk) (rl) (rm) (rn) (ro) (rp) (rq) (rr) (rs) (rt) (ru) (rv) (rw) (rx) (ry) (rz) (sa) (sb) (sc) (sd) (se) (sf) (sg) (sh) (si) (sj) (sk) (sl) (sm) (sn) (so) (sp) (sq) (sr) (ss) (st) (su) (sv) (sw) (sx) (sy) (sz) (ta) (tb) (tc) (td) (te) (tf) (tg) (th) (ti) (tj) (tk) (tl) (tm) (tn) (to) (tp) (tq) (tr) (ts) (tt) (tu) (tv) (tw) (tx) (ty) (tz) (ua) (ub) (uc) (ud) (ue) (uf) (ug) (uh) (ui) (uj) (uk) (ul) (um) (un) (uo) (up) (uq) (ur) (us) (ut) (uu) (uv) (uw) (ux) (uy) (uz) (va) (vb) (vc) (vd) (ve) (vf) (vg) (vh) (vi) (vj) (vk) (vl) (vm) (vn) (vo) (vp) (vq) (vr) (vs) (vt) (vu) (vv) (vw) (vx) (vy) (vz) (wa) (wb) (wc) (wd) (we) (wf) (wg) (wh) (wi) (wj) (wk) (wl) (wm) (wn) (wo) (wp) (wq) (wr) (ws) (wt) (wu) (wv) (ww) (wx) (wy) (wz) (xa) (xb) (xc) (xd) (xe) (xf) (xg) (xh) (xi) (xj) (xk) (xl) (xm) (xn) (xo) (xp) (xq) (xr) (xs) (xt) (xu) (xv) (xw) (xx) (xy) (xz) (ya) (yb) (yc) (yd) (ye) (yf) (yg) (yh) (yi) (yj) (yk) (yl) (ym) (yn) (yo) (yp) (yq) (yr) (ys) (yt) (yu) (yv) (yw) (yx) (yz) (za) (zb) (zc) (zd) (ze) (zf) (zg) (zh) (zi) (zj) (zk) (zl) (zm) (zn) (zo) (zp) (zq) (zr) (zs) (zt) (zu) (zv) (zw) (zx) (zy) (zz)

- (1) Whether his Department announced at any time that State subsidies on bus fares for school pupils would be phased out over a period of seven years; if so, when;
- (2) whether this policy has been changed since; if not, why not; if so, what are the relevant details;
- (3) what are the costs in bus fares in respect of school pupils for the various distance categories in 1992 and 1993, respectively? B192E

#### The MINISTER OF EDUCATION AND CULTURE:

- (1) No, but the South African Schoolbus Contractors Association was informed;
- (2) Yes, the Minister's Council approved on 16 April 1991 that the full contribution by parents for the transport of pupils, organised by the Department of Education and Culture (House of Assembly), would be phased in over a period of three years and that parents would have a choice of either paying a larger amount or making alternative transport arrangements for the pupils;
- (3) costs of pupil transport per contract school bus in respect of existing state contracts only

Distance	Costs per term		Costs per term
	1992	1993	
0 - 3 km	R92,50	R192,50	
4 - 10	R97,50	R206,25	
11 - 20	R108,75	R233,75	
21 - 30	R122,50	R266,25	
31 - 40	R135,00	R300,00	
41+	R142,50	R317,50	

#### HOUSE OF REPRESENTATIVES

point out that he has not given us the names of the two persons involved. Will he please provide the House with those two names?

The MINISTER: Mr Chairman, for the very reason that that hon member has refrained from providing those names, I think that it is equally inappropriate for me to provide those names, since these people have, as yet, not been charged as such and convicted. I think it is inappropriate that, since we are dealing with the dispensation of justice in a foreign country, we should provide these names at this point.

#### QUESTIONS

Indicates translated version.

For oral reply:

General Affairs:

#### Extradition treaty: RSA/Transket

\*1. Mr L T LANDERS asked the Minister of Justice:

- (1) Whether the Republic of South Africa and the Republic of Transket have entered into an extradition treaty; if not, why not; if so, what are the relevant details;
- (2) whether a request has been received from the Republic of Transket for the extradition of two persons, whose names have been furnished to the Minister's Department for the purpose of his reply; if so, (a) when was the request received and (b) what are the names of these two persons;
- (3) whether the request has been or will be accepted; if not, why not;
- (4) whether he will make a statement on the matter? C3E
- The MINISTER OF JUSTICE:
- (1) Yes. An extradition treaty was entered into between the Republic of South Africa and Republic of Transket on 19 June 1987 as promulgated by Proclamation No. 99 of 19 June 1987 (Government Gazette No. 10778).
- (2) Yes.
- (a) 16 May 1991
- (b) In respect of the two persons whose names have been supplied.
- (3) The request, as well as a possible amendment to the Extradition Act, 1962, are still under consideration.
- (4) A statement is not necessary.

Mr L T LANDERS: Mr Chairman, arising from the hon the Minister's reply, I want to

Mr L T LANDERS: Mr Chairman, further arising from the hon the Minister's reply, I want to ask whether he does not find it strange that no progress has been made in this regard after a lapse of almost two years since the request was made.

The MINISTER: No, Mr Chairman, I do not find it strange, for the very reason that the hon member would perhaps try to discover something strange about the fact that two years have elapsed. I should perhaps ask him why he has suddenly become interested in this issue. Why the sudden concern about this issue? I can counter his question quite easily with such a reply. As a matter of fact, since the hon member has obviously been made aware of the situation, he should perhaps also be made aware of the fact that these two gentlemen are not in the country, or do not find themselves in a position in which these orders can be considered. That is apart from the technical situation.

Mr L T LANDERS: Mr Chairman, further arising from the hon the Minister's reply, I want to ask whether he is saying to this House that both Mr Sol Kerzner and Mr Sol Bloomberg are not in South Africa, and is also saying to us that no hon member in this House or in Parliament should take up issues of this nature, and that—according to his reply—there must be a specific time when hon members should take up these issues? Perhaps the hon the Minister could also tell us what charges have been levelled against these two individuals.

The MINISTER: Mr Chairman, I am not suggesting that the hon member should not ask questions. I am merely saying that for the very reason that he is refraining from providing the names, I think it is appropriate that I should refrain from doing so as well. Since he has now

## More space in Cape schools

(51) Political Staff

ANOTHER 3 160 classroom places had been made available in primary schools in the Cape Peninsula this year and a further 6 460 places would become available between April and July, the Minister of Education and Training, Mr Sam de Beer, said yesterday. *CTD 4/2/93*

Last year an additional 9 340 classroom places had been created.

## R619 000 in Japanese aid

PRETORIA — The Japanese government had granted R619 000 for drought relief and educational projects for disadvantaged communities in SA, the Japanese embassy said yesterday.

"There is still a great need for (drought) assistance in many parts of the country, and contributing to upgrading the level of education remains one of the crucial areas of assistance," the embassy said.

Four drought relief and three educational projects would benefit.

Venda Agricultural Union would get R60 000 to buy irrigation equipment, the Shotong Educare Trust R102 000 for sinking boreholes, the National African Farmers' Union R136 000 for irrigation equipment and the National Drought Consultative Forum/Kagiso Trust task force R57 000 for a drought relief programme computer.

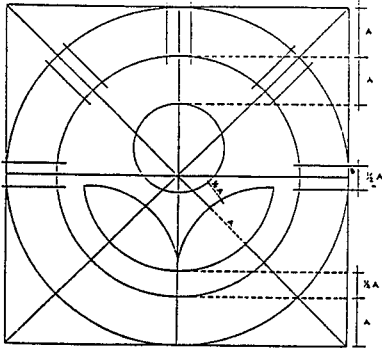
Twilight Children would get R108 000, Protec R89 000 and the Project for the Establishment of Pre-Primary and Primary Schools R67 000. — Sapa.

**Specifications**

1. Emblem and qualifying words "Irradiated" or "Radurised" shall be printed in bold print against a contrasting background, clearly visible, easily legible and indelible and the legibility shall not be affected by pictorial or any other printed matter.
2. The minimum outer circle diameter of the emblem shall be 10 mm except in the case of a package of which the area of the main panel is less than 12 000 mm<sup>2</sup>, where the size of the emblem may be reduced in the proportions prescribed in regulation 2 (9) (b) (ii).
3. The emblem shall be constructed as indicated in Facsimile 3 with relative sizes as indicated by "A".
4. The letters of qualifying words shall be of uniform size throughout and of the same relative size as indicated by "A".

**Facsimile 3**

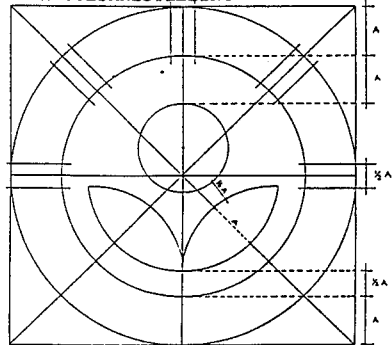
SYMBOL CONSTRUCTION

**Spesifikasies**

1. Die embleem en kwalifiserende woorde "Bestraal" of "Geraduriseer" moet in vetdruk op 'n teengestelde agtergrond gedruk word, duidelik sigbaar, maklik leesbaar en onuitwisbaar, en die leesbaarheid moet nie deur geïllustreerde voorstellings of ander drukwerk belemmer word nie.
2. Die minimum buite-omtrekdeursnee van die embleem moet 10 mm wees, behalwe in die geval waar die pakket se hoofpaneel 'n oppervlakte van minder as 12 000 mm<sup>2</sup> het, waar die embleem verklein kan word in verhoudings soos voorgeskryf in regulasie 2 (9) (b) (i).
3. Die embleem moet saamgestel word soos aangedui onder Faksimilee 3 met relatiewe groottes soos aangedui by "A".
4. Die letters van kwalifiserende woorde moet deurgaans van eenvormige grootte wees en van dieselfde relatiewe grootte soos aangedui by "A".

**Faksimilee 3**

SIMBOOLSAMESTELLING

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

No. R. 243

26 February 1993

EDUCATION AFFAIRS ACT  
(HOUSE OF ASSEMBLY), 1988AMENDMENT OF REGULATIONS RELATING TO  
GOVERNING BODIES OF STATE-AIDED SCHOOLS,  
EXCLUDING STATE-AIDED SCHOOLS FOR  
SPECIALIZED EDUCATIONThe Minister of Education and Culture has under  
section 112 read with section 31 of the Education  
Affairs Act (House of Assembly), 1988 (Act No. 70 of**ADMINISTRASIE:  
VOLKSRAAD**DEPARTEMENT VAN ONDERWYS EN  
KULTUUR

No. R. 243

26 Februarie 1993

WET OP ONDERWYSAANGELEENTHEDE  
(VOLKSRAAD), 1988WYSIGING VAN DIE REGULASIES BETREFFENDE  
BESTUURSLIGGEME VAN STAATSONDER-  
STEUNDE SKOLE, UITGESONDERD STAATSON-  
DERSTEUNDE SKOLE VIR BUITENGEWONE  
ONDERWYSDie Minister van Onderwys en Kultuur het kragtens  
artikel 112 saamgelees met artikel 31 van die Wet op  
Onderwysaangeleentede (Volksraad), 1988 (Wet No.

1988), amended the regulations promulgated by Government Notice No. R. 2932 of 6 December 1991, as set out in the Schedule.

### SCHEDULE

(S1) (Bla)

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 2932 of 6 December 1991, as amended by Government Notice No. R. 441 of 14 February 1992.

2. Regulation 22 of the Regulations is hereby amended—

(a) by the substitution for subregulation (2) of the following subregulation:

"(2) Whenever a casual vacancy occurs—

(a) in the office of a member referred to in regulation 2 (1) (c), the sponsoring body shall forthwith designate a competent person to fill the vacancy; and

(b) in the office of a member referred to in regulation 2 (1) (b), such vacancy shall, at the discretion of the governing body, be filled either by means of co-option, or by means of an election in terms of these regulations: Provided that if the member in whose office the vacancy has occurred, was a parent of a pupil of the state-aided school concerned at the time when he became a member of the governing body, his successor shall also be a parent of a pupil of the state-aided school concerned at the time of his co-option or election, as the case may be."; and

(b) by the insertion after subregulation (2) of the following subregulation:

"(3) A member designated, co-opted or elected in accordance with subregulation (2), shall remain in office for the unexpired term of office of his predecessor."

### DEPARTMENT OF EDUCATION AND CULTURE

No. R. 244

26 February 1993

EDUCATION AFFAIRS ACT  
(HOUSE OF ASSEMBLY), 1988

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

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

70 van 1988), die regulasies afgekondig by Goewermentskennisgewing No. R. 2932 van 6 Desember 1991; gewysig soos uiteengesit in die Bylae.

### BYLAE

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermentskennisgewing No. R. 2932 van 6 Desember 1991, soos gewysig by Goewermentskennisgewing No. R. 441 van 14 Februarie 1992.

2. Regulasie 22 van die Regulasies word hierby gewysig—

(a) deur subregulasie (2) deur die volgende subregulasie te vervang:

"(2) Wanneer 'n toevallige vakature ontstaan—

(a) in die amp van 'n lid in regulasie 2 (1) (c) bedoel, wys die borgliggaam onverwyld 'n bevoegde persoon aan om die vakature te vul; en

(b) in die amp van 'n lid in regulasie 2 (1) (b) bedoel, word so 'n vakature, na die goeddunke van die bestuursliggaam, óf by wyse van koöptering, óf by wyse van 'n verkiesing ingevolge hierdie Regulasies, gevul: Met dien verstande dat indien die lid in wie se amp die vakature ontstaan het, op die tydstit toe hy 'n lid van die bestuursliggaam geword het 'n ouer van 'n leerling van die betrokke staatsondersteunde skool was, sy opvolger ook 'n ouer van 'n leerling van die betrokke staatsondersteunde skool moet wees ten tye van sy koöptering of verkiesing na gelang van die geval."; en

(b) deur die volgende subregulasie na subregulasie (2) in te voeg:

"(3) 'n Lid wat ooreenkomstig subregulasie (2) aangewys, gekoöpteer of verkies word, beklee sy amp vir die oorbytende ampstermyn van sy voorganger."

### DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 244

26 Februarie 1993

WET OP ONDERWYSAANGELLEENTHEDE  
(VOLKSRAAD), 1988

WYSIGING VAN REGULASIES BETREFFENDE BESTUURSLIGGAME VAN STAATSONDERSTEUNDE SKOLE, UITGESONDERD STAATSONDERSTEUNDE SKOLE VIR BUITENGEWONE ONDERWYS

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

DEPARTMENT OF NATIONAL HEALTH AND POPULATION DEVELOPMENT

1992/93 financial year:

Cape Province	13,94%
Orange Free State	4,18%
Natal	4,46%
Transvaal	14,57%

Port Elizabeth/Uitenhage population numbers

209. Mr E W TRENT asked the Minister of Home Affairs:

How many (a) male and (b) female (i) Whites, (ii) Coloureds, (iii) Asians and (iv) Blacks were there in the magisterial districts of (aa) Port Elizabeth and (bb) Uitenhage or the Port Elizabeth/Uitenhage metropole as at the latest specified date for which information is available? B467E

The MINISTER OF HOME AFFAIRS:

(aa)	(a)	(b)
(i)	70 983	73 318
(ii)	76 963	82 415
(iii)	4 286	4 211
(iv)	182 517	175 960
(bb)	(a)	(b)
(i)	19 746	19 854
(ii)	21 937	23 189
(iii)	506	545
(iv)	48 614	48 160

1991 Population Census 7 March 1991. Final data after having been adjusted for over- and undercount.

Mortality figure

215. Mr M J ELLIS asked the Minister of Home Affairs:

(a) What was the mortality figure in each province for the 1991 calendar year and (b) what percentage of the total population in each province does each such figure represent? B451E

The MINISTER OF HOME AFFAIRS:

(a)*	(b)	
Cape Province	50 610	0,8
Natal	28 330	1,1
Transvaal	62 930	0,7
Orange Free State	14 484	0,7

HOUSE OF ASSEMBLY

ment made in each of the two categories referred to in subparagraph (iii) above? B495E

The MINISTER FOR PUBLIC ENTERPRISES:

The Managing Director of Transnet Limited has furnished the following reply to the hon member's question:

- (1) No.
- (2) Falls away.

Bophuthatswana: guarantees/sureties given by State

227. Mr K M ANDREW asked the Minister of Forestry Affairs:

(1) Whether any guarantees or sureties were given directly or indirectly by the Government or any Department or agency of the Government to any person or organization for (a) loans granted, (b) lines of credit granted and (c) other specified financial services rendered to (i) the Government of, (ii) any Government Department or, (iii) a development corporation in, and (iv) any other specified person or organization in Bophuthatswana in the 1991-92 financial year; if so,

(2) (a) what amounts were involved in each case and (b) what was the total amount outstanding in terms of such guarantees or sureties as at the latest specified date for which information is available;

(3) whether foreign currencies are involved in any of these guarantees or sureties; if so, (a) what currencies, (b) how much is involved and (c) who is responsible for bearing the potential cost of exchange rate fluctuations? B515E

The MINISTER OF FOREIGN AFFAIRS:

- (1) No.
- (2) and (3) Fall away.

Transnet: office accommodation

222. Mr R V CARLISSE asked the Minister for Public Enterprises:

(a) What proportion of the office accommodation owned or leased by Transnet in cer-

tain buildings, particulars of which have been furnished to the Minister's Department for the purpose of his reply, is currently utilized by Transnet in respect of each such building and (b) in respect of what date is this information furnished? B538E

The MINISTER FOR PUBLIC ENTERPRISES:

The Managing Director of Transnet Limited has furnished the following reply to the hon member's question:

(a)	Paul Kruger Building, Johannesburg	100	Per cent
	South Station Building, Johannesburg	100	
	Park Chambers Building, Johannesburg	100	
	Urban Square Building, Johannesburg	100	
	NZASM Building, Pretoria	61	
	Station Building, Pretoria	91	
(b)	23 March 1993.	100	

Children in Port Elizabeth/Uitenhage

242. Mr E W TRENT asked the Minister of Home Affairs:

How many (a) White, (b) Coloured, (c) Asian and (d) Black children of school-going age in the (i) Pre-school, (ii) primary school, (iii) secondary school, and (iv) 18 to 22 years age categories were there in the Port Elizabeth/Uitenhage metropole as at the latest specified date for which statistics were available? B549E

The MINISTER OF HOME AFFAIRS:

(a)	(b)	(c)	(d)	
(i)	7 342	13 844	585	24 287
(ii)	18 776	32 564	1 391	62 000
(iii)	15 166	22 795	936	44 288
(iv)	16 973	23 691	867	50 661

Note: The age categories are compiled as follows:

- (i) 1 to 5 years
- (ii) 6 to 12 years
- (iii) 13 to 17 years
- (iv) 18 to 22 years

HOUSE OF ASSEMBLY

### Chief Justice: retirement

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

- (1) Whether the present Chief Justice is due to retire; if so, when;
- (2) whether consideration has been given to the choice of a successor to the present Chief Justice; if not, why not; if so,

- (3) whether any (a) members of the judiciary, (b) members of political parties and organizations currently engaged in the constitutional negotiation process, (c) representatives of the organized legal profession and (d) academic lawyers have been or will be consulted prior to the appointment of a new Chief Justice; if not, why not;

- (4) whether any additional teaching posts have been created at primary and secondary schools in the Cape Peninsula in 1993; if not, why not; if so, (a) how many were created at such (i) primary and (ii) secondary schools, (b) what are the names of the schools involved and (c) in respect of what date is this information furnished?

### The MINISTER OF EDUCATION AND TRAINING:

Yes.

(a) (i) 137

(ii) 34

### (b) Primary Schools

	Number of Posts
Efakeni	6
Mfuleni	2
Siyazakha	23
Andile	1
Mkanyiseli	1
Nomnganiselo	1
Chibambani	1
Chuma	7
Ebhulankweni	11
Injongo	1
Ekhosweni	2
Emluthini	1
Rhust	1
Khuphletiswa No 1	2
Kukhanyile	2
Luleka	24
Nkazimlo	11

### EMBARGO: ONMIDDELIK PERSVERKLARING DEUR DIE STAATSPRESIDENT, MNR F W DE KLERK

Hiermee word bekend gemaak dat Sy Edele Hoofregter M M Corbett, wat op 14 September 1993 by bereiking van die ouderdomsgrens normaalweg uit aktiewe diens sou tree, uiteenoot is om vir 'n verder tydsperk in die pos van Hoofregter te dien.

Die bekleer van die Hoofregtersamp is bestem om vanweë sy besondere onafhanklikheid 'n prominente rol in die oor-

gangsgrotes te speel. Hoofregter Corbett se ervaring en die feit dat hy as persoon wie agting geniet, maak hom besonder geskik om so 'n rol te vervul.

Indien nodig, sal die Predament gender word en weersvondige raagting Injovoor te verleen. Hoofregter Corbett het die uitnodiging aanvaar.

### VANTGIEREK DEUR DIE KANTOOR VAN DIE STAATSPRESIDENT

### KAAFTAD

10 FEBRUARIE 1993

### Additional teaching posts: Cape Peninsula

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

- (1) Whether any additional teaching posts have been created at primary and secondary schools in the Cape Peninsula in 1993; if not, why not; if so, (a) how many were created at such (i) primary and (ii) secondary schools, (b) what are the names of the schools involved and (c) in respect of what date is this information furnished?

### The MINISTER OF EDUCATION AND TRAINING:

Yes.

(a) (i) 137

(ii) 34

### (b) Primary Schools

	Number of Posts
Efakeni	6
Mfuleni	2
Siyazakha	23
Andile	1
Mkanyiseli	1
Nomnganiselo	1
Chibambani	1
Chuma	7
Ebhulankweni	11
Injongo	1
Ekhosweni	2
Emluthini	1
Rhust	1
Khuphletiswa No 1	2
Kukhanyile	2
Luleka	24
Nkazimlo	11

### The MINISTER OF JUSTICE:

(1) to (5)

I would like to refer the hon member to the press statement issued by the State President on 10 February 1993 in this regard. A copy is attached for the sake of convenience.

### (b) Primary Schools

	Number of Posts
Hollungile	1
Ntwasahlabo	1
Stivile	3
Sombhambisana	1
Sesobanza	1
Soyisile	2
Ummangaliso	2
Umltha	24
Yuselela	1
Vuzumoya	2
Vuzamanzini	1
Yomelela	1

### Secondary Schools

	Number of Posts
ID Mkize	2
Kulani	2
Lagunya	1
Langa	2
Stembele Matiso	1
Fezeka	1
Ikamvalatu	5
Nelson Mandela	1
Oseru Mpepha	1
Bolumko	5
Inlanganiso	4
Luthiza	2
Matiso	2
Masivule	1
Mavuzemvuse	1
Thandokhalu	4

(c) 1 January 1993.

### Unemployment Insurance Fund: amount paid

81. Mr R V CARLISLE asked the Minister of Manpower:

- (a) What was the total amount (i) paid into the Unemployment Insurance Fund in 1992 and (ii) paid out in benefits by the Fund in that year and (b) (i) to how many applicants were benefits paid and (ii) what actual or estimated number of such applicants was (aa) White, (bb) Coloured, (cc) Indian and (dd) Black?

### The MINISTER OF MANPOWER:

These figures are not available yet as they are still subject to auditing.

### Unemployment insurance cards

82. Mr R V CARLISLE asked the Minister of Manpower:

- Whether any employers were (a) prosecuted and (b) warned in 1991 and 1992, respectively, for failing to keep their employees' unemployment insurance cards up to date; if so, how many in each category? B215E

### The MINISTER OF MANPOWER:

(a) 1991: Yes 8

1992: Not yet available\*

(b) 1991: Yes 9 108

1992: Not yet available\*

\*Note: Figures have not as yet been audited

### Own Affairs:

### Students registered at various universities

13. Mr P J GROENEWALD asked the Minister of Education and Culture:

- How many (a) White, (b) Coloured, (c) Indian and (d) Black students (i) were registered and (ii) completed their studies for a degree at (aa) the Potchefstroom University-*te vir Christelike Hoer Onderwyse*, (bb) the University of Pretoria, (cc) the University of the Orange Free State, (dd) the Rand Afrikaans University, (ee) the University of the Witwatersrand, (ff) the University of Cape Town and (gg) the University of Natal in 1987, 1988, 1989, 1990, 1991 and 1992, respectively?

### The MINISTER OF EDUCATION AND CULTURE:

Pertaining to (a), (b), (c), and (d) (i) and (ii) (aa), (bb), (cc), (dd), (ee), (ff) and (gg) the statistics were taken from the annual SAUSE reports of the institutions. Tables with the required information for the period 1987 to 1991 are attached. The information for 1992, however, is not available.

giving financial assistance to (a) the (i) red meat, (ii) citrus, (iii) sub-tropical fruit and (iv) vegetable industries and (b) irrigation farmers; if not, why not, in each case; if so, in respect of each of the above-mentioned categories, (i) when and (ii) to what extent?

(i) Yes.  
 (ii) and (iv) Yes.  
 (b) Yes.  
 (i) As soon as all the relevant investigations are completed; and  
 (ii) To the extent to which funds will be available and in accordance with the merits of the representations in each case.

**THE MINISTER OF AGRICULTURAL DEVELOPMENT:**

B227E

(a) (i) Yes.

University	White		Coloured		Indian		Black	
	Number of students registered	Number of graduates registered	Number of students registered	Number of graduates registered	Number of students registered	Number of graduates registered	Number of students registered	Number of graduates registered
Poortchiesfontein University for Christian Higher Education	8 486	2 020	132	24	17	3	351	43
University of Pretoria	22 865	5 279	106	14	45	4	359	93
University of the Orange Free State	8 780	2 097	297	24	0	0	214	22
Rand Afrikaans University	6 930	2 226	387	83	24	4	184	41
University of the Western Waterstrand	14 055	3 421	329	67	1 735	278	2 885	514
University of Cape Town	10 205	2 797	1 951	460	556	96	1 699	274
University of Natal	8 627	2 598	293	80	2 894	581	2 386	531

**Music offered as subject**

14. Mr E K MOORCROFT asked the Minister of Education and Culture:

- (1) Whether it is the intention to continue offering music as a subject at schools falling under his Department; if not, why not; if so, what are the relevant details?
- (2) whether a decision has been taken to reduce the number of music teachers at schools in the Cape Province; if so, (a) by how many and (b) over what period?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) Yes, the present school curriculum makes provision for Music as an optional subject and it has also been included in the proposed Curriculum Model for South Africa;
- (a) these statistics are not yet available, (b) by 31 December 1993.
- (2) Yes, B184E

**Number of schools**

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

- How many (a) ordinary public, (b) Model B, (c) State-aided ordinary and (d) Model D schools fell under the control of his Department as at the latest specified date for which information is available?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (a) 92,  
 (b) 20,  
 (c) 1 860,  
 (d) 17.

Information as on the 10th school day of 1993.

Financial assistance to certain industries/irrigation farmers

20. Mr A B BRUWER asked the Minister of Agricultural Development:

Whether he or his Department is considering



The same applies to education. What has happened now is that the steps which were taken by the department and the hon. the Minister have led to this court case. If this court case had not taken place, the necessary steps to decrease the number of teachers in accordance with an Act of Parliament would have been taken in due course. However, what has happened now? The school issue is a negotiable one, but I have said this before, and I shall repeat it, that I am against our children at school being used for political purposes. We have said so. However, who has caused this to happen? [Interjections.] [Time expired.]

\*Mr. C I NASSON: Mr. Speaker, I should like to tell the hon member for Southern Cape that I do not want to launch a personal attack on that hon Minister. I have no vendetta against the hon the Minister. I do not begrudge him the rest he will enjoy as the hon the Minister of Sport. [Interjections.]

\*Mr. SPEAKER: Order! Hon members do not have to listen. The Standing Rules of Parliament do not state that an hon member has to listen. He does not have to listen at all. However, the must just not make it impossible for other hon members who do want to listen, to hear. The Chair would also very much like to listen to what every hon member has to say. I am therefore asking for hon members co-operation. The hon member may proceed. I shall give him extra time.

\*Mr. C I NASSON: Thank you very much. Mr. Speaker, I should like to tell the hon member for Southern Cape that I do not have a personal vendetta against the hon the Minister. However our education is bleeding to death.

The Sekonder Skool Wolsley does not have any teachers today. The school is closed. [Interjections.] Last Friday there was not a single school in the entire Paarl district. This was a protest against the measures introduced by the hon the Minister. These schools are bleeding. The standards in our schools have dropped drastically as a result of the measures introduced by the hon the Minister. It has now become very clear that the hon the Minister is applying tricks

management. I request him once again to give serious consideration to withdrawing his appeal so that no further unnecessary costs are incurred. [Interjections.] [Time expired.]

\*The MINISTER OF EDUCATION AND CULTURE: Mr. Speaker, thank you for another opportunity to deal with those hon members. This is already the third round. Nevertheless I shall participate in it with great pleasure and great tolerance. Some hon members simply do not understand how things work in Parliament and how things work outside.

The hon member for Bokkeveld came to the real question at the end of his speech. [Interjections.] He appealed to me to withdraw the case. That is his actual intention. I want to remind the hon member that it is education that which took this case to court. It was not I. [Interjections.] My department's doors were open. It was they who decided to take the case to court. There must be democracy and justice. That is why the court must decide on this matter. It no longer has anything to do with me. I shall therefore not talk about it.

That brings me to the real politics behind this issue. The point of contention is my car telephone and my home loan. However, these are small things. All these hon members are subsidised on their office telephones. Do they talk about that? [Interjections.] Many of these hon members live almost free and gratis in Labour Park and they do not even pay their rent. The director-general is sitting here. [Interjections.]

We shall circulate the list of the hon members who do not pay their rent. [Interjections.] We shall circulate the list, because there are hon members here who do not even pay rent. They owe years in rent arrears. [Interjections.] The hon member for Paarl talked about management, but what about the houses in Walmer Estate?

\*Mr. C I NASSON: Mr. Speaker, is the hon the Minister prepared to take a question?

\*The MINISTER: No, Mr. Speaker.

\*Mr. SPEAKER: Order! The hon the Minister may proceed.

\*The MINISTER: The hon member for Paarl referred to the management. What about their management which now wants to sell houses in Walmer Estate? [Interjections.] What did that management do? [Time expired.]

\*Mr. D M G CURRY: Mr. Speaker, on a point of order, I did not build the houses in Walmer Estate. [Interjections.] The hon the Minister must not mislead the House.

\*Mr. SPEAKER: Order! That is not a point of order. The hon member must please resume his seat. The question of who was responsible for the houses is not a point of order.

\*Mr. D M G CURRY: Mr. Speaker, the hon the Minister misled the House. [Interjections.] Debate concluded.

#### QUESTIONS

Indicates translated version.

*For oral reply:*

*Own Affairs:*

\*1. Mr. A E REEVES asked the Minister of Health Services and Welfare:

- (1) Whether the Emmerdale branch of a certain organization, the name of which has been furnished to the Minister's Department for the purpose of his reply, has applied to his Department for a loan to build a village for the aged in Emmerdale; if so, (a) when and (b) what is the name of this organization;
- (2) whether this loan has been or will be granted; if so, when; if not, why not;
- (3) whether he will make a statement on the matter?

The MINISTER OF HEALTH SERVICES AND WELFARE:

- (1) Yes.
- (a) 27 June 1989.

(b) The Harvest Ingathering Appeal (Transvaal Federation Branch) [Interjections.]

- (2) The granting of loans for building purposes is a function of the Department of Public Works and the Department of Health Services and Welfare.
- (3) No.

Mid-Emmerdale School/clinic clinic

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

- (1) Whether his Department has received a request for the old Mid-Emmerdale School to be utilized as a school clinic; if so, (a) when and (b) from whom;
- (2) whether his Department has accepted to the request; if not, why not; if so, when will this school be converted into a clinic;
- (3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes.
- (a) 12 June 1992.
- (b) The School Committee of the Mid-Emmerdale Primary School.
- (2) No. The Department is still experiencing a shortage of classroom accommodation in the area. The Department is therefore compelled to utilise the available classrooms for secondary/primary education so as to ensure that basic education needs are addressed.
- (3) No. A statement is not deemed necessary.

Officials of Administration: political party membership

\*3. Mr. S S OOSTHUZEN asked the Minister of the Budget:

Whether officials in the employ of the Administration: House of Representatives are allowed (a) to be members of political parties and/or (b) to state or defend the standpoints or policies of specific political parties?


HOUSE OF REPRESENTATIVES

(3) whether she will make a statement on the matter? B262E

**THE MINISTER OF NATIONAL HEALTH:**

- (1) No;
- (2) yes, if it is brought to my attention. Medical schemes, however, report such matters directly to the statutory bodies;
- (3) no.

\*19. Mr L Fuchs—Justice: [Withdrawn.]

**SADF: contact between MI officers and leaders of self-governing territories** 

\*20. Mr J A JORDAAN asked the Minister of Regional and Land Affairs:

- (1) Whether a former senior official of the former Department of Development Aid, whose name has been furnished to the Minister's Department for the purpose of his reply, at any time arranged contact between senior officers of the Military Intelligence Division of the South African Defence Force and any chief ministers of the self-governing territories; if so, what (a) is the name of this official and (b) was the (i) nature and (ii) extent of this contact;
- (2) whether this contact took place in the presences of his official at all times; if not, why not; if so, what are the relevant details? B260E

**THE MINISTER OF REGIONAL AND LAND AFFAIRS:**

- (1) No.
- (a) and (b) fall away.
- (2) Question falls away.

**SADF: contact between senior MI officer and leaders of self-governing territories**

\*21. Mr J A JORDAAN asked the Minister of Defence:

- (1) Whether, with reference to his reply to Question No 28 on 17 February 1993, a senior officer of the Military Intelligence Division, whose name has been furnished to the South African Defence

Force for the purpose of the Minister's reply, at any time made any direct or indirect contact with any chief ministers of the self-governing territories; if so, what (a) is the name of this senior officer and (b) was the (i) nature and (ii) extent of this contact;

(2) whether other senior officers have carried on this contact; if not, why not; if so, what are the relevant details? B267E

**THE MINISTER OF DEFENCE:**

- (1) As I have already indicated, the officer whose name was supplied to me did not have any official interaction with any chief ministers of the self-governing territories while he was a senior officer with the Military Intelligence Division. He, however, served in a subordinate post with the Secretariat of the State Security Council from July 1982 to January 1985. In this capacity he had to brief a wide spectrum of persons of the self-governing territories. Apart from the fact that reference is being made to occurrences which happened almost a decade ago, this officer retired as far back as 30 June 1990.

- (2) The hon member is referred to the reply to part (2) of Question No 28 on 17 February 1993.


**Oil refinery: pollution**

\*22. Mr E K MOORCROFT asked the Minister of National Health:

- (1) Whether emissions from a certain oil refinery, the name and locality of which have been furnished to the Minister's Department for the purpose of her reply, are monitored by her Department; if not, why not; if so, (a) at what intervals and (b) (i) when were these emissions last monitored and (ii) with what result;
- (2) what is the name of the refinery in question? B270E

**THE MINISTER OF NATIONAL HEALTH:**

- (1) No, but by the Western Cape Regional Services Council which makes the results available to the Department;

(a) monitoring is carried out continuously and 

(b) (i) the last available processed results are for January 1993 and

(ii) the results show that the measured levels of primary pollutants are very low in comparison with accepted health safety standards;

(2) Caltex Oil Refinery at Milnerfontein.

**THE MINISTER OF EDUCATION AND TRAINING:**

**Black schools: rapid building programme**

(1) Yes. On 4 September 1992 I made a statement in regard to the acceleration of the building of schools in the greater Cape Town area. I announced that the following new schools would be built with the numbers of class-rooms and the planned dates of occupation as follows:

(51) 

(1) Whether his Department announced a rapid building programme on or about

School	Number of Classrooms	Occupation Date
Luleka Primary School, Khayelitsha	24	1 January 1993
Nizanzilo Primary School, Khayelitsha	24	1 January 1993
Chuma Primary School, Khayelitsha	24	1 March 1993
Swijiseni Primary School, Khayelitsha	24	1 March 1993
Encushment Primary School, Khayelitsha	24	1 March 1993
Umtha Primary School, Khayelitsha	24	1 March 1993
Ehulumkweni Primary School, Khayelitsha	24	1 January 1994
Thando-Khulu Secondary School, Khayelitsha	42	1 April 1993 (classrooms) 1 July 1993 (laboratories)
Bulimiko Secondary School, Khayelitsha	42	1 April 1993 (classrooms) 1 July 1993 (laboratories)
Iitanganiso Secondary School, Khayelitsha	42	1 January 1994 (laboratories)
Siyazakha Primary School, Philippi	24	1 January 1993
Umnophiso Primary School, Lwandle	24	1 January 1994
Mkangeli Primary School, Nyanga	24	1 January 1994

(2) Yes. The construction of all the schools is progressing according to schedule.

(3) Yes, as qualified under (1).

# Storm over school sex education

W/Mant 53-113/93.

By FAROUK CHOTHIA: Durban

THE House of Delegates' decision to introduce sex education in Indian schools has sparked a heated row, with conservative parents and religious leaders warning that the programme will corrupt their children.

The programme — introduced as a pilot project in some schools — will be taught to children from pre-primary level to standard five.

In a scathing attack on it the secretary-general of the Imaam Ahmed Raza Academy, Yunus Abdul Karrim, said: "Who the hell are teachers to teach our children about sex when they themselves are morally corrupt? You find teachers sexually abusing our children and going out with them."

Karrim added: "Leave sex education to the priests, imams, and parents."

Some of those parents held a protest meeting about the issue under the chairmanship of a priest in Newlands West, an

"Indian" area outside Durban.

In its defence, the department points out that sex education is not compulsory and parents have the option of refusing to permit their children to attend the classes.

The South African Democratic Teachers' Union (Sadtu) said opposition was understandable as "many parents feel it is even blasphemous to use the word sex and now their children are talking about it openly".

The southern Natal coordinator of Sadtu's gender committee, Harsheela Narsi, said Sadtu supports the programme but believes there should be more "in-depth" discussion and consultation with parents and the teacher body.

The syllabus touches on subjects which have traditionally been taboo in Indian homes and schools.

Abdul Karrim said pupils would be given detailed explanations, for instance, on homosexuality and lesbianism.

~~ST~~ (ST)  
"It must be recognised that many homosexuals are normal and leading members of society ... and except for their sexual preferences lead normal lives. Homosexuality is regarded in some communities as anti-social and subject to legal controls. In others, it is accepted without disapproval," according to the syllabus

It urges teachers to remain "neutral" when discussing homosexuality and lesbianism with children.

The syllabus also gives an explanation of masturbation and comments: "Although it (masturbation) may encourage a sense of guilt and shame it is physically harmless — although folk tales credit it with causing all manner of evils. There is no need for anxiety with this youthful practice unless it is carried to excess."

It points out, however, that teachers should stress the importance of sex "within the context of a committed marriage and a healthy family life".

## More than 40 Model C schools closed (S) CP

MORE than 40 Model C schools were closed, mostly for financial reasons, Mr Andrew Gerber (CP, Brits) said yesterday.

Speaking in the second reading debate on the Education Affairs Amendment Bill, he asked in terms of what legislation this was done.

The bill enables the education minister to close state-aided schools after consulting with parent groups. The school's immovable assets would revert to the state.

Mr Gerber said the government wanted to introduce legislation to deal with problems which resulted from its overhasty implementation of the Model C system. — Sapa

both official languages and will contain the information which was previously published in the Forestry Technology Newsletter.

**INTERPELLATION**

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

**Own Affairs:**

**Private schools: State subsidies**

\*1. Dr F H PAUW asked the Minister of Education and Culture:

- (a) What is the Department's policy in respect of Christian national schools which are run as private schools and
- (b) what are the requirements with which such schools have to comply in order to qualify for State subsidies?

B356:INT

\*THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, there are two measures which apply to private schools. One is the Private Schools Act (House of A.S. 104) of 1986. [Interjections.] The other is the Regulations Regarding the Registration and Financial Grants to Private Schools—Private Schools Act (House of Assembly) of 1986. In the nature of things these measures reflect the departmental policy in regard to private schools. If schools comply with the provisions of that Act and those regulations, they qualify for registration as private schools with my department and they can also be considered for subsidies after the qualifying period.

The requirements which a registered private school must meet in order to qualify for a government subsidy are dealt with in full in subregulations 5(S) and 5(6) of the regulations to which I have already referred. My standpoint is that the education system should be a developed system with more choices, and that the private schools should want to be available as an option for those who wish them.

It is an old tradition in most countries of the world, including our own country, that persons who believe that their particular view of religion, culture and life cannot find full expression in the State-aided education system, should have the right to their own schools.

Furthermore I believe that that right should be entrenched, but as in any other country the authorities also have the responsibility to ensure that the principles of fairness, justice and non-discrimination are also applied in the private school sector.

However, I suspect that the hon member Dr F H Pauw is concealing his true intentions behind fine sounding terminology, and that he is really interested in schools with a Christian national character, but that he is actually only interested in White schools. I also believe that he is not so concerned about whether the public are Christian or whether they belong to the Afrikaner people, as long as their skins are White. I should like to know from the hon member whether my suspicions are correct. [Interjections.]

**\*THE CHAIRMAN OF THE HOUSE: Order!**

\*THE MINISTER: If he confirms that I am correct, I shall supply him with further information in this regard in my next turn to speak.

What I want to know in particular is whether a Zulu or Tswana child who together with his parents fully associates with everything that a school with a Christian national character stands, and who has a deep desire to be admitted to such a school, would the view of the interpellant be eligible for admission.

\*Dr F H PAUW: Mr Chairman, I would be pleased to reply to the hon the Minister's question. The Afrikaner people is obviously a White people. I do not know of a Zulu or Tswana who is a White man, or who can be regarded as an Afrikaner. [Interjections.]

This matter relates to schools with a Christian and national character, and the people are experiencing problems with registration at their schools. These schools were not established because the parents have too much money. They were established to a large extent because most Afrikaners made a promise to the Lord at the christening of their children. When our children are born, we promise to educate them and to pass on the Reformed Doctrine. We promised to press on the Reformed Doctrine to our children at home and at school. This is

what we promised. I do not know why the hon the Minister is now suspicious with regard to our standpoint in this regard. The people made promises. It is for this reason that these people are building and are giving their money and possessions to establish these schools and to have them succeed. They do not cost the State any money in the process. These children get taught and it does not cost the State a cent.

I am grateful to be able to say that schools with a Christian and national character in the Cape and in the Transvaal receive reasonably good co-operation from the hon the Minister's department. However, we do have a problem. It would appear to me that the provincial education departments can exercise a discretion with regard to the requirements that are set for the registration of these schools.

For example the Danphah School in Bloemfontein, can be required to acquire a sophisticated microscope, when it is not possible to find any lesson in the syllabus for which such an instrument would be necessary. For example, even if there are only three pupils who take needlework, the school can be required to acquire six sewing machines, and to have the space to accommodate and use them. In case there might one day be more pupils who take needlework. Even if there is only one child who takes typing. A number of typewriters may be requested. If these requests were to be implemented without discretion, and without common sense, this might result in obstruction. In the Free State we have a problem in this regard. We have officials who are causing these people to struggle. We hope that after today there will be a changed climate—the signs are already there. We hear we have a director-general by the name of Some. We understand that a load of bricks have come down on the people, and it sounds as though matters are already proceeding better.

\*Mr J A JORDAAN: Mr Chairman, the hon member Dr F H Pauw is an expert in the arts. Listening to this interpellation I honestly think that it would have been more appropriate to have said nothing at all in respect of this discussion on education. I want to be very honest with hon members about this. The varied about the promise that is made when christening one's children. I actually prefer to talk about christening vow in that regard. In terms of the vow one undertakes to be instructed in the

Doctrine. If one couples this to a Christian private school, we are fully in favour of it. We are also fully in favour of Afrikaners as a medium. However, one now comes to the other races. Unfortunately the hon the Minister referred to a Zulu or a Tswana in this regard. Perhaps it would be more relevant, for argument's sake, to refer to Coloured Afrikaners, because there are people in the ranks of the CP who are in fact Coloured Afrikaners.

Then the following question becomes relevant. On what basis does one keep those people out of one's schools? As long as those people are prepared to accept what the educationists call the ethos of the school in respect of its Christian character and language, there are no grounds on which these people can be refused. I believe that this is the course we will have to adopt in this country, and this also applies to private schools. The CP is going to adopt that course together with us.

\*THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I listened carefully to what the hon member Dr F H Pauw had to say. It is clear to me that he is not concerned with Christian education of a national character. He is concerned about Christian education, and here I have no quarrel with him. I support this. Room must be created, in the future too, for schools to have a particular Christian character.

The hon member is not concerned with what is particular to a specific people, but he is concerned about White education. This is the second element. He stated clearly that the Afrikaner is White. He pointed out to the CP's allies in Coage, that their children were not welcome to attend the same school as the CP's children. He also indicated that no other White in South Africa, no matter what his origins, would be able to attend the same school as their children, unless he was an Afrikaner.

The hon member for Heilbron gave us a clear indication the day before yesterday of the approach of the hon members of the CP when he quoted the hon the Leader of the Official Opposition. He said their party, the CP, was not a party of the Afrikaner. He said they stood for the Whites, and that the future of the Afrikaner is not safe in the hands of those hon members. [Interjections.] This is why the hon member for Heilbron was able to point out

that it was unfortunately true that the CP had made a caricature of the Afrikaaner through its actions instead of strengthening the cause of the Afrikaaner, said the hon member for Heilbron, that party weakened the cause of the Afrikaaner among the other leaders of this country. [Interjections.]

I want to emphasise today that, by assuming such a narrow-minded racist attitude, they are in fact prejudicially affecting everyone who belongs to the Afrikaaner people, and I am one of them. I want to appeal to the hon members to stop being so obsessed with racism, so that we can move forward and achieve reconciliation in this country. [Interjections.]

\*Mr. L. LOUW: Mr. Chairman, schools with a Christian and national character arose in these exceptionally difficult economic times as a result of the fact that political models were forced on parent communities. This is a policy that has become untenable for most parents. It is also a consequence of the will of the Afrikaaner parents to fulfil and implement the promise they made at the churning of their child.

In view of this it is alarming that virtually impossible demands, for example in the financial field, are being made on such a school with a Christian and national character to register as a private school, particularly in the Free State. My colleague the hon member Dr F H Pawu mentioned a few of the ridiculous requirements. Why are excessive demands of this nature being made of these schools which are not even going to cost the State any money?

There is a further question with regard to the registration of schools with a Christian and national character in the future. Once there is a definite joint administration for education, are there different requirements for registration going to be made of schools with a Christian and national character and schools which fall under the Department of Education and Culture at present, or are the requirements going to be exactly the same for both?

If the hon the Minister is implying that his department has a favourable policy in respect of schools with a Christian and national character, why are we experiencing all these problems with the registration of these schools in the Free State? We are aware that in certain provinces there are virtually no problems with the regis-

tration of schools with a Christian and national character with the various departments. Unfortunately we cannot say the same at this stage about the co-operation we are receiving from the department in the Free State in this matter.

I want to issue a warning today to everyone who tries to impede the establishment of schools with a Christian and national character. The parents who made the promise, however, have often been hidden agendas to try to prevent our children being educated and instructed in a Christian manner.

\*Dr F H PAWU: Mr. Chairman, I have reason to thank the hon the Minister. He displays a positive attitude towards our schools, but he is still suspicious about whether these schools should be schools with a Christian and national character. It is also regrettable that he is confused about his own origins. [Interjections.]

There are certain schools with a Christian and national character that would much rather not have a state subsidy. They survive through grace, hard work and great sacrifices on the part of the parents in these difficult times. The reason is that the parents do not trust the State. The State represents an authority which is going to utilise the subsidy to put the school under pressure, and they regard the bill of rights as an impediment in this regard. It is the promise made at the churning of their children.

If the hon the Minister wanted to, he could give guarantees today that parents have nothing to fear if schools with a Christian and national character were to receive a State subsidy just like other private schools. We would appreciate this, and schools with a Christian and national character would spring up like mushrooms. I hope he gives this assurance. The question is simply whether the parents are going to believe him and whether they can believe him. I believe they can.

\*THE MINISTER OF EDUCATION AND CULTURE: Mr. Chairman, I want to start off, namely that for various reasons ridiculous and unnecessarily difficult demands are made for the registration of private schools.

I want to give the House two examples. A Prof Alkmaar Swart, is the leader of a group which is committed to establishing schools of

this nature, and he operates schools with the co-operation of our department. The other two persons to whom I would like to refer are Prof Carel Boshoff and Mrs. Anna Boshoff. They operated a school in Orania and have also experienced problems. They came to see me here in Cape Town, and they told me what their particular problems were. I gave attention to those few minor requirements that were outstanding. We solved these problems on that day in my office, while they were sitting there and before they walked out of the door.

Those people who truly have problems need only get into contact with us, and I can give them members the assurance that I shall do everything in my power to establish schools with a Christian base. In terms of the present constitution such schools can also be exclusively White. It would be dishonest of me in respect of hon members, the House and the country to create the impression that it would also be possible to finance such schools from the Treasury in the future if they were kept exclusively White and discriminated against people of colour.

\*THE CHAIRMAN OF THE HOUSE: Order! The time for the discussion of this interpretation has now expired, and also concludes the questions on our affairs. Questions that have not been answered will be answered in writing. Debate concluded.

#### QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

#### Number of prisoners

43. Mr. D J DALLING asked the Minister of Correctional Services:

- (1) (a) How many prisoners can be accommodated in South African prisons at present, (b) what was the daily average prison population as at the latest specified date for which information is available and (c) how many unsentenced prisoners were in prison in the Republic on that date;

- (2) whether any prisons were over-populated in 1992; if so, (a) which prisons and (b) what was the average rate of over-population in each case. B996

#### THE MINISTER OF CORRECTIONAL SERVICES:

VICE:

- (1) (a) According to the norm mentioned below, 84 791 on 31 December 1992.
- (b) The daily average prison population for December 1992 was 109 574. (See Annexure A for analysis of sentences.)

- (2) On 31 December 1992 there were 20 408 unsentenced prisoners in South African prisons.

- (3) Yes, in the sense that the norm was exceeded. However, it must be taken into account that a large percentage of the prisoners are normally not in physical detention during the day since they are as far as possible involved in work activities, training and treatment programmes, recreation, etc. High standards of hygiene and health are nevertheless maintained. However, it cannot be excluded that the rising crime tendency and especially the increase in serious crimes and the accompanying stricter sentences taken together with the insistence by the community for stricter action against criminals, may lead to the deterioration of this situation.

The occupancy level of prisons is however monitored continuously in order to determine needs and to take suitable action to deal with the problem. These actions include inter alia the following:

- The extending of existing prisons/building of new prisons where necessary. This is naturally done in accordance with long-term planning and is cost-intensive.
- The transferring of prisoners to prisons with a lower occupancy level in order to obtain a more evenly distributed population.
- The granting of special remission of sentence (occasional) to sentenced prisoners in terms of section

*(S)*

Any teacher who has reached the age of 50 and has at least ten years actual uninterrupted pensionable service, has the right to be retired on early pension with actuarial adjustment (administered benefits) at own request. A teacher may also leave on early retirement if declared unfit on medical grounds.

Teachers, whose services are terminated as a result of rationalisation, qualify for a retirement package, which also implies accelerated pension.

(2) Yes.

(a) 367 as on 15 February 1993.

The posts of people who retire on medical grounds, at normal retirement age, on early pension, exercise their own choice, i.e. remain to become vacancies for which qualified educators may be considered for appointment.

Legally a person may be considered for re-employment if he/she is the most suitable applicant for a post. Some people who are reemployed are still relatively young and further career possibilities cannot be withheld from them. The relatively small number of educators who have been re-employed, illustrates the preference given to educators other than those who have left service.

The number 5 045 (question 1) represents posts that have abolished and which cannot be filled after the Department. However, after the post has been abolished by the Department the governing body itself may maintain and finance the post.

**Subsidies for State-aided ordinary schools**  
16. Mr A GERBER asked the Minister of Education and Culture: *(S)*

(a) What amount was budgeted by his Department in respect of subsidies for State-aided ordinary schools in the 1992-93 financial year and (b) what part of that amount was paid over in subsidies?

B195E

**THE MINISTER OF EDUCATION AND CULTURE:**

(a) No separate vote was granted for the 1992-93 financial year in respect of subsidies for state-aided ordinary schools, as the implementation of these school type took place after the printed budget for 1992-93 had been finalised.

(b) Expenses concerning state-aided ordinary schools are reflected in the programme structure for ordinary school education. The programme structure has been amended, however, to make separate provision for state-aided ordinary schools as from 1993/94.

**Teachers made redundant**

17. Mr R M BURROWS asked the Minister of Education and Culture: *(S)*

(1) Whether any (a) secondary and (b) primary school teachers employed by (i) his Department and (ii) each of the provincial education departments were made redundant in 1992; if so, how many in each case in (aa) his Department and (bb) each province;

(2) whether any of these teachers were subsequently employed in another capacity within his Department. If so, (a) how many and (b) in what capacity was each of these teachers employed in (i) his Department and (ii) each province? B20IE

**THE MINISTER OF EDUCATION AND CULTURE:**

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

	(aa)	(a)	(b)
*Total in Department	639	856	
(bb) Cape	520	601	
Natal	104	203	
OPS	15	62	

\*Transversal excluded. In the TED 3 560 teachers were redundant. Separate statistics for secondary and primary schools are not available.

(2) Yes.

(a) 354.

(b) (i) in the Department as a whole 35 in permanent posts, 46 in permanent relieving posts, 271

*(S)*

in temporary teaching posts, 1 in a part-time post and 1 in an administrative post

	CEID	Nad	OPS	TvT
Temporary teaching posts	111	6	115	
Permanent teaching post	20	0	0	
Permanent relieving	0	0	46	
Administrative	0	0	1	0
Part-time	0	0	1	0

**Expenditure at schools**

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

What (a) total amount was spent and (b) was the per capita expenditure in the 1992-93 financial year on (i) school textbooks (ii) library books, (iii) hostel accommodation subsidies, (iv) pupil transport subsidies, (v) school audio-visual equipment, (vi) school buildings, (vii) stationery and (viii) school furniture at schools falling under his Department? *(S)* B21IE

**THE MINISTER OF EDUCATION AND CULTURE:**

The following are provisional expenses as the financial year only ends at the end of March 1993:

- (a) (i) R7 646 076
- (ii) R2 080 021
- (iii) R24 702 584
- (iv) R62 558 880
- (v) R113 297
- (vi) R120 821 082
- (vii) R9 914 455
- (viii) R20 257 360.

(b) not available, as all schools that changed over to Model C schools are responsible for their own running costs.

\*A total amount of R890 366 is allocated by the CED for (v) and (viii) as well as for other equipment and is not indicated.

\*Expenses for audio visual equipment

are included in (viii) by the TED and are not indicated separately.

**Model C schools: amount collected**

19. Mr R M BURROWS asked the Minister of Education and Culture: *(S)*

(1) Whether his Department has information on the total sum collected by Model C schools in compulsory school fees and by way of fund-raising activities since the inception of Model C schools up to the latest specified date for which figures are available; if so, why not; if so, what (a) was the total sum that was collected in each province in 1992 and (b) is the annualized sum projected to be collected in each province, using the figures in respect of 1992 as a guide.

(2) what percentage of Model C school expenditure at primary and high schools is being funded by the State at present;

(3) whether he will make a statement on the matter? B22IE

**THE MINISTER OF EDUCATION AND CULTURE:**

(1) No, state-aided schools are autonomous and each school determines its own school fees. Audited financial statements are drawn up at the end of a financial year, which closes on 31 March. Within six months after the end of the financial year the governing body submits a copy of the financial statements to the Head of Education.

(a) and (b) Fall away;

House of Representatives  
 (2) ±33%  
 (3) no.

Certain high school declared Model D school  
 21. Mr. L LOUW asked the Minister of Education and Culture:

Whether he recently declared a certain high school, the name of which has been furnished to the Minister's Department for the purpose of his reply, to be a Model D school, if so, (a) why, (b) (i) what date was the school so designated and (ii) how many White pupils so designated at (b) (i) and (ii) as at that date, (c) (i) how many (aa) White pupils and (bb) pupils of colour are currently enrolled at this school and (ii) in respect of what date, is this

information furnished and (d) what is the name of the school concerned? B272E

THE MINISTER OF EDUCATION AND CULTURE:

No, a Model D school was opened in unutilized buildings at Brandfort. With the amalgamation of the Heersterkool Statistiekop Brandfort and the Laerskool Brandfort in the buildings of the Laerskool Brandfort, Swart became available. On 1 January 1993 the new Model D Heersterkool/High School Brandfort was opened on this terrain. On 25 February 1993 it was attended by 70 pupils from other population groups and had no white pupils.

HOUSE OF REPRESENTATIVES

QUESTIONS

Indicates translated version.

For oral reply:

General Affairs:

State President:

President's Council: moratorium on appointments

\*1. Mr P A C HENDRICKSE asked the State President:

- (1) Whether, in view of his announcement on 29 January 1993 that the President's Council is to be phased out, he will impose a moratorium on further appointments to this Council, if not, why not; if so, what are the relevant details.
- (2) whether persons appointed to the Council after 29 January will receive the same compensation in respect of early termination of services as will members of the Council appointed prior to that date; if so, why; if not, why not?

C29E

\*THE MINISTER FOR PUBLIC ENTERPRISES (for the State President):

- (1) To the extent that I have the constitutional authority to decide on the appointment of members of the President's Council, it is my intention, subject to the quorum requirement in section 74 of the Constitution, not to make any further appointments. In my capacity as leader in Chief of the National Party I wish to state, subject to the afore-mentioned reservation, that no new appointment will be made either by means of decisions by the respective Houses in terms of section 70(1)(a)-(c) of the Constitution. For purposes of section 70(1)(d) of the Constitution I urge opposition parties to follow the same approach.

To the extent that the above-mentioned approach may require corrective legislative measures, the intention is to provide for them in the legislation concerning the final dissolution of the President's Council.

- (2) No, because it is foreseen that the term of office of any member of the Council will play an important part in the determination of the extent of any compensation payable because of the Council's final dissolution.

Ministers:

Company in Lesotho: diplomatic protection for SA shareholders

\*1. Mr L T LANDERS asked the Minister of Foreign Affairs:

- (1) Whether he or his Department has provided diplomatic protection in respect of South African shareholders of and investors in a company whose interests in Lesotho have allegedly been confiscated and whose name has been furnished to the Minister's Department for the purpose of his reply; if not, why not; if so, (a) when, (b) what was the (i) nature and (ii) extent of this protection and (c) what is the name of this company;
- (2) whether he will make a statement on the matter? C8E

\*THE DEPUTY MINISTER OF LAW AND ORDER (for the Minister of Foreign Affairs):

- (1) No. No request from the South African shareholders of and investors in the company concerned for protection of their interests in Lesotho has been received by my Department.

However, the former South African Representative to Lesotho did entertain a request from a South African shareholder of the said company to enquire with judgment in an urgent application brought by the company and others against the Military Council of Lesotho and others in the High Court of Lesotho and others in the High Court of Lesotho may be expected.

- (a), (b) (i), (ii) and (c) fall away.
- (2) This matter has been dealt with in the State President's reply to question No 1 of 19 February 1993.

Mr L T LANDERS: Mr Chairman, is the hon. the Deputy Minister in a position to reply to any questions? P7D ->



Star 111 3193

# Slowly, slowly back to school

By Phil Molefe  
Education Reporter

Soweto pupils started trickling back to school yesterday on the second day of the teachers' return to classes after ending a week-old strike on Monday.

Schools in most areas report good attendance, but it appeared it would take some time to get schooling in the township back on track.

Diepkloof high schools were disrupted yesterday when a group of youths terrorised teachers and ordered pupils out of class.

Teachers said a group of boys visited schools in the

area and ordered pupils to join a march to the Orlando Magistrate's Court in protest against a group of pupils who were arrested last month.

A teacher at one high school said a group of youths threatened teachers before ordering pupils to take to the streets.

Soweto police spokesman Major Joseph Ngubeni confirmed that four pupils were arrested in Diepkloof about two weeks ago for allegedly hijacking a delivery truck, and were facing robbery charges.

Schools in other parts of the township continued to be affected by the "easy come, easy go" syndrome characterised

by laxity among pupils.

The Star observed that pupils still go to school late and return home after barely three hours in class.

A snap survey showed attendances were better in Orlando East, Phefeni, Dube, Protea and certain parts of White City Jabavu.

The South African Democratic Teachers' Union is continuing talks with the Department of Education and Training over the reinstatement of 30 teachers whose dismissals sparked the week-old stay-away by educators.

Discussions are expected to end tomorrow.

**Acquisition of land**  
137. Mr. P. G. SOAL asked the Minister of Regional and Land Affairs:

Whether the State has acquired any land that was advertised in a General Notice of Land Allocation and was not included in Schedule 3 to Proclamation No R28 of 30 March 1992? Yes. B319E

**THE MINISTER OF REGIONAL AND LAND AFFAIRS:**

No. All the land referred to was already in possession of the state on 1 April 1992. Schedule 3 of Proclamation R28/92 includes properties of the former SA Development Trust, which properties were transferred on 1 April 1992 to the Department of Public Works. The General Notice of the Advisory Committee on Land Allocation of January 1993, inter alia, includes state land transferred by Proclamation R28/1992 as well as other land which was already state owned land on 1 April 1992 but which properties have also been identified in terms of section 91(6) of the Abolition of Racially Based Land Measures Act, 1991 (Act 108/1991), being state owned land which has not yet been developed or allocated for a specific purpose.

**Own Affairs:**

**Hillbrow constituency: rent-controlled premises**  
25. Mr. L. FUCHS asked the Minister of Housing and Works:

- (1) How many rent-controlled premises were there in the Hillbrow constituency as at 31 December 1992?
- (2) how many such premises were decommissioned in that year?
- (3) whether the will furnish the (a) address and (b) description of each of the premises so decommissioned; if not, why not; if so, what are the relevant details? B331E

**THE MINISTER OF HOUSING AND WORKS:**

- (1) On 31 December 1992 there were 740 units, comprising of 6 dwellings and 734 flats subject to rent control.
- (2) None.
- (3) (a) and (b) not applicable.

Note:

The figure for question number 12 of 1992 i.e. 775 (6 dwellings and 769 flats) was erroneously furnished incorrectly by the concerned Rent Board and answer number (1) should have read 740 units (6 dwellings and 734 flats) after 41 units were conditionally exempted from rent control.

The figure for question number 25 must read 740 units (6 dwellings and 734 flats) because no exemption from rent control in the Hillbrow constituency took place during 1992.

**HOUSE OF DELEGATES**

**QUESTIONS**

Indicates translated version.

For written reply:

Standard 10 examinations

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

	(a) Male	(b) Female	Total
(i) Number of candidates entered for the 1992 Senior Certificate Examination .....	6 963	7 522	14 485
(ib) Number failed .....	444	237	681
(ii) (aa) Number of candidates who passed with matriculation exemption .....	3 069	4 087	7 156
(bb) Number of candidates who passed without matriculation exemption .....	3 416	3 152	6 568

**THE MINISTER OF EDUCATION AND CULTURE:**

How many (a) male and (b) female pupils at schools under the control of her Department (i) (aa) entered for and (bb) failed the 1992 Standard 10 examinations and (ii) passed these examinations (aa) with the (bb) without exemption? D062

**Pupils enrolled for/completed school year**

8. Mr. M. RAJAB 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 1 to 8 A up to and including Standard 10 at Schools under the Control of her Department? D07E

**THE MINISTER OF EDUCATION AND CULTURE:**

Examination Statistics 1. r. o. 1992 Academy Year

	Entered	Passed
Class 1	26 988	26 053
Class 11	24 777	24 162
Sid 1	23 062	22 531
Sid 2	23 011	22 180
Sid 3	22 817	21 467
Sid 4	21 171	20 254

\*80 examinations are likely to write the supplementary examination.

**Education department: expenditure**

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

What (a) amount and (b) percentage of the education budget of her Department was spent on (i) pre-primary, (ii) primary, (iii) secondary, (iv) technical college, (v) teacher-training, (vi) technician and (vii) university education during the 1992-93 financial year or the latest specified 12-month period for which information is available? D08E

# These are the real war victims

By CECILIA ANTONIE

The children of Mizimbope Hotel could be among the new "lost generation". They live in fear of the next thought of attack.

Empty buildings, situated in the heart of the town, were founded by high school for 215 children.

Volunteers provide the chalk and dusts as they have no funds to pay the school fees.

Children sit in dignity in classrooms on chairs from

## Education crisis in focus

Volunteer "teacher" Praise God Madhli said the local recreation hall.

the children are doing their best. The school is still in operation in January 1992. They are positive and I want to believe that the results will be good.

Children are not afraid of the school because the committee recently to address the education issue.

A memorandum was sent demanding the employment of qualified teachers, a principal, books, tables, black boards, and other materials. Parents are still waiting for a reply.

Vivian Mshole has two children attending the "school". She said parents were in favour of an initiative to send their children to any other school because of victimisation.

League member, Isabel Khamulo, said she favoured the idea of a parent's committee and to move. "The fact that the children were being harassed makes us feel very bad," she said.

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OUTCASTS ... Mizimbope children attend an informal school on the premises after being ostracised.

PHOTO BY NIKIE MZILLEN

# School disruption wrong: poll

Sowetan 15 B 193

THE majority of people in Soweto and other urban areas are of the opinion that teaching should not be disrupted, according to the Director-General of Education and Training, Dr Bernhard Louw. Louw was responding to the findings of a series of opinion surveys conducted by the Human Sciences Research Council (HSRC) commissioned by the DET establish whether teachers in black schools had any public support in the disruption of schooling.

## ■ DET commissions HSRC survey to gauge views in urban centres:

The surveys were conducted in Soweto on March 3 1993, and in eight other urban centres the following day.

In Soweto, all the respondents agreed that pupils should attend school every day. More than 96 percent agreed with this statement.

More than 97 percent agreed that teachers had an obligation to be in the classroom to teach pupils. -- Sapa.



By Colleen Ryan

Voice Educational Centre in Orange Farm, is an oasis in the desert of black education.

It is a humble, struggling institution, unable to offer its 6,000 students an ideal education. But it has a magical element from which springs a fountain of hope: pride.

It is pride which bursts from the founder of the centre, Mzwandile Khumalo, as he recounts the remarkable story of the establishment of the five privately-funded schools three years ago.

Assisted by the Government's largesse<sup>1</sup> in providing schools for the hurriedly expanding urban area, the community of Orange

# Centre an oasis of learning

Star 16/3/93

Farm Extension Two decided to build their own schools.

Khumalo and his group of supporters set their sights on an most unlikely site: an overgrown, dilapidated old chicken farm at the outskirts of the township.

The farm's new occupants faced a daunting task: converting old chicken enclosures and broken-down buildings into classrooms and offices.

But that was only the first stage. The schools had no furniture, no equipment and no books. With no funding from the State, but with an abundance of

energy and determination, the teachers, parents and children tackled the problems.

There are now seven separate schools: a pre-school, two junior-primary schools, two higher-primary school and two high schools.

Resourcefulness runs through the veins of Khumalo, a former pharmacist, who calls himself only the "founder", but who acts as the manager and co-ordinator of the centre.

"The children have built this school themselves. We take things that have been thrown away — scrap metal, old desks,

old bus seats, anything — and we turn them into something useful."

Khumalo's practical approach appears to be influencing the style of education offered by Voice Centre. While the schools follow the only available syllabi — those provided by the Department of Education and Training — the accent is on fostering practical skills.

A large workshop has been established and the high school students work there. Each school has its own principal. There are 93 teachers

who are paid R300 a month, this being the only financial assistance provided by the State, representing 19 percent of the centre's running costs.

Pupils pay school fees of R30 a year. If their parents can afford it, the schools engage in various other fund-raising activities to generate further income.

While Voice Centre suffers from many of the maladies prevalent in black education, in one respect it is different to many Government schools.

"We have no discipline problems here. The students stay in their classrooms and do their lessons. They are not going to break what they have built with their own hands."

# Empty classrooms and shaky futures

Star 20/3/93

WHEN Standard 6 teacher Joy Mofokeng announced this week's one-day teachers' strike at her Soweto school, a cheer went up among her pupils.

Moments later, they were contentedly ambling down the street — books, teachers and learning a thing of the past.

So far this year, schools in Soweto have been disrupted so many times that pupils, at all levels from primary to matric, have lost an average 13 out of the first quarter's 51 possible school days.

The chaos started early this year. Three days after schools reopened, scores of teachers, most of them principals, were driven away from their schools by angry students in the Naledi area after the principals had refused to register some pupils because of overcrowding.

Barely a month later, schools were disrupted again when students called a go-slow over registration deadlines and exam fees.



ANOTHER STRIKE MEANS TIME TO PLAY: Soweto pupils fool around as their teachers stay away from classes this week.

## Experts and community at loggerheads over strikes

### Deadlocked

A week later, teachers from Zola, Jabankani and Emdeni went on strike to protest against the retrenchment of 30 colleagues. And now, with wage negotiations deadlocked, there is strong possibility of SA Democratic Teachers' Union members striking soon.

But an opinion poll, commissioned by the Department of Education and Training (DET) and conducted by the Human Sciences Research Council in Soweto this week, showed that the majority of people interviewed believe that teaching should not be disrupted and that teachers have an obligation to be in the classroom to teach.

Some trade unionists and educationists dispute the findings. David Maepa of the Soweto Education Co-ordinating Committee (SECC) said he would like to see the full report and

assess how the survey was conducted and put together before he would accept the findings. "One has to be very sceptical about this kind of sweeping survey."

But in a series of informal interviews this week, Saturday Star reporters found that most parents with pupils in school, especially of those doing matric, very deeply concerned about their children's future.

Sam Mashinini, a Diepkloof resident looking after his deaf and mute sister's daughter, who is studying for her matric exams, voiced a common view among parents.

"There is just too much politics in our schools," he said. "Let's face it, apartheid education left us with enough problems. We can go on strike for just about anything — from broken windows to the content of the present curriculum, an individual teacher's conduct or a negligent principal."

**A POLL shows that parents oppose teachers going on strike. But teachers, and their pupils, have other views, as JOE LOUW found out this week.**

Many parents interviewed accepted that there were many problems besetting black schools, but most do feel, as reflected in the DET poll, that the disruptions should stop.

"Demanding Government intervention or expecting the education authorities to act is out of the question," says Mashinini, "and we have already seen that these youths claim allegiance to various political organisations and are quite useless at putting out the fires started by politics in our schools."

Some parents blame teachers and principals, saying they are incompetent and lack administrative skills. In a letter to the SECC entitled Shame of the Profession, a parent complains bitterly about the amount of time principals spend in meetings, circuits and workshops.

"Where in the world of education can you find such a horrendous record of work ethics!" the letter asks. "By the time exams come they have taught nothing to the students — can anyone wonder why we have such terrible rates of failure?"

Students, on the other hand, blame everyone but themselves for their dismal records.

Bafana Twala, publicity secretary of the Congress of SA Students (COSAS) who is also a matric student at Tutuola Secondary School in Meadowlands, makes no apology for student protests. "We are not responsi-

ble for this mess in education, in housing, in health," he says vehemently.

"We did not create apartheid and the fact of the matter is that we have no confidence in the DET, the Government and the present system. Whatever they do, we are still oppressed and, as we see it, protesting is the only way to bring attention to the issues."

James Mathembsa, general-secretary of COSAS's Soweto branch, says that while his organisation has done much to push students to learn — and he points to COSAS's co-operation with Project Excel and its programme of "each one, teach one" conducted by students during school disruptions — many students have been discouraged and are disillusioned by the situation in many Soweto schools. The lack of textbooks and laboratories and the physical conditions at many schools are just a few examples of the many gripes they have.

Nor are parents exempt from criticism by students. Enoch Morero, an articulate matric student from Pheteni High, says that while parents have raised concerns about the futures of their children, "the reality is that they are playing an inadequate role in our education."

### Anguish

"They rarely can supplement our school work, few show any interest in our books or even whether we attend school or not, and the excuse is always that they are too busy with their own work."

And so the cycle of blame — parents, teachers, students, the DET, apartheid; and their corollaries of chaos, indolence, indifference, disruption and failure — continues.

"The rot must stop" an anguished parent wrote to the SECC. "We must do it. We cannot look upon the DET to stop this. It is an albatross around taxpayers' necks; this is something we have to do ourselves."

# DEC probes Yellowwood school

By Diane Coetzer

SOYTH 2013-24/3/93

(S1) (S2) (S3)

ANOTHER House of Representatives school is engaged in a dispute with its principal.

Department of Education and Culture PRO Mr Hennie Jansen yesterday confirmed an investigation was launched into the activities of Yellowwood Primary principal Mr Gamat Benjamin and other problems at the Mitchells Plain school.

Mr Benjamin has been granted "special leave" until the investigation is completed.

A teacher at the school, who wished to remain anonymous, said the investigation was the culmination of a number of problems.

"Earlier this year, Mr Benjamin unilaterally decided the school

should not take part in athletics meetings," he said.

"The teachers, pupils and the community were unhappy and after a few meetings with the department, we were allowed to take part.

"It was after that, however, that parents and staff really started mobilising against the principal to get him removed."

Among the allegations are:

● Teachers say they are not consulted and if they try to speak up, they are told by Benjamin to "Keep quiet".

● Benjamin shouts at teachers in front of pupils and parents.

● Unqualified friends of the principal were appointed in place of more qualified and better teachers

who were on the temporary staff.

● Male Muslim teachers are not allowed to attend mosque.

● He frequently leaves the school and does not inform his secretary of his whereabouts.

● The results of a 1989/1990 investigation into financial irregularities at the school was never released.

● Goods bought with school funds frequently disappear.

The teacher said there was concern the department would "sweep the issue under the table" by charging Benjamin with misconduct and offering him early retirement.

"We feel he should be accountable for everything he did and should not be allowed to walk away," said the teacher.

UNIVERSITIES	Medicine/ Surgery	Dentistry	Nursing	Pharmacy	Other	TOTAL
University of Pretoria			6	1	1	8
University of the Witwatersrand	183	30	68	19	97	397
University of Stellenbosch	0	0	0	0	0	0
<b>TOTAL</b>	<b>1 335</b>	<b>242</b>	<b>351</b>	<b>26</b>	<b>366</b>	<b>2 320</b>

**Study bursaries awarded by Department of Education and Training:**

142. Mr H J BEYERS asked the Minister of Education and Training: (a) Whether his Department awards study bursaries to pupils at schools under its control; if not, why not; if so, (b) on what conditions (f) before and (g) after 1 October 1991; (b) how many pupils have been awarded bursaries, since that date, (c) what is the average size of these bursaries and (d) what was the total amount spent on bursaries by his Department since that date up to the latest specified date for which figures are available;

(2) whether any of these pupils have failed to fulfil their bursary obligations since the above-mentioned date; if so, (a) how many to date and (b) for what reasons, in each case;

(3) whether any of this outstanding bursary debt has been recovered; if so, what was the total amount so recovered;

(4) whether his Department envisages taking any corrective steps in order to overcome this problem; if not, why not; if so, what steps;

(5) whether his Department is at present acting in terms of a new arrangement in respect of the award of such bursaries; if so, (a) since what date, (b) what are the details of this arrangement and (c) what is the cost involved to date?

B322E

**THE MINISTER OF EDUCATION AND TRAINING:**

No. Free education is provided.

- (1) (a) to (d); (2); (3); (4) and (5) fall away.

HOUSE OF ASSEMBLY

**THE MINISTER OF HOME AFFAIRS:**

- (i)\* December 1991 19,1 11,3 10,3 5,9
  - (ii)\*\* September 1992 13,5 11,2 10,5 5,7
  - (iii)\*\* December 1991 14,6 7,2 5,6 9,1
  - (iv)\*\* September 1992 14,4 7,0 5,6 9,3
- \* Represents: Central government  
 Provincial administrations
- \*\* Represents: Civil services of the self-governing territories  
 Local authorities  
 Parastatal institutions  
 Universities and technicians  
 Agricultural marketing boards  
 Public corporations (Transvaal Ltd included as from June 1990 and Telkom SA Ltd and South African Post Office Ltd included as from December 1991)

**THE MINISTER OF NATIONAL HEALTH:**

156. Mr M J ELLIS asked the Minister of National Health: (1) Whether the moratorium on the building of new hospitals referred to in her reply to Question No 180 on 27 April 1992 is still in force; if so, (a) why and (b) in respect of what categories of hospitals;

(2) whether the moratorium has been applied strictly since 6 December 1989; if not, (a) why not and (b) what were the particular circumstances of each case in which it was not so applied;

(3) whether the moratorium is to be lifted this year; if not, why not; if so, which new hospital projects are to be given priority?

B368E

**THE MINISTER OF NATIONAL HEALTH:**

- (1) Yes;
  - (a) the prevailing adverse economic climate which, inter alia, has an impact on the financing of health services, compelled the Government to curb the erection of new hospitals. It is the recurrent cost implications of these facilities in particular which place serious pressure upon the health budget and
  - (b) community hospitals regional hospitals academic hospitals;
  - (2) no;
  - (a) As a result of the unique health issues in the Durban area, the Cabinet approved the construction of a community hospital in Phoenix and an academic hospital in Cato Manor and
  - (b) Phoenix Hospital
- Durban is one of the most rapidly growing cities in the country.

HOUSE OF ASSEMBLY

**CS educators: improved conditions of service**

55. Mr R M BURROWS asked the Minister of National Education: (1) Whether improved conditions of service for college/school educators (CS educators) have been or will be granted during the 1992-93 financial year; if so, (a) what are the improved conditions and (b) from what date have they or will they come into effect;

(2) whether any improvements were recently made to the salary scales for CS educators; if so, (a) what improvements and (b) when?

B366E

**THE MINISTER OF NATIONAL EDUCATION:**

- (1) Yes. (a) A general salary increase of 9,9% was granted. Salary disparities

HOUSE OF ASSEMBLY



growing metropolises in South Africa. The influx of people to the Durban area and the informal settlements increase the demand for health services. The lack of hospital facilities in the northern parts of Durban is causing the inadequate facilities at the King Edward VIII Hospital to be further overburdened;

Durban Academic Hospital

The King Edward VIII Hospital in Durban is currently utilised as a training facility. The quality of the building structures, functionality of the various spaces and the general environment in which patient care and medical training must be carried out, are far below accepted norms and standards.

(3) no; reasons are provided in paragraph (1) (a).

**State land in certain Border/Eastern Cape districts**

157. Mr. P. G. SOAL asked the Minister of Regional and Land Affairs:

- (a) (i) None
- (ii) See paragraph (b) (ff) and (gg).
- (b) (i) None
- (ii) None
- (iii) None.
- (b) (aa) to (ee) None
- (ff) and (gg)

District	Property Description	Extent (HA)
Queenstown	Portion 1 of Farm 443	207,0191
	Portion 2 of Cathcart Park Extension 286	214,1330
	Remainder of Portion 13 of Stompstaarfontein 322	6,1243
Queenstown	Remainder of Portion 12 of Stompstaarfontein 322	155,8561
	Remainder of Portion 11 of Stompstaarfontein 322	1,7377
	Remainder of Portion 16 of Stompstaarfontein 322	1,2833
	Portion 17 of Stompstaarfontein 322	8,9507
	Remainder of Portion 19 of Stompstaarfontein 322	0,4437
	Remainder of Hopefield 195	219,8296
	Portion 8 of Hopefield 195	802,4675
Portion 4 of Hopefield 195	169,9933	
Queenstown	Remainder of Portion 5 of Farm 193 (Farm Tadelberg)	704,3828
	Remainder of Portion 3 of Hopefield 195	3,5873
	Portion 28 of Stompstaarfontein 322	137,1228
	Remainder of Portion 10 of Stompstaarfontein 322	9,5529
Queenstown	Portion 12 of Haas Fontein Mond 326	26,6221
	Remainder of Portion 5 of Farm 323	24,4747
Queenstown	Remainder of Portion 1 of Haas Fontein Mond	49,3228

What State land which (a) as at 28 February 1993 fell under the jurisdiction of (f) his Department or (h) the Department of Public Works or (b) formerly fell under the jurisdiction, administration or control of the (f) former Department of Development Aid, (ii) South African Development Trust or (iii) South African Development Trust Corporation, and which was neither described in Schedule 3 of Proclamation No R.28 of 30 March 1992 nor transferred to the Minister of Regional and Land Affairs in terms of paragraph 1 (e) of this Proclamation, is situated in the districts of (aa) East London, (bb) Komoa, (cc) King William's Town, (dd) Sutherland, (ee) Cathcart, (ff) Queenstown and (gg) Tarkastad?

**THE MINISTER OF REGIONAL AND LAND AFFAIRS:**

District	Property Description	Extent (HA)
Tarkastad	Portion 1 of Industry 356	7,8017
	Portion 2 of Industry 355	1,8749
	Portion 33 (of 1) of Klein Haas Fontein 135	3,2056
	Portion 36 (of 1) of Klein Haas Fontein 135	0,2857
	Remainder of Klein Haas Fontein 135	344,5071
	Remainder of Portion 6 of Klein Haas Fontein 135	371,4610
Tarkastad	Portion 24 (of 18) of Klein Haas Fontein 135	5,2928
	Remainder of Beudenhoubs Kraal 145	856,6305
	The Farm Leeufontein 224	689,6795

Particulars in paragraphs (b) (ff) and (gg), which include land alienated by the State before January 1993, have been furnished by the Department of Public Works.

**Crude oil/petrol: landed cost/cost at pump**

164. Mr. R. R. HULLEY asked the Minister of Mineral and Energy Affairs:

In respect of the latest specified date for which figures are available: (a) what was the landed cost in South Africa of crude oil in United States dollars per barrel and (b) what, in respect of 93-octane petrol, was the cost expressed in cents per litre at the pump. B379E

**THE MINISTER OF MINERAL AND ENERGY AFFAIRS:**

- (a) R1 714,5 million.
- (b) On 28 February 1993, the cash balance amounted to R1 956,7 million.

(a) The average CIF landed cost of Iranian light crude oil for the period 1 February 1993 to 16 March 1993 was US\$17,02 per barrel.

(b) The untaxed in bond landed cost (BILC) for 93 octane petrol for February 1993 was 51,994 RSA cent per litre.

**Central Energy Fund: balance**

165. Mr. R. R. HULLEY asked the Minister of Mineral and Energy Affairs:

**Uitenhage: End-of-year examination statistics**

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

How many pupils in each of the primary schools falling under his Department in the Uitenhage metropole (a) wrote and (b) passed the end-of-year examinations in 1992? B391E

**THE MINISTER OF EDUCATION AND TRAINING:**

Name of School	Sv A		Sv B		Std 1		Std 2		Std 3		Std 4		Std 5	
	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
Alex Jajuya	192	172	173	152	120	102	108	103	—	—	—	—	—	—
Ashikon Gontshi	108	87	92	76	102	96	—	—	—	—	—	—	—	—
Bombankazi	214	162	81	67	128	124	80	73	120	87	71	100	80	69
Imbe	185	157	155	140	97	88	129	121	—	—	—	—	—	—
In Tshani	137	137	154	119	130	117	109	98	—	—	—	—	—	—
Mjantini	232	200	175	135	126	186	183	—	—	—	—	—	—	—
Mngcumbi	244	176	191	180	192	192	199	195	—	—	—	—	—	—

*Hansen*

**Name of School**

	Sw A		Sw B		Sid 1		Sid 2		Sid 3		Sid 4		Sid 5	
	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
Mkhayi	262	163	730	161	133	109	109	154	340	321	319	307	155	190
Nokhweza	362	318	222	211	213	178	215	190	119	107	67	62	86	60
Nlencema	161	139	159	138	101	97	121	116	116	107	67	62	—	—
Phakamile	112	112	126	126	178	178	180	180	122	122	128	128	155	155
Phindubuye	227	158	92	92	141	141	183	183	134	104	181	128	91	90
R H Godlo	63	164	145	144	137	128	107	58	44	59	50	69	—	—
Stephen Nkomo	155	142	76	76	140	102	172	132	112	2	2	2	2	2
Northamabanga	1	1	2	2	2	2	2	2	2	2	2	2	2	2
James Gindulula	1	1	2	2	2	2	2	2	2	2	2	2	2	2
Dr Osmond*	1	1	2	2	2	2	2	2	2	2	2	2	2	2
<b>Total</b>	<b>2 874</b>	<b>2 332</b>	<b>2 291</b>	<b>1 962</b>	<b>1 089</b>	<b>1 932</b>	<b>1 231</b>	<b>1 968</b>	<b>1 861</b>	<b>1 821</b>	<b>1 816</b>	<b>1 604</b>	<b>1 605</b>	<b>1 460</b>

\* Hospital School

**De Meyer Commission: cost/completion of task**  
 190. Mr M J ELLIS asked the Minister of Regional and Land Affairs:

- (a) What is the total cost that has been incurred to date by the Commission of Inquiry into the Appropriation of the Lebowa Revenue Fund and Alleged Mismanagement in Lebowa (De Meyer Commission) and (b) for what date is this information furnished;
- whether this Commission has completed its task; if not, (a) why not, (b) when is it expected to do so and (c) what estimated additional cost will have been incurred by this Commission by the time it has completed its task; if so, what are the relevant details? B422E

**THE MINISTER OF REGIONAL AND LAND AFFAIRS:**

- (a) and (b) The total cost that has been incurred by the Commission of Inquiry into the Appropriation of the Lebowa Revenue Fund and Alleged Mismanagement in Lebowa (De Meyer Commission) is:
 

1 April 1990–31 March 1991	R 56 924
1 April 1991–31 March 1992	R 193 103
1 April 1992–3 March 1993	R 128 141
<b>Total</b>	<b>R 376 168</b>
- No.
- The activities in the Office of the Registrar of Regional and Land Affairs in Lebowa still has to be investigated.

**HOUSE OF ASSEMBLY**

(i) *Transvaal*

Bodeng	2 462 954
Daveyton	44 173 354
Duduzu	12 830 137
Impumacelo	268 946
Kaitlhone	92 642 215
Ntshwane	159 088
Raianda	6 648 954
Syathemba	1 208 142
Tobosha	94 423 519
Tsokeza	63 948 099
Tsokoso	17 479 247
Voslooru	58 376 774
Wairville	3 376 888
Atreregedville	27 532 987
Mamelodi	69 355 838
Retiefe	444 197
Zitobone	656 512
Agisang	383 426
Boikhoiso	1 041 865
Botumelong	459 309
Borolelo	144 035
Ikageng	76 824
Ikageng	4 880 826
Itsheng	1 627 256
Jouberton	9 438 083
Kanana	5 609 175
Kgakala	897 893
Khuma	6 069 097
Lebaleng	302 096
Letsoya	582 110
Reagle	815 714
Tigane	992 583
Thabologang	108 337
Tsing	359 138
Tsweleng	702 336
Urwang	501 393
Embatelene	7 259 528
Engwenya	415 072
Emjindini	1 046 273
Emphongeni	494 665
Emzomoni	262 448
Eszamelele	205 642
Ethandakukhanya	1 146 086
Ezomokuhle	321 084
Kwachibokhulu	15 030
Kwadela	410 812
Kwaquba	6 243 727
Kwanthadeka	65 818
Kwazamokuhle	4 371 352
Kwazanelle	2 091 703
Lebohang	1 456 384
Mashishing	633 828
Mhluzi	245 854

Black local authorities: housing/rentals/service charges

71. Mr P G SOAL asked the Minister of Local Government:

What total amount was owing to Black local authorities in respect of (a) housing rentals and (b) service charges in each of the provinces and (c) municipal area as at 31 December 1992?

**THE MINISTER OF LOCAL GOVERNMENT:**

It is not possible to analyse arrears accounts in terms of housing rentals and service charges separately since local authorities in most instances supply consolidated accounts to residents and no analysis of payments is required. The total amount of housing rentals and service charges which was due to Black local authorities as at 31 December 1992, is however indicated below.

(i) <i>Transvaal</i>	
Orange Free State	R 1 606 640 880
Natal	R 128 795 760
Cape	R 10 650 641
(ii) <i>Transvaal</i>	
Alexandra	18 461 139
Bekkersdal	6 082 316
Boipatong	16 707 830
Bophelong	10 322 585
Diepmeadow	146 281 877
Dobsonville	25 216 500
Evaton	22 986 611
Kagiso	29 215 634
Khutong	5 917 000
Kokosi	1 799 280
Mohlakeng	6 291 924
Munsieville	1 959 756
Sebokeng	120 514 661
Sharpeville	46 034 481
Soweto	562 082 794
Wedela	729 151

# Youngsters agog at armed police escort

SP4 24/3/73

By Charles S. Bhagwanthran  
Crime Reporter

Waiting for the school bus could not have been more exciting for the young pupils of Diane Theron Laerskool. Oblivious to the terror that gripped the Vaal Triangle, they were among three armoured buses on white motorcycles since Friday, and unaware of the subsequent decision by police to escort school buses as a safety precaution, the curious youngsters looked at the armed police officers that Nyala vehicles and the journalists who had gathered to report on the unprecedented police action.

But for worried parents with their cars at the Kibler Park school in Johannesburg, the day could not have been more nerve-racking. They wanted to leave as quickly as possible to get off the roads and into their homes without delay.

Gripping to the metal fence around the school, dozens of children tried to talk to armed police stationed at the gate.

"What are you doing here?" and "Are you waiting to shoot someone?" they asked.

On the bus, a police officer told the children to dive to

the floor if they heard gunfire, they paid scant attention to the

Bedazzled by the heavy police presence and SADF motorcycles, their heads poked out of the window near of the window of the time. Parents stood of their worried Walkerville mother, Annelie Barnard, whose two children use the school bus daily. "I am so angry and so sad for the people who died. All I do this morning is tell my children if they hear gunshot and 'may God be with you.'"

## Relief

When the bus, with two armed policemen in it, SADF escorts on motorcycles in front and a heavy armoured vehicle in the back, reached Barnard's house, relief came. Her children were home.

But Maria Vermaak, who drives her daughter to and from school, said she refused to get into the bus. "I've been expecting this. I've been expecting ducks and I just refuse to bow to the pressure."

"How long are these armed escorts going to last? Our children are going to get up with fears and complexes. Never had," she said angrily.



Riding shotgun . . . Sergeant Andre Duvenage on the school bus to Ekemhor and Walkerville yesterday.

Picture: Joao Silva

not apply in respect of a local flight crossing an airway corridor, or a flight over a sea or "Visual Flight Rules" flight entering or departing from an aerodrome or a controlled zone of traffic zone or control zone from sea to an unannounced aerodrome and are no other controlled or advisory airspace will be entered during the flight;

- (b) an international flight;
- (c) all flights in the public transport or operation or public transport of cargo operation categories, and
- (d) a flight for which alerting action is required.

These flight plans have to be filed not later than 30 minutes prior to departure with an Air Traffic Control centre. In respect of over-border flights, any State may define additional requirements such as an application to land or overfly its territory up to 7 days prior to departure.

It is also a requirement in terms of both the Domestic and the International Air Services Acts that any proposed air service to be carried out for reward may only take place once a license has been issued by the appropriate body.

It is therefore not true to state that there will be no record of movements at all although the information may only be obtained after the fact.

It is of course true that the Civil Aviation Authority is not able to prevent people from breaking the law. However, when this happens incidents are investigated and where appropriate prosecutions are made. In addition there are formal communication channels to pilots for example the Notice to Airmen (Notam) system whereby on 27 February 1993 pilots were reminded of regulations pertaining to the conveyance of armaments on board civilian aircraft. The industry is to a large extent also self-regulating in the sense that unauthorized operations are reported when they occur.

The Department therefore wishes to disagree in the strongest possible terms with the sentiments expressed in this recent newspaper reports on this subject.

Mr T ABRAHAMS: Mr Chairman, arising out of the hon Deputy Minister's reply, I want to know whether the problem which has arisen out of relations with the new Angolan government has been the subject of bilateral discussions with other political parties such as the ANC.

THE DEPUTY MINISTER: Mr Chairman, I want to ask the hon member to place that question on the Question Paper, so that the hon Minister can reply to it directly when he is available.

For written reply:

Own Affairs:

Services at schools under Department Education and Culture:

10. Mr T ABRAHAMS asked the Minister of Education and Culture:
- (1) How many pupils enrolled at (a) primary and (b) secondary schools in each of the regions under the control of his Department during the first school term of 1993;
  - (2) whether any new services will become available at the above schools in the current year; if not, why not; if so, (a) what services, (b) in which regions, and (c) when, in each case;
  - (3) whether any existing services are to be terminated at the above schools in 1993; if so, (a) what services, (b) in which regions, and (c) when, in each case;
  - (4) whether he will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Pupils statistics for the first school term only become available when form VRE 76 is submitted at the end of the first term. The information request is thus not available yet.
- (2) Yes.

(a) Service

(b) Region

(a) Service	(b) Region	(c) Expected Completion Date
Humansdorp S/S	Port Elizabeth	20-03-1993
Electric City P/S	Bellville	12-03-1993
Spanandis S/S (substitution)	Middelburg	22-03-1993
Brandvlei P/S & Hostel	Springbok	30-04-1993
Bethelsdorp S/S No 4	Port Elizabeth	03-04-1993
Chamble Street S/S (Toilet facilities)	Port Elizabeth	05-04-1993
Harwood S/S	Worcester	21-06-1993
Reigerpark S/S	Johannesburg	29-07-1993
Arcadia P/S No.2	Port Elizabeth	21-07-1993
Mandlay P/S	Wynberg	12-07-1993
Mitchell's Plain P/S 54	Wynberg	13-09-1993
Harold Cressy S/S	Wynberg	25-10-1993
Yoorwants P/S	George	22-10-1993
De-Aar S/S No 2 (Hostel)	Kimberley	03-11-1993
Greenbushcriver S/S	George	20-04-1993
Hendriks S/S	Worcester	16-11-1993
Mount Pleasant P/S	Worcester	07-12-1993
Duurvlei P/S	Kimberley	03-12-1993

(3) No.

(a) Not applicable

(b) Not applicable

(c) Not applicable

(4) No. A statement is not deemed necessary.

Standard 10 examination written by teachers in 1992

13. Mr C I NASSON asked the Minister of Education and Culture:

- (a) How many teachers at schools under the control of his Department who previously did not have a Standard 10 qualification wrote the Standard 10 examination in 1992 and (b) how many of these teachers (i) passed this examination with (aa) matriculation exemption and (bb) a school-leaving certificate, and (c) failed this examination in that year?

THE MINISTER OF EDUCATION AND CULTURE:

- (a) The Department does not, for statistical purposes, keep records of teachers writing the Standard 10 examination.
- (b) Not applicable in view of (a).

Per capita expenditure on education

14. Mr C I NASSON 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) technical and (v) universities during the financial year 1991-92 and the financial year 1992-93 or the latest specified 12-month period for which information is available?

THE MINISTER OF EDUCATION AND CULTURE:

Financial year 1991-92

- (a) (aa) 505,48
- (bb) 1 846,68
- (cc) 3 144,1
- (ii) 18 668,23
- (iii) 6 818,14
- (iv) Not available. Technicians—autonomous
- (v) Not available. Universities—autonomous

Mr A RAJBANSI: Mr Chairman ...

**THE CHAIRMAN OF THE HOUSE:** Order! Is the hon. the Minister prepared to take a further supplementary question?

**THE MINISTER:** Mr Chairman, I did say that in view of what has transpired, in view of the litigation that is in progress and in view of the fact that the date of 1 April 1993 has been set for the discussion of the matter by the board, I was not prepared to take any further questions. [Interjections.]

**Culture section: pupils trained**

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

How many pupils received training provided by the culture section of her Department since 1 January 1992 up to the latest specified date for which information is available?

**THE MINISTER OF EDUCATION AND CULTURE:** D78E

From January 1991 to December 1992 there were 460 persons receiving tuition in the various disciplines of the performing arts, namely, song, music and dance. To date, 3 282 persons are receiving tuition in the performing arts at 14 established centres.

Mr N SINGH: Mr Chairman, arising out of the hon. the Minister's reply, could she tell us whether these students who are receiving tuition are receiving such tuition as part of the school curriculum?

**THE MINISTER:** No, Mr Chairman, these classes are conducted after hours.

Mr T L GOUNDEN: Mr Chairman, further arising out of the hon. the Minister's reply, would she tell the House whether she intends carrying on with the tuition in the future?

**THE MINISTER:** Mr Chairman, the answer is yes.

**Schools: hiring of security services**

\*3. Mr K PADAYACHY asked the Minister of Education and Culture: (5) ~~What~~

(1) What total amount was spent on the hiring of security services for schools under the control of her Department during

the latest specified period of 12 months for which information is available;

(2) whether any investigations have been undertaken as to the continued necessity of such expenditure; if not, why not; if so, (a) when and (b) with what result;

(3) whether she will make a statement on the matter? ~~(5) D101E~~

**THE MINISTER OF EDUCATION AND CULTURE:**

(1) February 1992-January 1993—~~(5) D101E~~  
Rs 813 352.00.

(2) (a) Investigations are currently being undertaken to install electronic alarm systems at education institutions in order to make it more cost-effective.

(b) The results of the investigation are awaited.

(3) No.

Mr P NAIDOO: Mr Chairman, arising out of the hon. the Minister's reply, can she tell us to what extent this expenditure has resulted in a decline in the incidence of vandalism that obtains in our schools?

**THE MINISTER:** Far from it, Mr Chairman. The existing system has not been effective. There has been a loss of life and there have been numerous burglaries. This is the reason for bringing in the electronic devices. This will be more cost-effective, with the result that the Department will save a lot.

Mr A RAJBANSI: Mr Chairman, further arising out of the hon. the Minister's reply, firstly, is she aware that that section in our Administration that dealt with hiring these people once ran a racket? Secondly, is she aware that when it came to the choice of the security firm, certain firms were very effective, but were not favoured by certain officials in the Department?

**THE MINISTER:** Mr Chairman, I am not in a position to answer that question.

**Bursary loans: amount outstanding**

\*4. Mr K PADAYACHY asked the Minister of Education and Culture: (5) ~~(1) What~~

(1) What was the total amount outstanding in respect of bursary loans granted to

students by her Department as at the latest specified date for which figures are available;

(2) whether any steps are being taken to recover outstanding amounts; if not, why not; if so, what steps? ~~(5) D101E~~

**THE MINISTER OF EDUCATION AND CULTURE:**

(1) The total amounts, accumulated over a number of years, still outstanding as at 10 March 1993 are:

(i) Bursary debts—R 723 366.16

(ii) Loan debts—R2 733 837.34

(2) Yes.

1. If the recipient of the bursary (debtor) is unable to refund the debt in one lump sum, a reasonable month-by-month instalment towards settlement of the debt is accepted.

2. If the debtor is given employment by the Administration, arrangements are made to recover the debt in monthly instalments from the debtor's salary.

3. Where problems are experienced and the Administration is unable to recover the debt, the matter is referred to the Deputy State Attorney to pursue the recovery.

Mr M NARANJEE: Mr Chairman, arising out of the hon. the Minister's reply, would she give us an indication, in the light of the prevailing unemployment and the fact that people have taken bursaries in order to educate themselves to do a particular job for which the prospects are not very promising at present, whether the Department intends writing off such amounts?

**THE MINISTER:** Mr Chairman, bursary debts are incurred by persons who do not fulfil the conditions under which the bursaries were granted. They are supposed to be employed by the Department, for example, and to repay the bursaries. [Interjections.]

Mr A RAJBANSI: Mr Chairman, further arising out of the hon. the Minister's reply, will she, upon the dissolution of the House of Delegates, waive all these arrears as a gift in memory of the House?

**THE MINISTER:** Mr Chairman, we shall apply our minds to that exercise.

Mr P NAIDOO: Mr Chairman, further arising out of the hon. the Minister's reply, has any legal action been taken against any defaulters, and if so, how many such actions have been instituted?

**THE MINISTER:** Mr Chairman, I do not have those figures with me at the moment. I shall furnish them to the hon member.

\*5. Mr M Rajab—Education and Culture. [Question standing over.]

them to register immediately. We are indeed looking into this matter of adapting the scheme and making it possible for people to participate in it at a reasonable rate. I believe, however, that members of organised agriculture should also play their role in emphasising the importance of registering.

\*Dr P J GOUS; Mr Chairman, I was asked by the hon member for Lydenburg in an ~~discussion~~ discussion with the hon the Deputy Minister. We are dealing here with an emergency situation. As the hon the Deputy Minister will know, his request in the past was that we should deal with the matter on a merit basis. That is what we are doing here today.

Here we are now dealing with the largest agricultural industry. The red meat industry is the largest facet of agriculture. I think the hon the Minister and other hon members said here this afternoon that things were not going well with this industry in certain areas of the country. I can quote facts to hon members about what is happening in parts of the Karoo and the South-west Free State, and I can mention the districts, such as Excelsior and so on. The hon members are very well aware of the situation.

I want to point out to the hon the Minister that in other debates earlier today it was said that there was a need for haste with certain activities pertaining to legislation on marketing. There is also need for haste in regard to assistance, if assistance is to be given. I want to refer the hon the Minister to the fact that a start was made with this matter more than a year ago. That was when we asked for assistance for the red meat industry. We then had the Erasmus Committee that went into the matter. Subsequently there was Dr Engels' committee, and this process has been continuing for more than a year now, and we have not yet reached the end.

On behalf of this party I want to tell the hon the Minister that we also share the view that agriculture, including the red meat industry, cannot be built on State assistance or kept going on a permanent basis with State assistance. Nor do we believe that the State can intervene and compensate people for losses suffered in the sense of a loss of income because of the drought. We do believe, however, that if a disaster such as a drought should strike the farmers, or if economic collapses should occur, the time is then ripe for the State to intervene. I think the hon

This afternoon we want to tell hon members in this House that it is not only the livestock industry that is concerned. We mentioned the wool industry and the mohair industry in passing. The SA Wool Board, the Dairy Board and the subtropical industries, in other words the banana and the citrus industries, are also in trouble. Assistance will also have to be rendered somewhere along the line to the timber industry, after 40% of some plantations died and had to be replanted.

We are considering ~~meeting~~ meeting farmers who have major problems with production credit which they can no longer acquire through the normal agricultural credit channels. In this way we are looking at the livestock industry in its entirety.

This afternoon I should like to make the following point here: It is no use adopting a piecemeal approach here. On that basis we ask members to consider a little patience.

On 7 May last year we announced a programme in which livestock farmers could share, in exactly the same way as crop farmers, in respect of production credit and subsidies for long-term loans. Consequently we should like to consider these industries in a responsible way as well. [Time expired.]

Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

*Own Affairs:*

**Motel C schools: teachers paying school fees for own children?**

\*1. Mr P J PAULUS asked the Minister of Education and Culture:†

Whether, with reference to his reply to Question No 1 on 3 March 1993, there are other Model C schools of which the teachers whose children are pupils at the same schools have been exempted from paying school fees; if so, (a) how many, (b) what are the names of the schools concerned and (c) why have these teachers been exempted from paying school fees? B480E

†THE MINISTER OF EDUCATION AND CULTURE:

This information is not available at the provincial departments of education.

Meeting at school near Hartswater

\*2. Mr A GERBER asked the Minister of Education and Culture:† (5)

(1) Whether he addressed a meeting at a certain primary school, the name of which has been furnished to the Minister's Department for the purpose of his reply, on or about 13 February 1993; if so, what is the name of the school concerned;

(2) whether this meeting took place under the auspices of a political party; if so, of which political party; if not, what was the nature of the meeting;

(3) whether the principal of this school received an instruction from an organization in Hartswater to inform pupils of the school that the Minister would furnish information on education at a meeting at the school; if not, what is the position in this regard; if so, from what organization was this instruction received; if not, why not; if so, what are the relevant details;

(4) whether the principal carried out this instruction; if not, why not; if so, what are the relevant details;

(5) whether the member of Parliament for the electoral division in which this school is situated refused admission to the meeting to a member of the management board of the school; if so, on what grounds? B480E

†THE MINISTER OF EDUCATION AND CULTURE:

(1) No, not at the Laerskool Ganspan, but on Saturday 13 February 1993 a meeting in the school hall of the Hartswater was addressed;

(2) yes, it was an information meeting for members of the National Party;

(3) no, as I was informed, the secretary of the Laerskool Ganspan received a telephonic request from an unknown lady that parents be informed that the Minister of National Education and of Education

tion and Culture would address a meeting in the school hall at the Laerskool Hartswater;

- (4) Minister responsible for Education, but as the school principal is not a member of the school principal in question in good faith conveyed the information via the pupils to the parents. The principal was unaware that it would be a closed meeting of the National Party;

(5) no.

Mr A GERBER: Mr Chairman, arising out of the hon the Minister's reply, we should like to know whether it is his standpoint that NP meetings should be publicized by means of children at schools?

The MINISTER: Mr Chairman, that is not my standpoint.

Afrikaans universities: Africatisation

\*3. Mr H D K VAN DER MERWE asked the Minister of Education and Culture:

- (1) Whether a commission has been set up to be appointed with the assignment to Africanise or to make Afrikaans the official language of the University of Pretoria, the Potchefstroomse Universiteit, the Christelle Hoër Onderwys, the University of Stellenbosch, the University of the Orange Free State and the Rand Afrikaans University; if so, what are the relevant details;

(2) whether he will make a statement on the matter? B315E

THE MINISTER OF EDUCATION AND CULTURE:

(1) I am not aware of such a commission having been appointed or to be appointed;

(2) no.

Mr H D K VAN DER MERWE: Mr Chairman, arising out of the hon the Minister's reply, we want to know whether he is aware that lecturing staff and students at some Afrikaans universities are campaigning for the Africanization of Afrikaans universities?

The MINISTER: Mr Chairman, I am well aware of that.

HOUSE OF ASSEMBLY

Mr H D K VAN DER MERWE: Mr Chairman, further arising out of the hon the Minister's reply, we are asking whether he approves of that.

The MINISTER: Mr Chairman, I does not fall within the area of my powers. Anyway, I should never be so presumptuous as to interfere with dialogue taking place on academic grounds at tertiary institutions.

For written reply:

General Affairs:

Criminal trials in magistrates' courts

\*6. Mr A J LEON asked the Minister of Justice:

- (1) How many criminal trials were conducted in (a) regional and (b) district magistrates' courts in South Africa in 1992;

(2) in how many such trials was the accused not legally represented? B149E

THE MINISTER OF JUSTICE:

(1) and (2).

The hon member is referred to my reply to Question 7 on 10 March 1993 (see col 431).

Prisoners: Aids/sexually transmitted diseases/TB

128. Mr A J LEON asked the Minister of Correctional Services:

- (1) How many prisoners in prisons under the control of his Department were infected with (a) Aids, (b) other sexually transmitted diseases and (c) tuberculosis as at the latest specified date for which information is available;

(2) whether his Department is undertaking routine screening programmes in prisons in respect of (a) sexually transmitted diseases and (b) tuberculosis; if not, why not; if so, what are the relevant details in respect of each specified disease;

(3) whether his Department is taking steps to (a) prevent, (b) control and (c) manage the diseases referred to in paragraph (1) above in these prisons; if not, why not; if so, what steps in each case;

(4) whether his Department has promoted or is promoting so-called safe sex pro-

grammes amongst prisoners; if not, why not; if so, what are the relevant details;

- (5) whether his Department makes condoms available to prisoners in these prisons; if not, why not; if so, on what basis? B298E

THE MINISTER OF CORRECTIONAL SERVICES:

Before replying in detail to the respective questions, I refer the hon member to the Colloquium on AIDS in prisons which was held in Pretoria on 8 September 1992. During this conference the AIDS handling strategy was discussed in public by interested parties. A copy of the mentioned strategy is enclosed for the hon member's information.

The media gave wide coverage to the Colloquium and the comments received by the Department of Correctional Services were generally positive.

For the hon member's information it can be mentioned that on 31 January 1993, 108 299 prisoners were detained in South African prisons.

(1) (a) Particulars as on 31 January 1993.

HIV infected prisoners—249 = ± 0,22% (1:434) of the prison population

Prisoners with AIDS—9 = ± 0,0083%

(1:12053) of the prison population

The statistics for these conditions in the general population (32 million) are as follows (as on 9 February 1993):

HIV infected persons—± 1 094 per 100 000 (1,09%)

Persons with AIDS—± 6 per 100 000 (0,006%)

(b) Prisoners with other sexually transmitted diseases for example gonorrhoea and syphilis, as on 15 February 1993—472 = ± 0,43% (1:229) of the prison population

The statistics for this condition in the general population (32 million) are as follows (as on 6 January 1993):

— ± 9 375 per 100 000 (9,37%)

(c) Prisoners with tuberculosis as on 15 February 1993—763 = ± 0,704% (1:141) of the prison population

The statistics for this condition in the general population (32 million) are as follows (as on 6 January 1993):

— 194 per 100 000 (0,194%).

(2) Yes.

(a) and (b)

Each prisoner is examined medically as soon as possible after admission to prison and regularly subjected to medical examinations when necessary thereafter. The purpose of these examinations is to identify any diseases which a prisoner may have. When necessary prisoners are referred for tests and/or X-ray examinations by external medical services. All instructions issued by the responsible medical practitioners are meticulously carried out by the Department of Correctional Services.

(3) Yes.

(a), (b) and (c)

A medical officer (medical doctor) for each prison is appointed by the various provincial health authorities in co-operation with the Department of National Health and Population Development. These medical officers are assisted by trained and registered nursing staff of the Department of Correctional Services.

As the hon member knows, the diseases mentioned in the question are not peculiar to prisons. The national health care strategy already makes provision for the combating of the mentioned as well as various other contagious diseases wherever they may occur. Preventative health care is just as important a component of the national health care system as curative medical care.

The health services which are rendered in prisons in respect of prisoners are a continuation of the national health care system. The national policy with regard to the control of AIDS and other con-

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HOUSE OF ASSEMBLY

- (b) (i) (aa) 505,48  
 (bb) 1 758,90  
 (cc) 2 896,60  
 (d) 12 439,60  
 (iii) 5 984,69  
 (iv) Not available. Technicians—autonomous  
 (v) Not available. Universities—autonomous

Number of classrooms

15. Mr C J NASSON asked the Minister of Education and Culture:

- (a) (i) (aa) 24 370  
 (bb) 10 956  
 (ii) (a) 13,58  
 (b) 40,57

February 1993.

- (c) 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 such (a) primary and (bb) secondary schools and (b) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE:

QUESTIONS

†Indicates translated version.

For oral reply:

General Affairs:

Question standing over from Wednesday, 17 March 1993:

Religious bodies: tax deductions

\*2. Rev C PILLAY asked the Minister of Finance:

- (1) Whether any tax deductions are granted to the Bible Society of South Africa; if so, what is the nature of these deductions;
- (2) whether such deductions are also granted to Hindu and Muslim religious bodies; if so, what is the nature of these deductions; if not, why not;
- (3) whether he intends introducing legislation to grant tax deductions to these bodies; if not, why not; if so, (a) when and (b) what are the relevant details?

D77E

The DEPUTY MINISTER OF FINANCE:

- (1) No tax deductions are granted to the Bible Society itself. What, however, happens is that in terms of section 18A (2) (c) of the Income Tax Act *bona fide* donations to the Bible Society of South Africa are allowed as a deduction in the hands of the donor. These deductions are limited to R500 or 2 per cent of the taxable income (whichever is the greater) in the case of an individual and 5 per cent of the taxable income in the case of companies.

(2) No.

- (3) No. Negotiations concerning the relevant tax deduction have been entered into with the Bible Society.

Rev C PILLAY: Mr Chairman, arising out of the hon. the Deputy Minister's reply, is he aware that it is mandatory that our Muslim community pay Zakat, amounting to 2,5% in

keeping with religious requirements? Is the hon the Deputy Minister, in the spirit of religious freedom which is zealously espoused by the NP, prepared to grant tax relief in this connection?

The DEPUTY MINISTER: Mr Chairman, there are only two possibilities. The first is to extend the present tax dispensation with regard to deductions and the second is to abolish such deductions by repealing the relevant provision. We are involved in discussions with the Bible Society of South Africa at present. The general principle is to abolish tax deductions. That is the issue at stake here, and we are discussing it with the society in question at the moment.

Mr A RAJBANSI: Mr Chairman, further arising out of the hon. the Deputy Minister's reply, is he aware that this matter of Hindus and Muslims has been raised before, and is it correct that at a time when the Hindus and the Muslims want the same right as the Christians, the Government is talking of abolishing these deductions altogether? Is the hon the Deputy Minister aware that Chief Gashia Buthelez and Dr Nelson Mandela have indicated that they will treat all religious groups fairly?

The DEPUTY MINISTER: Mr Chairman, this is a sensitive issue, and I am glad the hon member is raising it. Let us discuss it.

We stand for religious freedom. We stand for doing away with discrimination.

Mr A RAJBANSI: But here you are discriminating.

The DEPUTY MINISTER: We are contemplating withdrawing these deductions.

Mr A RAJBANSI: When we want something, you withdraw it!

The DEPUTY MINISTER: It is not the hon member for Arena Park who asked the question. I am told the hon member who asked the question is of the Christian faith.

Mr A RAJBANSI: Yes, but we work together.

The DEPUTY MINISTER: We have not taken a decision on this issue as yet, but we are open to submissions.

Mr A RAJBANSI: We asked the Government about this two years ago.

The CHAIRMAN OF THE HOUSE: Order! The hon the Deputy Minister is responding to questions raised. He may proceed.



This view was, however, not shared by the Auditor-General and the Joint Committee on Public Accounts. It was therefore decided to obtain formal ministerial approval for the Innovation Fund.

This process is currently under way and should shortly be completed.

**Investment of reserve funds**  
During 1989 authorisation was granted for the MRC Personnel Expenditure Reserve Fund of R1 million to be initially invested with Volkskas Bank.

As this is a reserve fund with long-term objectives for, amongst other things, the payment of vacation gratuities and as the capital growth potential is significantly better in long-term policy investments, the short-term investment with Volkskas Bank was converted to a long-term policy investment with Sanlam.

Unfortunately, formal ministerial approval for this action was not obtained. Approval was, however, requested in 1991 but, owing to the fact that the report of the Tax Committee is still outstanding, the Department of State Expenditure cannot yet get approval. This matter has repeatedly been followed up and an answer is expected shortly.

*Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.*

**Investigation: prisoner transferred**

\*7. Mr. D. J. DALLING asked the Minister of Correctional Services:

(1) Whether the allegations contained in a report in a certain Sunday newspaper of 7 March 1993, the name of which has been furnished to the Minister's Department for the purpose of his reply, have been investigated by his Department; if not, why not; if so,

(2) whether the investigation has been completed; if not, why not; if so, which of these allegations were found to be (a) true and (b) untrue;

(3) whether the prisoner concerned has been transferred from a minimum to a medium security prison; if so, why;

(4) whether any steps are being taken by his

(a) The South African Democratic Teachers' Union (SADTU).

(b) Thirty teachers.

(2) No.

(a) The 30 teachers have not been paid salaries since 1 January 1993 as their contracts expired at the end of December 1992.

(b) Falls away.

(c) Some of the teachers have, since the expiry of their contract periods, continued to perform the tasks of a teacher although they were not appointed or remunerated. In the negotiations between the teachers and the delegation of the Union on 5 March 1993, all of the teachers returned to their former schools and were given teaching tasks by the principal. In the meantime, the position of each teacher has been investigated and they will be remunerated for the periods that they have actually rendered service.

**DET school in Pietermaritzburg: armed robbery**  
\*9. Mr. A. GERBER asked the Minister of Education and Training:

(1) Whether an armed robbery took place recently at a certain school near Pietermaritzburg, the name of which has been furnished to the Minister's Department for the purpose of his reply; if so, what are the relevant details;

(2) whether pupils were shot at in the school grounds during this robbery; if so,

(3) whether any pupils were (a) killed and (b) wounded in this shooting incident; if so, how many, in each case;

(4) whether security measures have been taken at this school since; if not, why not; if so, what measures? B481E

**THE MINISTER OF EDUCATION AND TRAINING:**

(1) No, no case of armed robbery has been reported.

Questions (2), (3) and (4) fall away.

An incident occurred at Kwafhata Secondary

School during which a pupil, Zond. Thamsanqa, was shot and killed by unknown gunmen before school started on 21 January 1993.

During the above incident, a female pupil, Ndawumwe Thokozile, was shot in the leg at the school gate while the unknown gunmen were leaving the premises.

The incident was reported to the South African Police (Case no 7801/93). At a parents' meeting held on 31 January 1993, it was decided that parents themselves will take responsibility for the safety of pupils and staff members. The Department's offer to procure the services of a security firm was declined.

**DET schools: student boycott**

\*10. Mr. A. GERBER asked the Minister of Education and Training:

(1) Whether his Department has concluded an agreement with a certain student organization, the name of which has been furnished to the Minister's Department for the purpose of his reply, in terms of which discussions will be held before either of the parties concerned takes steps that may influence the school attendance of pupils; if so, what (a) is the name of this organization and (b) are the details of this agreement;

(2) whether the local committee of this organization in Soweto was involved in a call that pupils boycott classes in protest against the payment of examination fees; if so, what are the relevant details;

(3) whether any schools under the control of his Department have had to be closed since the commencement of this boycott; if so, how many.

(4) whether he will make a statement on the matter? B482E

**THE MINISTER OF EDUCATION AND TRAINING:**

(1) No.

(2) Yes.

Persons claiming to be members of the Congress of South African Students (COSAS) visited certain primary and secondary schools in Soweto during Feb-

(5) ruary 1993 and instructed pupils to leave their classrooms daily at 1:00. These actions were executed as protest against the payment of tuition fees by Sid (in candidates) and to force the Government to do away with these fees.

As a result of these actions no significant education took place at primary and secondary schools in Soweto for the period 15 February 1993 to 26 February 1993.

- (3) No.  
(4) No.

#### Road Traffic Act: amendment

\*11. Mr L FUCHS asked the Minister of Justice:

- (1) Whether his Department was consulted by the Department of Transport in respect of the proposed insertion of a new subsection (5) in section 122 of the Road Traffic Act, 1989 (Act No 29 of 1989); if so, what (a) are the details of this consultation and (b) was his or his Department's response;
- (2) whether he will make a statement on the matter?

B420E

The MINISTER OF JUSTICE:

- (1) Yes.
- (a) On 29 April 1992 and 13 July 1992 my Department formally commented on the Bill. On the latter date comments obtained from the various Attorneys-General were also brought to the attention of the Department of Transport. In addition hereto officers from my Department and representatives of the Attorneys-General of Transvaal and the Cape attended a demonstration of the apparatus concerned on 8 September 1992 in Pretoria. Various discussions followed and on 9 February 1993 the Attorneys-General of Transvaal and of the Cape personally attended a demonstration of the apparatus in Cape Town.
- (b) Although the principle in respect of the establishment of a more efficient method to expedite the process by which drunken drivers are being brought before our courts of law, is

supported, practical problems were foreseen with the application of the provisions concerned and they were brought to the attention of the Department of Transport.

- (2) Yes. After discussions between myself and the Minister of Transport, the latter indicated during the Second Reading debate of the Bill that the provision concerned would not be put into operation before the Department of Justice had submitted proposals to obviate the practical problems which are foreseen. It is expected that the Attorneys-General will soon give a co-ordinated opinion on possible solutions.

Transnet: employment policy

\*12. Mr J CHOLE asked the Minister of Public Enterprises:

- (1) How many (a) Whites and (b) Non-Whites were taken into employment by Transnet during the period 1 April 1992 to 15 March 1993;
- (2) whether, since 1 January 1990, any policy guidelines in respect of the employment of applicants containing a reference to the race of an applicant have been in existence or have been furnished to any employment officers; if so, what are the relevant details;
- (3) whether he will make a statement on the matter?

The MINISTER FOR PUBLIC ENTERPRISES:

The Managing Director of Transnet Limited replied as follows to the hon member's question:

- (1) (a) 271 (15 April 1992 to 15 February 1993)  
(b) 385 (ruary 1993)
- (2) Yes. Since August 1991, Transnet has been following a recruitment policy whereby business units have to obtain the approval of its Management Board for the employment of White applicants.
- (3) Yes. Transnet Limited is a public company with a Board of Directors. As such they manage their own human resources affairs. It is one of Transnet Limited's

business goals to become an equal opportunity company. To reach this goal it is imperative that the recruitment of White people be addressed. From January to July 1991, eight times more Whites than Non-Whites were recruited by the Company. This led to the implementation of the above-mentioned policy to inhibit the historical benefit enjoyed by Whites in terms of recruitment.

As can be seen from the statistics supplied in part (1) of the reply, this goal is being successfully addressed by Transnet's Management.

SAPS/ADF: criminal conduct of members

\*13. Mr C W EGLIN asked the Minister of Justice:

Whether the criteria applied or discretions exercised by the Attorney-General in deciding whether to prosecute members of the South African Police or Defence Force for alleged criminal conduct are the same as those applicable to the general public; if not, (a) why not and (b) in what respects; do the criteria applied and discretions exercised in respect of the Police and the Defence Force differ from those applicable to the general public?

The MINISTER OF JUSTICE:

Attorneys-General have for decades followed the guide-lines laid down in *Beckles v. R. v. Rafter and Thuisissen, 1955 (1) S.A. 129 (A.D.)*, when deciding to prosecute or not. According to this authority the criterion is whether the prosecuting authority has a reasonable and probable cause for prosecuting, to wit that he has such information in his disposal as would lead to a reasonable prima facie case against the accused is probably guilty of the offence as charged.

Attorneys-General apply this criterion fearlessly and independently in all cases that come before them for decision, and, what is more, this criterion would and should apply to members of the South African Police and the Defence Force, and the public alike. There is no evidence to the contrary.

Self-governing territories: territorial allowance

\*14. Mr R M BURROWS asked the Minister of Administration and Tourism:

- (1) Whether he or the Commission for Administration has been approached to eliminate the so-called territorial allowance paid to seconded public service personnel in the self-governing territories; if so, (a) by whom was he or the Commission approached and (b) what was his or the Commission's response to this approach;
- (2) whether he or the Commission intends eliminating this allowance; if not, why not; if so, when;
- (3) whether this allowance is paid to any South African public service officials who have previously classified as Black and have been seconded to self-governing territories; if not, why not; if so, what are the relevant details;
- (4) whether he will make a statement on the matter?

B491E  
The MINISTER FOR ADMINISTRATION AND TOURISM:

- (1) No; (a) and (b) Fall away;
- (2) no; the possible abolition of the payment of the National State territorial allowance depends on constitutional developments;
- (3) yes; the National State territorial allowance is payable to all South African public servants who are seconded to the self-governing territories;
- (4) no.
- Public service: gender/race distinctions
- \*15. Mr R M BURROWS asked the Minister for Administration and Tourism:
- (1) Whether any conditions of service, including remuneration packages, in the public service are racially or gender distinctive; if so, which conditions of service;
- (2) whether only persons previously classified as White can be seconded to the service of self-governing territories; if so, why; if not, what is the present policy in respect of the secondment of people of colour;
- (3) whether he will make a statement on the matter?

Handwritten notes and stamps at the top right of the page.

### Bid specification a tender subject

EDUCATION and Culture Minister Piet Marais yesterday cancelled a tender for computer-aided mathematics courseware because of serious irregularities. *BID/M 2573/93*

A statement said an official in the department had discussed the specifications of the course with one supplier only.

The department now intended to meet all interested parties to discuss its needs for computer-aided mathematics courseware. *(S) (2)*

The superintendent general would appoint an expert committee outside the department to re-evaluate the recommendations of the internal departmental committee on the courseware, the Minister said.

The call for tenders came under fire after allegations that Interlearn Solu-

DIRK VAN EEDEN

tions, a potential supplier, was asked to draw up the tender specifications. This apparently had enabled the company to give prominence to the special features of its own product.

There was also criticism that the course was intended for white schools only. But director of statistics and computers at the Education and Culture Department, Carl Serfontein, has since said the courseware would be extended to other schools once non-racial regional education departments were in place.

State Expenditure Minister Amie Venter declined to comment until he had studied a report on the issue.

Interlearn Solutions could not be reached for comment yesterday.

## SA 'needs to maintain its defence capability'

SA DID not face any immediate military threat but still needed a balanced defence force with well-maintained core capabilities, Cape Town based defence expert Heitman-Römer Heitman said yesterday. *BID/M 2573/93*

Addressing a post-apartheid threat analysis seminar at the Johannesburg War Museum, Heitman said the only threats currently faced by SA were a further economic downturn and a possible non-acceptance of a negotiated settlement which could both increase internal instability.

He said the existing threat in SA was internal violence.

Therefore, he said, the country's defence force could not be allowed to become ineffective and obsolete, and a balanced force should be maintained.

Heitman said it took any army and air force between 25 and 30 years to be properly equipped and to have well-trained, effective personnel.

"Military threats are very difficult to predict even in the foreseeable future, but even more so when you have to predict 20 to 30 years in advance," he said.

A country's interests or its perception of

STEPHANE BOTHEMA

its interests could change overnight and result in military conflict, Heitman said.

"The bottom line is not what is happening today, but to question what could happen in 30 years' time."

He predicted that a future SA would be the regional force in sub-Saharan Africa — a position which carried responsibilities such as peace-keeping and military assistance to threatened allies in the region.

Heitman said armies of neighbouring countries were currently faced with the very real threat of AIDS — with between 50% and 80% of Zimbabwe's army reported to be HIV positive and a similar situation in Malawi.

In peacetime, a future SA defence force also had a very important role to play, such as inland border and coast line patrolling and the protection of the country's vital interests.

Although defence force participation in maintaining internal stability was not the ideal situation, Heitman said, no army could be left entirely out of that role.

	Cape	Natal	ORF	Trans- vaal
(cc)	0	1	1	0
(ff)	48	15	31	0
(gg)	1	3	0	1
(h)	586	81	9	209

Teacher-training colleges: non-admission

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

- (1) Whether any qualified applicants were not admitted in 1993 to teacher-training colleges under the control of his Department because of (a) a lack of facilities and (b) other specified factors; if so, how many such prospective students were (i) admitted, and (ii) refused admission, to these colleges in 1993;
- (2) (a) what is the combined capacity of these colleges, (b) what total number of students is enrolled at present and (c) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) No,
- (b) yes, certain quotas for teacher training were met and also on account of personnel and financial limitations,
- (c) 1 196,
- (d) 1 755,
- (e) 8 100,
- (f) 5 151,
- (g) 2 March 1993.

This information refers to initial, full-time study at residential institutions.

Model C schools: closures

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

- (1) Whether any Model C schools were closed in the four provinces in the latest specified period of 12 months for which information is

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available; if so, (a) how many in each province and (b) for what reasons, in each case? B343E

THE MINISTER OF EDUCATION AND CULTURE:

- Yes.
- (a) Cape: 18
- (b) Natal: 3
- (c) Orange Free State: 0
- (d) Transvaal: 17

- (b) Cape: decreasing enrolments and amalgamation with other schools
- Natal: financial considerations, rationalisation and decreasing enrolments
- Orange Free State: not applicable
- Transvaal: rationalisation of educational facilities and decreasing enrolments.

Teacher/pupil ratio

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

- What teacher/pupil ratio was applicable in (a) primary and (b) secondary schools in (i) each of the provincial education departments and (ii) his Department as at the latest specified date for which figures are available? B362E

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)
(i) Cape: .....	1 20 5	1 415 5
(ii) Natal: .....	1 24 6	1 188 0
(iii) Orange Free State: .....	1 23 7	1 168 8
(iv) Transvaal: .....	1 23 4	1 171 0
(v) On the first Tuesday of March 1992 for public ordinary schools:	1 22 7	1 16 6

Private school subsidies

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

- (1) Whether private school subsidies for 1993 have been decided upon; if not, (a) why not and (b) when is it anticipated that they will be decided upon; if so, how many private schools have been granted subsidies of (i) 50 and (ii) 25 per cent;

(2) whether any private schools (a) have not applied for and (b) have been refused subsidies in 1993; if so, how many in each case;

(3) in respect of what date is this information furnished? B364E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No.
- (2) (a) the division of the available guideline amount could not yet be finalised as the revised general policy has not been made available;
- (b) as soon as the general policy is made available;
- (c) (a) and (b) not available as the closing date for applications is 31 July of each year;
- (3) falls away.

Certain schools in Eastern Province: admission policy/suspension from junior cricket

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

- (1) Whether a certain school, the name of which has been furnished to the Minister's Department for the purpose of his reply, is following a policy in terms of which only Whites are admitted to this school; if so, what does this policy comprise;
- (2) whether his Department recognizes the

right of this school to follow such policy; if not, why not; if so, for what reasons;

(3) whether this school was recently suspended from junior cricket in the Eastern Province because of this policy; if so, what are the relevant details;

(4) whether he will make a statement by the action of the Eastern Province Cricket Board in this regard? B405E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No, the governing body of Jeffrey's Bay Primary School decided on 1 February 1993 that pupils of all population groups who meet the school's admission criteria may be admitted to the school;
- (2) state-aided ordinary schools determine their own admission policy, within binding legislation;
- (3) the school was temporarily suspended, but has already been re-admitted to the Eastern Province Junior Cricket Union;
- (4) no.

Schools: closures

31. Mr. K. M. ANDREW asked the Minister of Education and Culture:

- Whether any schools falling under his Department were closed down in or at the end of 1992; if so, (a) which schools, (b) where were they situated and (c) what was the combined (i) pupil enrolment and (ii) potential capacity of these schools in that year? B442E

The MINISTER OF EDUCATION AND CULTURE:

Name of School	(a)	(b)
Paul Kruger High School		
Aberdeen High School		
Technical High School Oudstroom		
Balarama Primary School		
Bitterfontein Primary School		
Carolsberg Primary School		
Draai du Toit Primary School		
Steynsburg		
Aberdeen		
Carolsberg		
Blairdrie		
Blairfontein		
Carolsberg		
Port Elizabeth		

Town/City

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(a)	(b)
Name of School	Town/City
Deprivier-Langskloof Primary School	Herold
Hanover Primary School	Hanover
Hanover West Primary School	Walvisstraat
Jackie Pieter Primary School	Rieksberg
Jameson Park Primary School	Jamesstown
Joubert Primary School	Unguston
Kamoenland Primary School	Kamoenland
Klipfontein Primary School	Klipfontein
Lutville Primary School	Lutville
Lyses Primary School	Lyses
Nasersifh Primary School	Nasersifh
Niekerskop Primary School	Puur Kerskopp
Park Primary School	Puur Kerskopp
Smithsmun Primary School	Deon Indaba
Vanderkloof Primary School	Vanderkloof (Barbly West district)
Vanryksveld Primary School	Vanryksveld
Vier-en-twintig Rivier Primary School	Halfmanshoek
Wildemishoogte Primary School	Wildemishoogte
Hewavalle Preparatory School	De Doorns
Noupoort Preparatory School	Noupoort
Hewavalle Preparatory School	De Doorns

\* Although the school has closed, it is operated as a Model A (private) school.

(a)	(b)
Name of School	Town/City
Aldington Junior Primary	Durban
Camperdown Primary	Camperdown
Inngogo Primary	Inngogo
Kilbarchan Primary	Kilbarchan
Saanwerk Primer	Durban

OFSED

(a)	(b)
Name of School	Town/City
Primiere Skool Arlington	Arlington
Primiere Skool Afrikaasop	District Kersiel
Primiere Skool Shangekhon	District Botlehem
Primiere Skool Cornelia	Cornelia
Primiere Skool De Brug	District Bloemfontein
Primiere Skool Erfiel	District Kersiel
Primiere Skool Geneva	District Kroonstad
Primiere Skool F J Cronje	District Parys

(a)	(b)
Name of School	Town/City
Primiere Skool Ben Havemann	Vierfontein
Primiere Skool Suiseder	District Weselbbron
Primiere Skool HF Verwoerd	Verwoerdam
Eldoret Secondary School	Odenidalarus
Primiere Skool Viljoensdriif	District Sasolburg
Primiere Skool Ruederpark	Welkom
Primiere Skool Rosary	District Zastron
Primiere Skool Brandfort	Brandfort
Ymnes Primary School	Ladybrand
English Primary School	Kroonstad
Tweespruit Agricultural High School	Tweespruit

TED

(a)	(b)
Name of School	Town/City
Laerskool Johanna van der Merwe	Kookrus (Vereeniging)
Laerskool Derby	Derby (Lichtenburg)
Laerskool Doornbult	Delareyville
Laerskool Krugersdorp-Wes	Krugersdorp-Wes
Laerskool Burgerskloof	Burgerskloof (Krugersdorp)
Laerskool Generaal Penaar	Poelchesdroom
Laerskool Dawnpark	Rondebult (Germiston)
Laerskool Aucklandpark	Aucklandpark
Laerskool Langlaagte	Langlaagte
Laerskool Cortesloe	Vrededorp
Laerskool Thont	Thont
Laerskool Bospoort	Bospoort (Lichtenburg)
Laerskool Jochiem van Bruggen	Magaliesburg
Laerskool Lyndhurst	Lyndhurst
Laerskool Newlands	Newlands
Laerskool M Heyns	Rysmerbult
Laerskool Randfontein	Kensington B
Laerskool Jamesonpark	Jamesonpark (Nigel)
Laerskool Jan Celliers	Parkview
Laerskool Wodeg	Wyckwood (Germiston)
Laerskool A J Koen	Primrose-East
Laerskool Hann Oreybe	Elandsfontein
Laerskool Paige	Paige
Laerskool Magerie	Magerie
Laerskool Maphel	Milgotol
Laerskool Marais	Florida
Laerskool Geystorp	Geystorp (Delareyville)
Laerskool Broekhoffontein No. 30	Vanderbijlpark
Laerskool Soekmekear	Soekmekear
Laerskool Mogenzaan	Mogenzaan
Laerskool Vwo	Vwo
Laerskool Kroonrand	Ridgeway

Name of School (a) (b) Town/City

Table with 2 columns: Name of School (a) and Town/City (b). Rows include Laetivool Struikbospan, Rosettenville Junior School, Branson Primary School, etc.

(c) (i) 11 426. (ii) 25 822.

Cape School Board: schools adopting various models

32. Mr K M ANDREW asked the Minister of Education and Culture:

How many schools in the Cape School Board area had adopted Model (a), (b) B, (c) C and (d) D as at the latest specified date for which information is available? B443E

THE MINISTER OF EDUCATION AND CULTURE:

- (a) None; (b) none; (c) 92; (d) none.

The above particulars are provided as on the last school day of the fourth term of 1992. The school boards of the Cape Province and their school board districts were abolished as from 1 January 1993.

Teachers made redundant/retrained/retired/early retirement

33. Mr K M ANDREW asked the Minister of Education and Culture:

(1) How many qualified teachers were made redundant, retrained or retired early because of a surplus of teachers during or at the end of 1992, (2) how many teachers who qualified at the end of 1992 were unable to obtain posts from the beginning of 1993, (3) (a) how many white student teachers have been recruited from the State at present and (b) what was the cost to the State of such bursaries in 1992? B444E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) 5 045 were retrained owing to rationalization; (2) 486; (3) (a) 5 405; (b) R22 579 514.

\*Information available only with regard to bursary holders, excluding students who completed their studies at Cape universities.

Calcedon: declaration of drought-stricken area

35. Lilegan R F D ROGERS asked the Minister of Agricultural Development:

(1) Whether the district of Calcedon was declared a drought-stricken area recently;

if not, why not; if so, (a) when and (b) on what grounds,

(2) whether any farmers in the area received financial aid under a drought-relief programme during the latest specified period of 12 months for which information is available; if not, why not; if so, (a) how many and (b) what was the total monetary value of the financial aid received by these farmers? B463E

THE MINISTER OF AGRICULTURAL DEVELOPMENT:

(1) The proclamation of a district as a drought-stricken area is only a prerequisite for participation in the Drought Relief Scheme for Livestock Farmers in the RSA (Extensive Livestock Grazing and Cropping Areas). The Calcedon District Drought Committee received no applications for the district to be declared a disaster drought area for the purposes of participation in the Disaster Drought Assistance Scheme for Livestock Farmers. In the case of cropplanting it is not a prerequisite that a district must be declared a drought-stricken area. In the case of disaster conditions in cropping areas after successive crop failures, other drought assistance schemes apply for producers of winter grain and summer grain, for example the payment of an interest subsidy on new agricultural production credit, and the carry-over debt scheme under the State guarantee. Such schemes were introduced after farmers who found themselves in disaster conditions due to unfavourable climatic conditions submitted representations to the Government via organised agriculture, and the circumstances had been evaluated and found to be valid. As regards the State guarantee, the State initially suspended the carry-over debt (production debt) that could not be paid after repeated crop failures) by way of a State guarantee, so as to enable co-operatives to again provide means of production to farmers for planting the next crop. Such assistance could no longer get financial means of production. The State guarantee would, however, only come into effect after farmers had been requested by co-operatives. The extremely adverse climatic conditions and crop failures during the 1991/92 season put further pressure on the State guarantee. If the State had not intervened, it would have resulted in large-scale sequestrations, especially in the Northern cropping areas, which would have had an extremely adverse effect on food security for the country as a whole and the rural economy would have been seriously disrupted. The State therefore brought it out of the State guarantee by way of an input subsidy, thereby paying the account which it would in any case have received. The State guarantee had come into effect. The Calcedon-Riversunderend Co-operative is one of the 36 co-operatives in the cropping area which participated in the carry-over debt scheme under the State guarantee and co-operatives in the service area of this aid scheme.

(2) Apart from the carry-over debt scheme under the State guarantee, as described above, the State decided to pay an interest subsidy to farmers on new production credit. This followed after a decision taken before the suspension of the State guarantee, namely to enter no further carry-over debt under the State guarantee. Only individual farmers who could make a financial recovery with this aid could qualify for the aid and only farmers who could not be assisted by other institutions qualified for this aid scheme.

Interest subsidy on agricultural production credit at Calcedon-Riversunderend Co-operative Limited.

A total of 183 farmers participated in the scheme and R396 970 was paid out to them as interest subsidy.

The carry-over debt of 363 farmers at the Calcedon-Riversunderend Co-operative was covered under the State guarantee.

With the termination of the State guarantee to farmers at the Calcedon-Riversunderend Co-operative, R13 091 966 was paid out. This amount included carry-over debts built up since 1987. It

HOUSE OF DELEGATES

HOUSE OF ASSEMBLY

QUESTIONS

Indicates translated version.  
 For written reply:  
 Own Affairs:

Purchase of textbooks

13. Mr A RAIBANSI asked the Minister of Education and Culture:

(a) What was the total amount spent by her Department on the purchase of textbooks in 1992, (b) from which bookshops were these textbooks purchased and (c) for what amount were textbooks purchased from each such bookshop?

The MINISTER OF EDUCATION AND CULTURE:

(a)	R7 67 583.76
(b) and (c)	
Perskor Educaum Bookshop (Natal Branch)	R3 793 679.83
Perskor Educaum Bookshop (TVL Branch)	R 452 406.52
Prensor University Bookshop	R 741 107.27

Educare Distributors	R 445 388.27
Nason Limited	R 108 173.25
Riewell International Books	R 100 070.72
Lotus Bookshop	R 949 749.46
Rygiels Educational Suppliers	R 196 950.59
School Supply Store	R 346 077.66
Rega Stationers	R 27 335.81
Maskew Miller Longman	R 5 133.54
JR Behare and Company	R 1 510.90

Education and Culture:	
(a) What is the (i) total number of classrooms in (aa) primary and (bb) secondary schools administered by her Department and (ii) average number of classrooms for such (aa) primary and (bb) secondary schools and (b) in respect of what date is this information furnished?	
(a)	(i) (aa) 5 331
	(bb) 3 770
(ii) (aa)	20
(bb)	27
	(b) 12 March 1993.

Government Service Pension Fund	R34 336 864 246
Associated Institutions Pension Fund	R 5 806 081 085
Temporary Employees Pension Fund	R 3 942 821 794
Associated Institutions Provident Fund	R 11 292 281
Pension Fund for Persons in Authorities' Service	R 4 620 788 862
Superannuation Fund for Persons in Authorities' Service	R 222 200 476
(i) Government Service Pension Fund	26.68
Associated Institutions Pension Fund	32.89
Temporary Employees Pension Fund	33.33
Associated Institutions Provident Fund	40.00
Pension Fund for Persons in Authorities' Service	32.89
Superannuation Fund for Persons in Authorities' Service	43.48
(ii) Government Service Pension Fund	73.32
Associated Institutions Pension Fund	67.11
Temporary Employees Pension Fund	66.67
Associated Institutions Provident Fund	60.00
Pension Fund for Persons in Authorities' Service	67.11
Superannuation Fund for Persons in Authorities' Service	56.52

The MINISTER OF FINANCE:

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

(a) What amount of money is there in each specified State pension fund, (b) what percentage of each pension contribution is made by the (i) individual and (ii) State and (c) in respect of what date is this information furnished?

State pension schemes: number of assets held	
25. Mr B B GOODALL asked the Minister of Finance:	
(a) How many State pension schemes were there as at the latest specified date for which information is available, (b) what are their names and (c) what was the (i) State's contribution in respect of, and (ii) total value of the assets held by, each of these schemes as at that date?	
The MINISTER OF FINANCE:	
(a) There as at 31 December 1992.	
(b) Members of Parliament and Political Officers in various Pension Schemes	
Members of Statutory Bodies Pension Scheme	
Military Pension Scheme	
(i) Pension Scheme for Members of Parliament and Political Office-bearers	R77 251 339
Pension Scheme for Members of Statutory Bodies	R 625 035
Military Pension Scheme	R68 674 374
(ii) Nil.	

State pension funds: contributions	
124. Mr B B GOODALL asked the Minister of Finance:	
(a) As benefits payable by the schemes are financed from the State Revenue Fund, no employer contributions are made by the State. The amounts mentioned hereafter, therefore, represent the total expenditure of the benefits paid out of revenue for the 1991/92 financial year.	
(i) Pension Scheme for Members of Parliament and Political Office-bearers	R77 251 339
Pension Scheme for Members of Statutory Bodies	R 625 035
Military Pension Scheme	R68 674 374
(ii) Nil.	

# Learning English in a life context

SOJTH 2713-315193.

(51)

LETTERS arrive at the offices of Cape Town's English Proficiency Programme (EPP) in hundreds every week.

"Dear Uncle James," they all begin and then go on.

"The reason why I am writing this letter is because I love your magazine. Your books are very interesting. Thank you for lending us what is right and wrong," wrote Lendner van Boom from Mitchell's Plain.

From Magdelaine Kinnuala of Dawson: "Since I started to read the books my English has improved. My parents are very happy because I improved my English. Always after supper I read My Own English Magazine and my young sister she like to read with me. Uncle I want to promise you that if I passed my English with the highest mark you get some present because you make to learn English with your Magazine book."

And said Suzan Matrifka of Malaganne: "The English Magazine it teach me English and I enjoy it. This two books it teach me about Biology. Now I know where child is born, I know how twins become fertilised and where animals live. I know about my body."

Letter after letter from children — and teachers — expressing appreciation for the work of a programme unique in its field.

While other English programmes are concerned with enabling non-English speakers to master the language, the EPP acts on the premise that English is not a separate subject and offers primary school children an opportunity to discover the

world around them through English and their medium of expression and communication.

The emphasis then is on learning in a holistic fashion with the child at the centre of concern.

At present the programme reaches over 60 000 primary school pupils all over the country and in some neighbouring states, including Malawi, Zambia and Zimbabwe.

"The EPP is the first genuinely child-centred programme in the country," programme director Mr James Olivier explained.

"For a start, the book is the property of the child and he or she is able to take it home, share with family and friends and build up a wonderful library of information and resources over several years.

"Children of primary school age are unquerable discoverers of knowledge and the learning material is designed to develop the curiosity and imagination of the child.

"It really is a learning stimulation programme."

Research and Development Director Professor Des Schindler of the University of the Western Cape's Education Faculty, expands: "The programme is concerned with the development of the whole human being and encourages the child to interact spontaneously with learning material.

"This is extremely important in the development of intelligence and thinking skills.

"The teacher remains instrumental as educator but more as a co-ordinator and facilitator of learning than a disseminator of content," said Schindler.

Teachers of all subjects — not just English — use the books to

enrich their classes and support their formal educational work.

Based on these principles, the EPP develops products and distributes two series of learning stimulation books which tightly cover the school syllabus.

These are My Own English Story-Book (for standards one and two) and My Own English Magazine (for standards three, four and five).

Six issues are printed each year — a total of over 300 pages — and every year's issues are a completely new set.

In between the children receive a newsletter, filled with news, comments, results and letters from those taking part in the programme. There is also a quarterly teachers' newsletter.

The content of the books is varied and highly enjoyable.

It includes stories and rhymes, informative factual articles, mathematical fun, the world of science and technology and caring for the earth and its creatures, all beautifully illustrated.

Simultaneously, information is relayed to the child's life and aspirations.

Each issue has a message from "Uncle James" and children are encouraged to write to him. Every letter is replied to.

There is a great deal of interaction between the programme and schools and members of the team visit participating schools to work with teachers on classroom enrichment techniques and meet children who use the books.

Use of the programme is also monitored in rural areas and other regions, through networking with

# My Own English STORY-BOOK

Produced by the Educational Support Services Trust



This book belongs to \_\_\_\_\_  
I am in Standard: \_\_\_\_\_  
I go to \_\_\_\_\_ School

**NO. 1**

## STORYBOOK: The front cover of the first edition of 'My Own English Story-Book'

educational organisations including INSSET, ITEC, and the Catholic Institute of Education.

Those preparing material for books are all specialist teachers currently teaching at back schools.

The EPP is run by the Educational Support Services Trust, a non-profit educational body and has been going since 1986.

Funding is raised through the Trust so no child on the programme pays directly for their book.

Programme Co-ordinator Mrs Karin Chisholm said they were inundated with requests by schools and children to join the programme.

"All the children on the programme are sponsored so if we do

not have sponsorship money available for the school, we will go out and try to raise that money," he said.

"However, while we are waiting for that to come through, we remain in touch with the school and will give them back copies in the meantime."

Not all members of the EPP receive the books through their schools or outreach programmes. The EPP Friends Club cares for individual children and at present there are 1 500 children on the list.

Anyone interested in the EPP can contact the Educational Support Services Trust, 1 Roeland Terrace, Cape Town, 8001.

**DIANE COETZER**



\*\*\* 8 lecturers are remunerated by the Kwa-Zulu Government.

# For the purpose of this answer the number of part-time and distance students have been converted to full-time equivalent students. This applies also to both the Natal College of Education and the College of Education of South Africa where only distance students are enrolled.

▲ Colleges for distance teaching.

Pietmaritzburg schools: percentage of non-White pupils

37. Mr. R. F. HASWELL asked the Minister of Education and Culture: (51) (84)

(1) What was the percentage of pupils who are not White at Model C (a) pre-primary, (b) primary and (c) high schools in Pietmaritzburg as at the latest specified date for which information is available;

(2) whether it is the intention to take any steps in respect of the above percentages; if not, why not; if so, what steps;

(3) whether he will make a statement on these percentages? B476E

THE MINISTER OF EDUCATION AND CULTURE:

(1) There are no Model C pre-primary schools in Pietmaritzburg.

(b) 11.1%.

(c) 8%.

(2) no, the criteria for the admission of pupils to these schools rest with their governing bodies;

(3) no.

\* as at 22 March 1993.

Parow School Board: schools adopting various models

38. Mr. K. M. ANDREW asked the Minister of Education and Culture:

How many schools in the Parow School Board area had adopted Model A, B, C and D, respectively, as at the latest specified date for which information is available? B518E

THE MINISTER OF EDUCATION AND CULTURE:

HOUSE OF ASSEMBLY

Model A: None

Model B: 1

Model C: 99

Model D: None

The above particulars are provided as on the last school day of the fourth term of 1992. The school boards of the Cape Province and their school board districts were abolished with effect from 1 January 1993.

Teacher-training colleges offering African language

40. Mr. K. M. ANDREW asked the Minister of Education and Culture: (22) (28)

Whether any teacher-training colleges under the control of his Department offer an African language as a course subject; if not, (a) why not and (b) what steps are being taken in this regard; if so, (i) which colleges, (ii) what African languages are being offered and (iii) how many student teachers took such language courses in 1992? B520E

THE MINISTER OF EDUCATION AND CULTURE:

Yes, (a) and (b) fall away;

(i) Boland, Port Elizabeth, Cape Town, Durban, Edgewood, Natal, Bloemfontein, Johannesburg, Pretoria, Potchefstroom, Goudstad, South Africa.

(ii) Xhosa, Zulu, South Sotho, Northern Sotho and Tswana.

(iii) 948.

The Cape Town College of Education has been offering Xhosa since 1993.

Schools: average maintenance cost per pupil

41. Mr. A. GERBER asked the Minister of Education and Culture: (51) (24)

What was the average maintenance cost per pupil in (a) primary and (b) high schools under the control of his Department in 1989, 1990 and 1991, respectively? B486E

THE MINISTER OF EDUCATION AND CULTURE:

The expenditure on maintenance and capital works is not always separated. The amount for maintenance costs alone is therefore not available.

HOUSE OF REPRESENTATIVES

QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

(a) (i) 1 472

(ii) 70

(iii) 200

(b) (i) 133

(ii) 22

(iii) 100

Language medium at schools

22. Mr. C. I. NASSON asked the Minister of Education and Culture:

How many (a) primary and (b) secondary

schools had (i) Afrikaans, (ii) English and (iii) both Afrikaans and English as the medium of instruction as at 31 December 1992 or the latest specified date for which statistics are available? C7E

THE MINISTER OF EDUCATION AND CULTURE:

**NEWS** School hit by a terrible smell • Restructuring deadlock must be broken

# Health of 1 200 pupils in danger

**HEALTH HAZARD** Sewerage pipes not repaired since they burst early this month:

By Russel Molefe

**T**HE HEALTH of about 1 200 pupils at Munchetzi Primary School in Vlesfontein, near Louis Trichardt, is in danger since sewerage pipes burst early this month.

Human excrement has spilled into the school yard and teachers and pupils work under conditions described as "inhuman and totally unacceptable".

*Sowetan* reporters visited the school this week. They were greeted by a terrible smell.

Teachers claimed that Venda's ministry of public works was not interested in repairing the pipes.

"Efforts during the past four weeks persuade the authorities to repair the pipes have been fruitless," they said.

"The toilets were in such a condition that teachers and pupils were unable to use them."

In a bid to draw attention to the situation teachers occupied the local administration offices. They were promised that the sewerage system would be repaired soon but this has not been done.

Teachers said several pupils had re-

**This place is a health hazard. Teachers and pupils are under tremendous strain. We can't teach under such conditions.**

ceived treatment after complaining about stomach pains. They expressed fears that there could be an outbreak of cholera.

"This place is a health hazard. Teachers and pupils are under tremendous strain. We can't teach under such conditions. And the kids can't learn either," a teacher said.

Venda's director-general for public works and his assistant were not available for comment yesterday.

Venda's education director-general, Mr. Khwara Madzaga, said: "There is no comment. We know what to do when we are in this situation. There are channels that have to be followed."



Female singers from the Sophiatown era showed they still had the spark (and some lovely legs) when they thrilled a capacity crowd at the Dorkay House Charity Concert at the New Civic Theatre on Sunday. Speaking it up in a group swing are Stella Starr (centre), Lorraine Staple (left), Thandie Klaassen (3rd from right), Dorothy Masuku (2nd from right) and Dolly Rathebe (right).

## TV, radio licence boycott warning

**A BOYCOTT** of television and radio licences, spearheaded by organised labour, could follow if the Government does not move fast to demantise the SABC and remove it from party political control.

This emerged from the Congress of South African Trade Unions conference at the weekend in which it was resolved to put pressure on advertisers to withdraw advertising if the SABC restructuring deadlock was not broken soon.

Cosatu said it was committed to a total boycott of SABC licences if no other solution was found.

It said centralised bargaining was a critical element for success in instituting a growth path for the economy.

"We are not prepared to have prescribed to us a type of economic growth which continues to pay starvation wages and undermines labour standards," Cosatu said.

## the SABC and establishing central bargaining:

**Cosatu tells government to move fast in democratising**

Government and employers would be targeted for a specific action programme if economic restructuring was not negotiated with the trade union movement, the conference resolved.

does not relate to the question on the Question Paper, and therefore I do not have to reply to it.

**Mr. H D K VAN DER MERWE:** Mr. Chairman, further arising from the hon the Minister's reply, the hon the Minister is shirking his responsibility. The term "affirmative action" is used here very definitively and many institutions see to it that countrywide the term is regarded as valid today. I want to ask him, as the Minister of Education and Culture, what his view is on affirmative action?

**The MINISTER:** Mr. Chairman, I would just like to emphasise again that it would be totally irresponsible for me to interfere in a system in which autonomy is transferred to tertiary structures, as I have a responsibility towards that system. I am therefore not prepared to express an opinion on it. The University of Natal, like all other universities in our country, is an autonomous institution, and it would be improper, even by way of comment, for me to interfere in what they do on their campus in regard to running the university.

**Mr. H D K VAN DER MERWE:** Mr. Chairman, a father arising from the hon the Minister's reply, he is the Minister of Education in this country, and I want to ask him what his fundamental standpoint is in respect of affirmative action. He cannot hide behind the autonomy of universities.

**The MINISTER:** Mr. Chairman, affirmative action—as viewed from the patient's perspective—is an action by means of which special measures have to be taken to enable those whom they regard as disadvantaged communities—communities disadvantaged as a result of the policies of the past—to come into line with the rest of the community that has not been disadvantaged. That is the standpoint held by the radical communists, and it is a point which those hon members, seeing that they are delegates to participate in the negotiations, can debate with those communists in the negotiating forum.

**Mr. M BURROWS:** Mr. Chairman, further arising out of the hon the Minister's reply, I want to ask him whether he would not agree that the definition of "affirmative action" is actually fixed in time and place and varies from group to group as disadvantage changes. In the 1920s and 1930s affirmative action in HOUSE OF ASSEMBLY

South Africa was directed towards Afrikaans-speaking Whites and now happens to be directed towards other disadvantaged groups. [Interjections] In 10 years' time it may be directed towards White English-speaking males. [Interjections.]

**The MINISTER:** Mr. Chairman, it is true that the content of the concept changes as time goes by and as situations in particular communities develop.

*Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.*

**Schools and/or minor works completed**

\* **Mr. M BURROWS** asked the Minister of Housing and Works:

- (1) Whether his Department will make a special effort to complete major and minor works at schools before April 1993, if not, why not, if so, what was the budgeted cost of such work for the 1992-93 financial year;
- (2) whether his Department will or does exercise an inspection service in respect of Model C schools; if not, why not;
- (3) whether he will make a statement on the matter?

**THE MINISTER OF HOUSING AND WORKS:**

(1) Yes. The Department of Education and Culture has indicated that the Department of Local Government, Housing and Works will only assist in respect of the completion of the commitments already which contractual commitments already by the contract contractors to complete to the respected contract periods. The budgeted cost of such work for the 1992-93 financial year was R119 401 000 in respect of Provincial Education, excluding Extravertory Education.

(2) The Department does operate an inspection service but this will be terminated on 1 April 1993 as the Department of Education and Culture has indicated that the Management Boards of, as from that date, be responsible for the execution of major and minor capital works under the

guidance of the Department of Education and Culture. (S)

(3) No.

*For written reply:*

**General Affairs:**

**MDCs/ministerial representatives; residential accommodation**

**173. Mr. P G SOAL** asked the Minister of Public Works:

- (1) Whether any (a) members of the Executive Committees of the four provinces, (b) ministerial representatives and/or (c) senior individuals occupied residential accommodation other than that provided by the State during the period 1 January 1990 up to the latest specified date for which information is available; if so,
- (2) whether any amounts were paid in respect of the said accommodation to the persons in the above categories during this period; if so, (a) what amounts were paid to each such person in each calendar year and (b) why was each such amount paid;
- (3) whether State-owned accommodation was available for occupation during this period; if not, why not, if so, how many residential units were available in each specified month during this period?

**THE MINISTER OF PUBLIC WORKS:**

The Department of Public Works is not responsible for the housing of Members of the Executive Committees of the Provinces, or Ministerial Representatives.

Payment of Members of the Executive Committees and Ministerial Representatives for the use of private residences as official accommodation (in terms of the Compensation Scheme for Political Office-Bearers) is the responsibility of the relevant Provincial Administration, and the Own Affairs Administrations, respectively.

**Blacks social pensions/backlog in applications**

**200. Mr. R M BURROWS** asked the Minister of National Housing:

- (1) What total number of Blacks in each of the provinces is currently receiving social pensions;
- (2) whether there is a backlog in the handling of applications for social pensions in any province; if so, (a) in which province, (b) what are the reasons for this backlog and (c) what total number of applications is currently awaiting processing;
- (3) in respect of what date is this information furnished?

**THE MINISTER OF NATIONAL HOUSING:**

(1) Cape Province	158 113
Orange Free State	87 867
Transvaal	291 890
Natal	73 219

(2) Falls away.

(3) Falls away.

(a) Cape Province	None
Orange Free State	231
Transvaal	None
Natal	None

(3) Cape Province ..... 28 February 1993

Orange Free State ..... 16 March 1993

Transvaal ..... 9 March 1993

Natal ..... 31 January 1993

**Houses supplied with electricity in Port Elizabeth/Overberg area**

**210. Mr. E W TRENT** asked the Minister of National Housing:

(a) How many houses are supplied with electricity in (i) the municipalities comprising Fort Elizabeth, (ii) the municipalities of Kwa-Natal and (iii) each of these four areas and (b) in respect of what date is this information furnished?

**THE MINISTER OF NATIONAL HOUSING:**

(a) (i) 25 609 houses.
(ii) Port Elizabeth: 5 412 houses
Matieland: 1 745 houses
Kwa-Natal: 1 770 houses
Thbayi (incl. Walmer): 9 303 houses

mitted to the Deputy Minister (to whom the authority has been granted) who takes a decision on the application. This procedure is followed in all cases, including Pretoria.

(2) Although no specific procedure for consulting the public is prescribed in the Act, the above-mentioned procedure is in most cases preceded by a wide and inclusive consultation process, which can include, amongst others the holding of public meetings where all interested parties can make their point.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Document sent to Chief of Army

\*9. Mr E W TRENT asked the Minister of Defence:

(1) Whether, with reference to certain information and a copy of a certain document which have been furnished to the South African Defence Force for the purpose of the Minister's reply, a certain handwritten document was sent to the Chief of the Army, if so, (a) by whom was it signed and (b) what was the response of the Chief of the Army to this communication?

(2) whether the document was discussed by the State Security Council or its Secretariat,

(3) whether a certain professor was consulted on the plan set out in this document; if so, why;

(4) whether this professor was a member of or served as an adviser to any committee, subcommittee or body forming part of the State Security Council network at that time? B5665

THE MINISTER OF DEFENCE:

(1) to (4) The hon member is referred to the State President's reply to an unprepared question of the hon member for Afrikaans on 24 March 1993. The request in this regard is in process and therefore I am not prepared to reply to any questions concerning the matter at this stage.

Informal settlements schools

\*10. Mr R M BURROWS asked the Minister of Education and Training:

(1) Whether any schools were provided by the Department in informal settlement areas in 1992; if not, why not; if so, (a) how many and (b) in which areas;

(2) whether he will make a statement on the matter? B566E

THE MINISTER OF EDUCATION AND TRAINING:

(1) Yes.

(a) Twelve

(b) Dreyton, Benoni

Kwa-Gang, Witbank

Embleton, Secunda

Kathleen, Alberton

Klayvliet, Wymborg (two schools)

Orange Farm, Vanderbijlpark (two schools)

Kuivawong, Oudensdrus

Meqbeleng, Ficksburg

Thabong, Welkom

(2) At the eleven primary schools and the one secondary school which have been provided, there are 253 classrooms for primary pupils and twenty for secondary pupils.

SADTU/NAPTOSA recognition

\*11. Mr R M BURROWS asked the Minister of National Education:

(1) Whether, with reference to the reply to Question No 4 on 19 February 1992, he has given consideration to recognizing the South African Democratic Teachers Union (SADTU) and the National Federation of Teachers and the Federation of South Africa (NAPTOSA) for the purpose of negotiation on education; if not, why not; if so,

(2) whether these bodies have been so recognized; if not, why not; if so, (a) what, (b) under what conditions and (c) what number of leaders is represented by each.

(3) whether he will make a statement on the matter? B569E

THE MINISTER OF NATIONAL EDUCATION:

(1) Yes.

(2) Yes.

(a) NAPTOSA was recognised in May 1992.

(b) SADTU was recognised in November 1992.

(b) Recognition, in terms of Section 1 of the National Policy for General Education Affairs Act, 1994 (Act No 76 of 1994), is granted with the concurrence of the Ministers of departments of State responsible for education. This concurrence has, in some cases, been preceded by agreements which may contain conditions between these teachers' organisations and the education departments. In considering recognition, I took cognizance of the need for the organisation to represent a substantial number of educators employed by the State and that the organisation has a constitution that can ensure that it is correctly managed and is able to serve the best interests of its members.

(c) NAPTOSA represents approximately 116 500 teachers.

Final, verified membership figures for SADTU are not yet available. However, SADTU claims a membership of 60 000.

(3) No.

Philippine murders/assaults

\*12. Mr R V CARLISLE asked the Minister of Law and Order:

Whether a certain person whose name has been furnished to the South African Police for the purpose of the Minister's reply was in any way implicated or referred to in any (a) inquest and/or (b) criminal proceeding relating to (i) deaths, (ii) assaults and/or (iii) the use of firearms in the Philippines area during the period 1 January 1980 to 31 March 1993; if so, what are the relevant details? B571E

THE MINISTER OF LAW AND ORDER:

(a), (b) (i-iii) Yes.

On 15 February 1989, Mr Bock shot and killed a man who was stealing vegetables on his farm with a shotgun. An inquest found that no person was responsible for the death of the man, because Mr Bock was protecting himself and his property.

On 2 November 1992, Mr Bock caught a man who was stealing potatoes on his farm. The man ran away, whereupon Mr Bock wounded him with a firearm. The person was charged and found guilty of attempted theft.

On 21 February 1993, Mr Bock, after noticing that potatoes were being stolen from his farm, lay in wait for the suspected thieves, and caught them rebuked whilst they were stealing potatoes. He approached and warned them, whereupon they ran away. He fired a shot at each of them and killed two men and wounded another two. A murder docket is currently with the Attorney-General for a decision. Mr Bock's firearm was seized and referred for ballistic investigation. A case of attempted theft is being investigated against the two wounded suspects.

Note:

Details of cases which occurred before 1989 are not available, as records in this regard have, according to instructions, already been destroyed.

Transnet: accommodation in Transnet Park

\*13. Mr R V CARLISLE asked the Minister of Public Enterprises:

What was the occupancy rate of Transnet accommodation leased at Transnet Park as at the latest date for which figures are available? B572E

THE MINISTER FOR PUBLIC ENTERPRISES:

The Managing Director of Transnet Limited has furnished the following reply to the hon member's question:

The rent for February 1993 amounted to R467 913.

NSA mercenaries in Angola

\*14. Mr C W EGLIN asked the Minister of Defence:

(1) Whether the Government has taken or

Thaba Nchu Manpower centre ..... 48 494  
 Tlokwengveld: Schools ..... 9 091  
 R 6 487 623

Manpower provision... R 11 751 000  
 Technical assistance... 1 052 676  
 Salaries of Judges... 199 800  
 R 13 002 676

Grand Total ..... R2 308 995 792

\*\* No financial transfers in respect of item D were directly made to Bophuthatswana.

I note that the hon member's question only deals with Bophuthatswana, but I would nevertheless like to add that similar assistance, as listed below, was also rendered to Transkei, Venda and Ciskei:

Transkei: ..... R2 231 365 023  
 Venda ..... R 665 562 235  
 Ciskei ..... R 914 122 978

All figures are unaudited.

**Ministers' tax deducted from home allowances**  
 \*19. Mr P G SOAL asked the Minister of Public Works:

- (1) Whether, with reference to the reply to Question No 33 on 5 February 1993, tax is deducted from the allowances payable to Ministers occupying their own homes instead of accommodation provided by the State; if not, why not; if so, (a) by whom is this tax deducted and (b) how is it calculated?

(2) whether the grant-in-aid which this tax is deducted in any way since 1 January 1990; if so, (a) why and (b) what are the other relevant details? B5808E

**THE MINISTER OF PUBLIC WORKS:**

- (1) Yes.  
 (a) By the Department of Public Works.

(b) It is calculated at the maximum rate on two-thirds of the total compensation.

HOUSE OF ASSEMBLY

(2) Yes.  
 (a) On the advice of the Department of Finance.  
 (b) From 1 December 1992, the full compensation payable for the maintenance or purchase of kitchenware is taxable, which was not the case prior to that date.

**Recycling of plastic/paper**

\*20. Mr R F HASSWELL asked the Minister of Environment Affairs:

- (1) Whether he intends introducing legislation and incentives to promote the recycling of paper, plastic and other products; if not, why not; if so, (a) when and (b) what is envisaged in this regard;

(2) whether his Department is committed to the concept of recycling; if not, why not; if so, to what extent.

(3) whether he will make a statement on the matter? B582E

**THE MINISTER OF ENVIRONMENT AFFAIRS:**

- (1) No. Specialised national and international advice obtained, as well as national and international experience, suggest that legislation is not effective in this regard. Recycling should be regulated by market forces and direct incentives by the Government would not only mean interference with the free enterprise system, but cannot be considered in the present economic situation. South Africa, however, is making good progress with regard to recycling and re-use. The percentage tonnage recycled to total tonnage produced for the various categories is as follows: Paper and board 33%, plastic 13%, tin-plate 16%, aluminium 8% and glass 70%. This represents an increase of about 75% in the recycling effort over the past few years.

(2) Yes. In the 1993 White Paper on the Policy on a National Environmental Management System for South Africa the following goal is set:

Deploy a national strategy for waste management and develop integrated

pollution control in which the elements of responsibility, accountability, prevention, treatment and re-use must figure prominently. Disposal in the atmosphere, land and water environments should be considered as a last option only. Protection against toxic waste, the control of environmentally detrimental agricultural and industrial practices, as well as the combating of littering and the promotion of recycling will be included in the strategy. Industry-based programmes to achieve the above-mentioned objectives will have to be introduced.

(3) No.

SAAs: Civil Aviation examinations for pilots

\*21. Mr W U NEL asked the Minister of Transport:

- (1) Whether any (a) pilots and/or (b) former holders of the South African Air Force, including civilian, commercial, sector commercial or airline transport pilots' licences were not required to write and pass the applicable examinations set by the Directorate for Civil Aviation; if so, (i) how many and (ii) why were such licences issued to these pilots.

(2) whether he will make a statement on the matter? B584E

**THE MINISTER OF TRANSPORT:**

- (1) (a) and (b) Yes.

(i) During the period April 1989 to November 1990 civilian pilots' licences were issued to 54 pilots who were at that stage in the service of the South African Air Force; by the Chief Directorate: Civil Aviation.

(ii) All applicants met with the requirements for the civilian licences issued after the successful completion of an additional course including work which is related to civil aviation.

(2) No. The matter is *sub judice* at present because of a pending appeal case.

SAAs: foreign pilots' aircraft

\*22. Mr W U NEL asked the Minister for Public Enterprises:

(1) Whether the South African Airways have entered into any lease agreements to use (a) aircraft belonging to foreign countries and (b) pilots who are foreign nationals in the course of its business; if so, (i) what are the details of these agreements and (ii) on what basis were the licences of such foreign pilots accredited;

(2) whether any practical difficulties or safety problems have arisen as a result of these agreements; if so, what are the relevant details? B585E

**THE MINISTER FOR PUBLIC ENTERPRISES:**

The Managing Director of Transnet Limited has furnished the following reply to the hon member's question:

- (1) (a) Yes.  
 (b) Yes.

(i) The South African Airways leases aircraft and operates them in SAAs' fleet which are piloted by SAA pilots. SAA operates a freight service with an Ukrainian company using Ukrainian aircraft, pilots and technical assistance.

(ii) The foreign pilots are properly accredited in terms of the standards applied by the Department of Civil Aviation.

(2) No.

**INTERPELLATION**

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

*Own Affairs:*

Filling of vacant places at schools

1. Mr R M BURROWS asked the Minister of Education and Culture: (S)

- (1) Whether he intends taking steps to ensure that, as far as possible, all

HOUSE OF ASSEMBLY

vacant places at schools under the control of the Department are filled; if not, why not; if so, what steps;

(2) whether he intends penalizing financially any schools that persistently refuse to fill such vacant places; if not, why not; if so, how?

B262E INT

(5) **THE MINISTER OF EDUCATION AND CULTURE:** Mr. Chairman, underlying the question is probably a more fundamental question. May I remind the greater members of the hon. members of the House of Assembly that the question is not, 'Should we have a system of autonomy which State-aided schools have just received and must I become more prescriptive?'

Of the 1 987 schools under my jurisdiction, only 129 are directly State controlled. The others determine their own admission policies.

Two considerations should be weighed. Firstly, the optimal use of facilities, the bettering of the educational system, the bettering of the mental health of citizens, the bettering of the ethos of their schools. Both these considerations have been built into the Government's proposals for a change of fundamental rights, namely the right of individual admissions, but also the right of parent communities to determine the medium of instruction as well as the religious and general character of the school.

These two fundamental needs need not be in conflict with each other, as there can be no unqualified right of admission to any institution. Practical matters, such as the readiness for a certain level of education must, for example, always remain a consideration.

Without my taking steps against any school community, the trend is for schools continuously to fill up nearer to capacity; therefore, it does not seem necessary to take away the well-merited autonomy from schools. They are exercising their new-found powers in a very responsible way.

The provisions for subsidies to State-aided schools, as well as the Act governing these schools, give me extensive powers, especially if it should be the opinion that the facilities are not being used to the benefit of education. However, it has not yet been necessary to take any steps in this regard. Enrolment figures for our schools increased by approximately 17 000

last year, and according to provisional figures by a few thousand this year, while the total capacity has decreased because of the closure and amalgamation of schools. There are now more than 41 000 members of other population groups in our schools.

Mr M R BURBROWS: Mr. Chairman, the hon the Minister will be aware that this is a question that has repeatedly been voiced by the DP over many years. We are pleased that he has indicated that the number of vacant places has decreased. We would also like to indicate, as we have done consistently, that we are aware that this filling of vacant places is not a solution to South Africa's educational ills. What it is, however, is a clear indication of the intentions of this hon. Minister, his department and the parents when it comes to the broader community.

The latest figures he supplied were those of last year, and at that stage there were 130 000 empty places in permanent accommodation. If we add to that the number of vacant places in temporary accommodation, the figure is probably closer to 150 000. Even if we say that department the benefit of the doubt, however, with regard to the closing of the gap, and say there are 100 000 vacant places that could be filled, at a cost of R6 000 a place in a school, we are talking about R600 million in unspent State and State-provided assets. We believe that this department has to provide advice, suggestions and recommendations to the State-aided schools.

We are aware that his department has done a survey of the capacity of schools in South Africa, and the number of pupils on the roll over the past three or four years. We are aware that the number of vacant places in schools ranges from zero, as some schools are filled to capacity, to as much as 60% and 70% of the capacity of some schools. We also appreciate that a lot of this has to do with language difficulties. A large number of the schools that have vacant places are Afrikaans-medium schools. We believe that this department should be advising schools such as these, particularly in rural areas, on how they should best utilise their facilities.

We are concerned that if this hon. Minister does not provide this advice during the course of this year, by next year these schools are going to be faced with the very severe difficulties of being forced to open their doors to everyone.

For example, the Durban Underwyskollege has a ratio of one lecturer to 4,4 students. This cannot be justified. The hon the Minister and his department are going to have to act in this respect.

We have said that there is, in fact, a need for optimal use. Clear signals have to be supplied, and it is the department that has to provide advice to the State-aided schools.

(5) **THE MINISTER OF EDUCATION AND CULTURE:** Mr. Chairman, the hon member will be aware that there is in fact a need for optimal use. Clear signals have to be supplied, and it is the department that has to provide advice to the State-aided schools.

We believe that the charter of human rights will remove the ability of a school to discriminate on the basis of race, and when that happens, that department is going to have to help prevent governing bodies face their responsibility in a changing South Africa.

**DR F H PAUW:** Mr. Chairman, the question contained in the interpellation was not asked with a view to gaining a reply. We all know that the answer is yes.

It does not matter what the hon the Minister says, he is going to fill up the schools to capacity with Black and Coloured pupils. Even the question with regard to the steps that are going to be taken has already been answered. The hon the Minister is going to do everything possible to going to transport pupils with buses. He is even finding a solution if there are not enough buses to do the bussing.

The hon the Minister and the hon member for Phetown do not want race-based schools. They are conditioned to believe that race is evil. They cannot admit that race is a biological fact and that it is something that man can do nothing about and something about which he has no choice. The acknowledgment of race is a biological fact which influences the relations between people. However, they do not want to acknowledge that. Therefore they have this tentative desire to remove race from the ordinary functioning of education. The result of this will be that the lack of discipline and a learning culture, as well as the poor results will spread to schools that were traditionally under the control of the House of Assembly.

The result of their fervent desire to bring about miscegenation in education is that schools that do not share that fervent desire will be punished financially. This fervent desire caused a private school to

close only because it is a school in which education in a community context is being recognised as a factor in effective education. [Interjections.]

**THE MINISTER OF EDUCATION AND CULTURE:** Mr. Chairman, the hon member Dr F H Pauw again said his old tune here and spoke about race again and again. [Interjections.]

I have already said this on a number of occasions and I must repeat it now. It is a fact, and this is confirmed by people in education, who make an in-depth study of their topic, that race has no relevance with regard to education. Totally different factors, for example the person's language, religion and culture, are relevant, but race is not.

I also want to tell hon members that he is now trying to create an atmosphere about a school that he mentioned here which was apparently closed for specific reasons. Let me place it on record. No school was closed. A school in a certain town was being operated illegally. An application for the registration of the school was sent to the relevant department. There is a long story attached to it. As a matter of fact, there is a discrepancy in that community which dates back to the previous century. No matter what decision is going to be made, it is going to be a tough decision. No school was closed. An application for the registration of a school was refused.

For the hon member's information, I believe there is an appeal against that decision on my desk, so the whole matter has not even been finalised yet. I do not think I should spend any more time on the hon member because this is another hon member's interpellation.

The hon member for Phetown said that it was my responsibility to advise parents involved in State-aided schools, especially in the remote areas, about what they should do in regard to the open places in the schools. [Time expired.]

**MR M J ELLIS:** Mr. Chairman, despite what the hon the Minister has said, he must realise—and I urge him to appreciate this point—that there is an urgent need for greater clarity to be given on the problem raised by my colleague the hon member for Phetown.

Schools with a large number of vacant places are indeed concerned that events are being to overtake them and that they will be faced with a

situation in terms of which they will be forced to fill vacant places with pupils, regardless of whether those pupils meet the admission requirements or not. These schools do not know how to handle this particular problem. They are looking for guidance.

We must face facts. With the desperate need on the part of so many pupils in South Africa for a place in school, a policy involving the forced filling of vacancies may well be a solution in part to the overall education problem. My colleague has said that it clearly cannot be the total answer.

It is important in any education structure that certain schools are to be retained as centres of excellence—not as richly endowed schools, as has been the case in the past, but as schools, as open schools that serve as models and as well, able resource centres that could contribute effectively to upgrading the quality of education for all. The forced filling of vacancies could break this down completely; if it happens overall, but this does not mean that all schools falling under the control of this hon Minister should be regarded as centres of excellence.

Many of the vast number of vacant places in schools in his department must be filled, but how they are to be filled remains a problem. It is clear that this hon Minister must state, clearly and soon, what he believes should happen in this regard and how his department would like to see the situation handled.

My real concern is that schools may start to take their right into their own hands as a result of this matter. However, because of a lack of funds, and they may take this matter into their own hands they may try to find ways and means, in contrast to the educational needs in this country, of retaining their status quo. [The speaker expanded.]

Mr R M BURROWS: Mr Chairman, the hon the Minister must never forget that the State-aided schools we are referring to, were erected and largely equipped with money from the taxpayers of the broader South Africa.

I can quote a list of the percentages of vacant places at particular schools, but I do not want to name these schools, as it would not be in good faith to them, and I believe they are indeed in a difficult position. These are the current capacities in the schools.

I will quote only the first 10 from the list I have:

HOUSE OF ASSEMBLY

## QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

Education departments: expenditure

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

- (1) Whether there are fundamental differences in respect of the expenditure of the various provincial education departments; if so, (a) why, and (b) what is the (i) nature and (ii) extent of these differences;
- (2) whether he intends eliminating these differences; if not, why not; if so, (a) when and (b) in what manner? B92E

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

- (a) because the expenditure through factors such as the extent of the rural areas, the pupil increase in a given year, the extent of pre-primary education, the cumulative years of service and the qualifications of teachers, the relative point of progress in respect of rationalisation exercises, brings about a situation in which the *per capita* expenditure for the different provincial education departments is not identical.

- (b) (i) and (ii) the expenditure for the different provincial education departments for the 1991-92 financial year was

TED — R4 305  
CED — R4 360  
NED — R4 180  
OSSED — R4 636;

- (2) no, not within the present dispensation, but in the transition to a regional system a new dispensation will inevitably be established through negotiation. This is therefore also something which must receive attention in the coming year.

University of Natal: affirmative action

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

- (1) Whether a policy of affirmative action is being followed by the University of Natal; if so, what does this policy comprise;
- (2) whether a racially based quota system is being used in respect of the admission of students to the medical school at this university; if so,
- (3) whether Black students get preference in respect of admission to this medical school;
- (4) whether admission to this medical school also takes place on the basis of a scale of marks; if so,
- (5) whether any Black students were admitted to this medical school this year at the expense of other students who had achieved higher marks than they had; if so, what are the relevant details? B558E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) The universities are autonomous institutions and lay down their own administrative, personnel and student policies;
- (2) the Faculty of Medicine of the University of Natal was established in 1949 to train Black medical practitioners. Admission of individual students is a matter which falls under the jurisdiction of the University. As a further recognition of the autonomy of universities the quota system was scrapped from the Statute Book in 1992;

- (3), (4) and (5) see answers to questions (1) and (2).

13. Mr H D K VAN DER MERWE: Mr Chairman, arising from the hon the Minister's reply, may I ask him, in respect of the first part of the question, what he understands by "affirmative action"?

THE MINISTER: Mr Chairman, the question on the Question Paper does not require me to give a definition of "affirmative action". The hon member is also an experienced politician, very familiar with that aspect, therefore I cannot understand why he asks such a question. It

HOUSE OF ASSEMBLY

# White schools targeted for mass action

51 ~~SECRET~~ KATHRYN STRACHAN ~~SECRET~~

THE crisis in black education could spill over into white schools, which the National Education Co-ordinating Committee (NECC) is threatening to disrupt from tomorrow in order to press government to meet its demands.

White parents in turn are threatening a violent reaction, the Law and Order Ministry has vowed to prevent the occupation of schools, and the CP warned the campaign could put a spark to a powderkeg.

At a news conference in Johannesburg yesterday, NECC spokesman Amon Msane said government would take notice only when the crisis facing black education spread to the sensitive area of white schools.

B10M 3113/93

He said the "mother of all mass actions" would include classroom sit-ins and pickets at white schools. Msane threatened that the action would cause "pandemonium" in schools, and no schooling would be possible.

Government had repeatedly ignored the organisation's calls for a national education forum, where all stakeholders could negotiate the way ahead for education, Msane said. The demands also included the scrapping of matric exam fees, the reopening of negotiations on teachers' salary increments and an end to the closure of schools and colleges of education.

The campaign, which would continue until the demands were met and government's unilateral restructuring ended, would gather momentum when schools reopened after the Easter vacation, he said.

Msane said the protest would also include sit-ins in white Education and Culture Department offices, distribution of pamphlets in white areas and discussion of the problems and the campaign with the principals and governing bodies of white schools.

The occupation of schools would be peaceful, Msane said. If there was violence it would come from other sectors, but the NECC would not be prevented from pro-

To Page 2

## Schools <sup>B10M 3113/93</sup>

51 ~~SECRET~~  From Page 1

ceeding with its plan. Transvaal English Medium Parents' Association president Jack Gordon responded by asking how anything could be peaceful if "you are violating another's rights".

He said there would be "bloodshed such as we've never seen before", and added that parents would be present in full force to stop the disruptions.

Last week's march by students, which ended in chaos in Johannesburg streets, showed that it was difficult to control people in such circumstances, he said. By bringing children into political confrontations, the NECC was also undermining the process of building bridges between children of different race groups.

Education and Training Minister Sam de Beer said it would be "a very sad day for SA" if the protest went ahead.

De Beer said there was certainly a commitment from government to negotiate

with not only the NECC, but with all bodies with an interest in education, and organisations were trying to find consensus on what structures should be established to carry this out.

Transvaal Education Department executive director Ken Payne said teachers would continue to provide schooling tomorrow, and schools which encountered threats of disruptions would contact the police.

Sapa reports CP spokesman Kobus Beyers said the NECC's planned action would be like a spark in a powderkeg.

Because government would not do so, the CP was appealing to parents and teachers in white schools to join together to protect themselves.

The Natal Education Department issued a directive to schools to brush up on their emergency drills because of the perceived threat of attacks by radical organisations.



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. *Star 11/4/93* Picture: Bunty West

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 Nookveld, Midrand, was the brainchild of Gill and Simon Contrade, and provides a "stress-free" holistic approach to learning for children from pre-school age right up to adult hood.

# Centre will teach children 'life skills'

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 which has overcome odds which would have deterred the rest of the world."

"This is because South African education traditionally assesses can 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 placement, Sagewood is developing strong and effective partnerships."

Fanyang Mazibuko, chairman

of Sagewood Education Centre

# 60 primary schools in defiant stand (ST)

Staff Reporter

NEARLY 60 black primary schools in the Western Cape have embarked on a "defiance campaign".

They refuse to give the Department of Education and Training updated enrolment figures or to allow staff to attend in-service training courses.

DET regional director Dr Johan Brand yesterday warned this would have a "harmful effect" on the provision of education at the schools.

Without the statistics, the DET could not establish requirements for more teaching posts or new classrooms and school buildings, Dr Brand said.

The defiance campaign aims to highlight the dissatisfaction of the Western Cape Black Principals Forum with the lack of recognition accorded demands made in November.

They demanded that acting headmasters be promoted to full headmasters despite their lack of qualifications.

CT 2/4/93

## Policeman shot in Dube

A MEMBER of the internal stability unit was shot dead and three vehicles gutted in incidents in Soweto yesterday, police reported.

Members of the unit patrolling in Dube found about 600 youths attacking a delivery vehicle and rushed to assist the driver. A shot was fired, hitting a policeman in the head.

The man was rushed to Baragwanath Hospital, but died later.

At the Vista University campus a motorist fled when youths set his car alight. The fire spread and gutted another vehicle. SADF and unit members brought the situation under control, police said.

In northern Natal one person was killed and five others wounded in an ambush near the University of Zululand yesterday.

A university spokesman said a truck had picked up workers from the Mangezi Reserve when two men with AK-47 rifles fired at the occupants from the roadside. The truck rolled down an embankment.

Foreign Affairs has again asked motorists to avoid Transkei. Yesterday's request follows the murder of farmer-businessman Abraham Cilliers, of Rouxville in the Free State, on the road between Maclear and Tsolo — the eighth such attack since April 13. — Sapa.



THE  
BREAKWATER  
LODGE

IN THE HEART OF  
CAPETOWN'S  
V & A WATERFRONT

FROM ONLY

# Govt acts to head off teachers' strike

GOVERNMENT moved yesterday to head off a potential national teachers' strike and requested the SA Democratic Teachers' Union to attend an emergency meeting with the DET in Cape Town today.

Sadtu is balloting its members this week on the proposed strike and has said it will proceed with the action if the majority of teachers support it. Western Cape teachers have overwhelmingly endorsed a strike.

DET spokesman Corrie Rademeyer said the meeting had been called "in the light of the serious concern about the major loss of education which has resulted from the disruptions by teachers as well as pupils thus far this year".

Rademeyer said more than 5.6-million pupil days had already been lost in secondary education this year.

He said a strike would be illegal and a breach of a formal agreement between the DET and Sadtu.

Pupils trickled back to black high schools in the western Cape yesterday, but classes closed early and student representative councils met to discuss action for the rest of the week, Sapa reports.

In a separate statement, Education and Training Minister Sam de Beer said government was wrongly being accused of delaying the formation of an education forum to tackle teacher and pupil grievances. Government had stressed the complexity of "establishing a representative and credible education forum in such a way that as many stakeholders as possible are able to participate".

WILSON ZWANE reports the SA National Civic Organisation yesterday ex-

pressed support for students' demand for the scrapping of matric examination fees.

Port Elizabeth Cosas spokesman Zoekile Matikani said Cosas would stick to a decision not to occupy white schools until May 25 when the organisation would meet other education bodies to seek a solution to problems in black schooling, Sapa reports.

Education and Culture Minister Piet Marais said in Parliament yesterday his department was moving to protect schools and pupils against threats of occupation. Education institutions had contingency security measures, which could be implemented quickly.

Residents of Brent Park outside Kroonstad announced they would march on the NP offices tomorrow to protest against the firing of seven teachers in the township.

And hundreds of Sadtu members have resolved not to return to classes in Kwamashu, outside Durban, until they received a response to their demands.

They demanded, among other things, the recognition of the union by the KwaZulu Education and Culture Department.

Schools in Durban and Maritzburg were reported to be back to normal yesterday following a teacher protest against merit evaluation last week.

Meanwhile, ERICA JANKOWITZ reports the University of Bophuthatswana (Unibo) was closed to its 4 000 students yesterday and they were given two hours to vacate hostels and return home.

The university's media liaison officer said Unibo had been closed "indefinitely" after weeks of conflict and disruptions.

## Transkei ammunition returned to Namibia

WINDHOEK — A truck load scrap ammunition.

carrying 700 000 rounds of ammunition from Namibia to Transkei was last week stopped by police in De Aar and sent back to Namibia.

The driver was arrested for not having a permit and released on bail, police said. Namibian police said the Namib Arms and Ammunition Corporation was granted permission to re-

The ammunition was sold to a Windhoek gunshop which obtained a permit to export it for use by the Transkei Defence Force, Chief Inspector Sean Geyser said.

The truck was stopped by Upington police last Tuesday after crossing the border at Ariamsvlei, and

after inspection was allowed to proceed. It was stopped again in De Aar where police found permits required to transport ammunition through SA were not in order and sent it back to Keetmanshoop.

A Transkei Defence Force source said the purchase had been arranged through a Queenstown broker. — Sapa.

TODAY

Star 12/14/93

2 metro

# Schools seek cut in tariffs

By Shirley Woodgate

Model C schools have petitioned the Johannesburg City Council to charge domestic tariffs on water, electricity and sewerage instead of the business rates being levied on educational institutions.

Average school accounts for water and electricity could be slashed from R5 000 a month to R2 630 — which could amount to an annual saving of more than R28 000, the petitioners estimated.

The petition, started by the governing body of the Johannesburg Girls Preparatory School, claims schools should

be exempted from business rates because they are not businesses run for gain and provide an essential service for the community.

Bearing in mind Model C schools' huge financial commitments, combined with the limited resources of many parents, it was unacceptable for the council to use these

schools to obtain additional revenue, principals and governing bodies claimed.

Signatories to the 2 600-name petition include Parkview Boys' High, Observatory Girls High, Hoërskool Helpmekaar, King Edward VII School and John Orr Technical School. The organisers are confident of getting more support.

City treasurer Willie Steibert stressed that schools already enjoyed exemption with respect to deposit payments.

He said any rebates on rates would have to be recouped elsewhere. A draft report on the issue had been prepared and would be presented to the management committee soon, Steibert added.

# Peace committee set to work on schools crisis

Blom 14/4/93

(51) (22)

KATHRYN STRACHAN

THE national peace committee agreed yesterday to intervene in the education crisis, which is threatening to spread to white schools when they reopen next week.

Referring to the National Education Coordinating Committee (NECC) threat to occupy white schools in a bid to pressure government to agree to its demands, peace committee chairman John Hall said that if the situation at schools was going to degenerate into violence, it became the preserve of the peace accord.

He said the peace accord would do whatever it could to try to facilitate an understanding between government and the NECC to defuse the potentially violent situation.

White parents and the CP have threatened violent reaction if the NECC tries to go ahead with the plan to disrupt white schools.

A meeting between the NECC and Edu-

cation and Training Minister Sam de Beer is scheduled for this morning to discuss the NECC's demands for a halt to unilateral restructuring in education, and for government to participate in a national education forum.

Hall is expected to brief De Beer before the meeting.

NECC spokesman Desmond Thompson said the decision on whether to go ahead with the threat to occupy schools would be taken when the time came. In the meantime, he said, his organisation was enlisting local and international support, and "going full speed ahead in getting negotiations back on track".

Thompson said Sacob had also agreed to back the NECC's demands for a national forum to negotiate the way ahead for education.

## Holomisa calls off inquiry

Blom 14/4/93

(102)

BILLY PADDOCK

THE blockade of Transkei could be intensified by SA security forces after Gen Bantu Holomisa cancelled the inquiry into Apla.

On Monday Holomisa said that as far as he was concerned the commission of inquiry into Apla operating in the Transkei was closed even before it had started its work.

Government saw his move as reneging on an agreement with President F W de Klerk following the April 1 meeting in Cape Town where Holomisa

promised to institute his own independent inquiry into Apla under the chief justice of the Transkei.

Last week he was determined to release the terms of the inquiry. However, following the assassination of SA Communist Party general secretary Chris Hani at the weekend, he said: "We cannot vindicate the institution of a commission of inquiry into Apla while a leading and ardent advocate of peace is

gunned down by members of the white community."

Government spokesman Dave Steward was "surprised" by the move as were some government ministers. Steward indicated that the decision by Holomisa was contrary to the agreement reached with de Klerk and government would be considering what action would be taken.

It is understood that government would be consulting its security heads to try to work out "an appropriate response", and an intensification of the blockade was not ruled out.

Holomisa said the murder of Hani could not be divorced from the implementation of SA security operations such as Operation Katzen in the eastern Cape, implying that government agencies were involved in the assassination.

Yesterday Holomisa accused the SADF's Military Intelligence of plotting the assassination of Hani, and sent a diplomatic note to De Klerk stating that the deployment of the SADF units in the blockade of the Transkei due to Apla was a thinly veiled smokescreen.

The note, to inform De Klerk that the intended commission of inquiry had been called off, said it could not be far-fetched to conclude that the cold-blooded murder of Hani had been hatched in the "offices of the SADF's Military Intelligence covert activities".



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taken in 1992 by members of the public service in their official capacity, (b) on how many such trips were these members accompanied by their spouses and (c) what, in respect of these visits, was the total cost incurred in respect of (i) travel, (ii) hotel accommodation and (iii) allowances? B373E

**THE STATE PRESIDENT:**  
 (a) 1 415 visits  
 (b) 68 trips  
 (c) (i) R9 283 176  
 (ii) R6 249 984  
 (iii) R3 689 885.

**Crime statistics: Johannesburg police stations**

**The MINISTER OF LAW AND ORDER:**  
 (a) 1989—3 945  
 1990—4 231  
 1991—4 903  
 1992—5 123  
 (b) 1989—591  
 1990—1 065  
 1991—678  
 1992—376

187. Mr P G SOAL asked the Minister of Law and Order:  
 How many cases of (a) murder, (b) culpable homicide, (c) assault with intent to do grievous bodily harm, (d) common assault, (e) rape, (f) robbery, (g) theft of vehicles and cycles, (h) damage to property, (i) house-breaking with intent to steal and theft and (j) possession of drugs were reported in Johannesburg in 1992 in the area comprising Westbury, Newclare, Coronationville and Riverlea?

**The MINISTER OF LAW AND ORDER:**  
 (a) The total amount in monthly rentals paid by his Department in respect of premises used by national, regional and local structures formed in pursuance of the provisions of Chapter (a) of the National Peace Accord and (b) the amounts paid separately by his Department in respect of these (i) national, (ii) regional and (iii) local structures; if not, why not. If so, what are the relevant particulars.  
 (2) Whether any premises belonging to the State have been made available for the above purpose; if not, why not; if so, on what conditions? B439E

**The MINISTER OF LAW AND ORDER:**  
 Westbury, Newclare and Coronationville resort under the Genl Johan Coetzee police station:

(a) 48 (f) 142  
 (b) 10 (g) 463  
 (c) 241 (h) 556  
 (d) 1 325 (i) 1 359  
 (e) 84 (j) 45

Riverlea resorts under the Langlagie police station:

(a) 9 (f) 216  
 (b) 30 (g) 256  
 (c) 135 (h) 166  
 (d) 277 (i) 158  
 (e) 18 (j) 25

**The MINISTER OF PUBLIC WORKS:**  
 (a) R38 941,73  
 (b) (i) R37 409,49  
 (ii) R60 682,25  
 (iii) R850,00

(2) No, due to the sensitive nature of the task of the Peace Accord it was essential that neutral accommodation be used for the negotiations.

**HOUSE OF ASSEMBLY**

**HOUSE OF ASSEMBLY**

Hillbrow police station: population served/saf complement (51)  
 202. Mr L FUCHS asked the Minister of Law and Order:  
 (1) What is it estimated was the population served by the Hillbrow police station as at 31 December 1992?  
 (2) whether it is envisaged to increase the complement of policemen at the said police station in 1993; if so, what percentage increase is envisaged? B455E

of lieutenant-colonel are there in the South African Police and (b) in respect of what date is this information furnished? B460E  
**The MINISTER OF LAW AND ORDER:**  
 (a) 4  
 (b) 30 March 1993.

**The MINISTER OF LAW AND ORDER:**  
 (1) 143 939  
 (2) Yes.  
 1976

**Soweto area: crime statistics**  
 218. Mr L FUCHS asked the Minister of Law and Order:  
 How many cases of (a) murder, (b) culpable homicide, (c) assault with intent to do grievous bodily harm, (d) common assault, (e) rape, (f) robbery, (g) theft of vehicles and cycles, (h) theft of other items, (i) damage to property, (j) housebreaking with intent to steal and theft, (k) possession of drugs, (l) drunken driving, (m) vagrancy and (n) prostitution were reported in 1992 at police stations serving the Soweto area? B457E

**SAP: Recommendations regarding prosecution of members/dockets opened/prosecutions instituted**  
 24. Mr K M ANDREW asked the Minister of Law and Order:  
 (1) Whether any recommendations regarding the prosecution of members of the South African Police were made by the official commissions of inquiry during the latest specified period of 12 months for which information is available; if so, (a) when, and (c) what was the nature of the recommendations, in each case;  
 (2) whether, as a result of these recommendations, any dockets were opened or referred to the various attorneys-general for investigation of alleged criminal conduct on the part of the said members; if not, why not; if so, how many dockets were so opened or referred to each attorney-general in each case;  
 (3) whether any prosecutions were instituted following the opening or referral of the said dockets; if not, why not; if so, (a) how many, (b) by whom and (c) in respect of these prosecutions, how many members were acquitted;  
 (4) whether any of the attorneys-general

**The MINISTER OF LAW AND ORDER:**

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
Orlando	289	53	756	726	258	809	187	464	415	525	157	32	0	000
Mentmoreville	405	25	1 045	1 066	259	834	156	425	686	475	75	15	0	000
Dobsonville	104	10	442	308	106	376	88	202	272	208	74	12	0	000
Diepkop	128	54	438	266	160	553	211	387	378	280	69	14	0	000
Jabulani	269	53	810	518	363	831	120	1 196	554	559	77	18	0	000
Moroka	351	120	1 196	554	559	252	252	707	693	798	51	68	0	001
Klipfontein	117	25	765	591	153	569	172	512	412	420	74	74	0	000
Lenasia	317	20	388	524	69	455	578	534	378	720	73	51	0	000
Eldorado Park	63	34	579	796	118	411	184	671	620	608	41	54	0	000

**HOUSE OF ASSEMBLY**

Hansard

Hansard

Department	(1)(a) No. of Trips	(1)(b)(i) Travel Costs	(1)(b)(ii) Accommodation	(1)(b)(iii) Allowances	Total	(1)(c) Purpose of Trip	(2) Name of persons accomp. by spouses
		R 19 943	R 2 045	R 1 039	23 027	Mexico: Discussions with mexican authorities in connection with further normalisation of trade	—
		15 882	3 960	1 390	21 232	Taipei: Attend the 12th Ministerial Economic and Technical Collaboration Conference	—
26. Provincial Administration Orange Free State		10 574	12 912	12 092	35 578	Europe: Consult experts in connection with regional and local government, the financing of these levels and the influence of the human-rights dispensation on government activities	—
26.1 Dir-General	1						
27. Public Works		9 250	4 978	7 409	21 637	Spain/France/Germany/Belgium: Attend meeting of ICOLD as leader of SAN-COLD and visits to offices of foreign Missions	—
27.1 Dir-General	1						

HOUSE OF ASSEMBLY

Hansard

Hansard

Commercial/financial irregularities: complaints/charges

168. Mr A J LEON asked the Minister of Finance and Order:

(a) How many complaints and/or charges relating to (i) fraud, (ii) so-called commercial theft, (iii) exchange control violations and (iv) bribery and corruption and (v) section 440F of the Companies Act, 1973 (Act No 61 of 1973), regarding insider trading, were investigated by the South African Police in 1986, 1987, 1988, 1989, 1990, 1991 and 1992, respectively, and (b) in respect of each category referred to above, how many investigations arising from such complaints and/or charges resulted in (i) criminal trials and (ii) convictions of the parties concerned?

(a) (i)	(a) (ii)	(a) (iii)	(a) (iv)	(a) (v)
1986	15 453	8 484	0 176	0
1987	15 669	9 681	0 681	0
1988	16 187	10 415	0 681	0
1989	16 782	10 415	0 681	0
1990	16 871	10 679	0 681	0
1991				
1992				

THE MINISTER OF LAW AND ORDER.

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

How many pupils in each of the following under his Department in the (a) Port Elizabeth and (b) Uitenhage metropolitan (i) wrote the end-of-year examinations for, and (ii) passed, each standard in 1992?

(a) (i)	(a) (ii)	(b) (i)	(b) (ii)
SSA*	9 890	8 483	2 332
SSS	8 438	7 527	1 980
STD 1	7 773	6 863	1 919
STD 2	7 273	6 666	1 968
STD 3	7 446	6 078	1 582
STD 4	8 801	5 914	1 604
STD 5	6 241	5 553	1 605
STD 6	8 465	5 418	1 460
STD 7	7 259	5 529	1 460
STD 8	5 145	3 151	814
STD 9	5 116	2 528	523
STD 10			276
TOTAL	88 569/08	740/20	463/16

\* PRIMARY SCHOOLS

Public servants' official overseas visits

186. Mr L FUCHS asked the State President:

(a) How many overseas visits were undertaken by

HOUSE OF ASSEMBLY

# SADF forcing principals to classify boys by race MP

B10M 2/4/93

Political Staff

CAPE TOWN — School principals were being forced to racially classify pupils on behalf of the Defence Force, Port Elizabeth Central MP Eddie Trent disclosed yesterday.

Trent said the SADF had sent a "directive" to schools in the Port Elizabeth area in terms of which principals were required to certify that all "white" male South Africans born during 1977, or earlier, who were attending their schools had registered for military service.

Trent said, because of the repeal of the Population Registration Act, what this meant in practice was that principals had to establish by "physical means" whether boys were white or not.

This information was no longer contained in identity documents.

He said that to facilitate race classification the SADF had enclosed a copy of the definition of a "white person" as defined in the old Act.

Trent said when the Act had been repealed, its application had been retained in certain circumstances. Most of these applications had now fallen away, with the exception of conscription.

Trent added that as a result, school principals were now being forced to do the "dirty work" of apartheid on behalf of government.

Reacting to Trent's statement, an SADF spokesman said the Defence Force was charged with applying the Defence Act, which entailed the enforcement of national service.

"The SADF was not the legislator nor was it a political party, and it was obliged to apply the law "in a correct way and to the best of its ability".

"The SADF accordingly does not make any excuse for its efforts to effect registration of young males in terms of the Act," the spokesman said.

## Stayaways hit schools

KATHRYN STRACHAN

BLACK schools across the country were hit by massive stayaways as pupils continued to protest against the assassination of SACP leader Chris Hani.

The majority of pupils ignored the Congress of SA Students (Cosas) call to return to school yesterday.

Department of Education and Training (DET) spokesman Corrie Rademeyer said schools in the Transvaal and Free State were hardest hit by the stayaway. Attendance varied considerably between schools, he said.

Schooling in Seboken came to a complete halt in the wake of the killing of 19 people at the weekend.

However, schooling in Natal continued normally yesterday, and the response in the Cape will be known only when schools reopen.

The SA Students Congress (Sasco) said yesterday it still had to decide on which day to begin its occupation of white schools — but said it would begin before the end of the week.

Sasco said students had been re-energised by Hani's death, and would intensify their disruptions of schools.

## Community to put in claim for 38 lost farms

B10M 2/4/93

MARIANNE MERTEN

THE Amahlubi community is due to present the Advisory Commission on Land Allocation (AcLa) with its land claim for 38 farms in the Estcourt district at a public hearing in the Estcourt town hall today.

The community was also to submit a compensation request for land which was now occupied by other communities, an Association for Rural Advancement statement said yesterday.

### Viable

But, it said, land sold to white farmers after the 1873 Langalibalele rebellion was not part of the claim.

The disputed 38 farms were originally settled between 1849 and 1873 when — following the rebellion — the Amahlubi chiefdom was broken up.

The community, which now lived in Draycott (Bhekuzulu), was partly dependent on agriculture for its livelihood and needed more land to become viable

small farmers, the statement said.

The claim was one of the biggest yet in Natal, after the 19 000ha application by the Impendle community near Maritzburg which was decided last year.

AcLa deputy director Sarel Malan said yesterday that apart from the De Hoek area, which was a House of Assembly experimental farm, the land was now owned by the SA Development Trust.

An association spokesman said yesterday it would be difficult to judge the success of the application, because it was the first claim to be heard in Natal which dealt with dispossessions dating back to the last century.

Malan said he could not comment on the outcome of the hearing.

Although previous land claims were not successful, the community stopped two government attempts to sell off some of the disputed farms in 1991 and 1992.



depth and that we get modern, up-to-date legislation on the Statute Book in this connection. Debate concluded.

#### QUESTIONS

\*Indicates translated version.

For oral reply:

General Affairs:

#### Transport Advisory Council: Grosskopf Commission

\*1. Mr M RAJAB asked the Minister of Transport:

(a) examined and (b) reported on the report of the Grosskopf Commission in regard to compulsory balance of third party insurance; if not, why not; if so, what are the relevant details? D162E

#### THE MINISTER OF TRANSPORT:

- (a) Yes.
- (b) Yes, the Transport Advisory Council, taking note of the recommendation by the Grosskopf Commission that the compulsory balance of third party insurance not be made compulsory as well as similar recommendations by the Western Cape, Transvaal and the South African Transport Association, has decided that it does not see its way clear to recommend that such insurance be made compulsory.

Purchase of school textbooks: tender basis

\*2. Mr A RAJBANSI asked the Minister of State Expenditure:

- (1) Whether school textbooks purchased on a tender basis by the State plus education departments; if so, what are the relevant details; if not, (a) why not and (b) what is the position in this regard;

(2) whether he will make a statement on the matter? D169E

THE MINISTER OF CORRECTIONAL SERVICES (for the Minister of State Expenditure):

- (1) Yes, in respect of schools under the con-

trol of the Administration: House of Delegates, the Administration: House of Representatives and the Department of Education and Training. Purchases of school books are made in accordance with the State Tender Board Act and regulations issued in terms thereof.

No, as far as schools under the control of the Administration: House of Assembly are concerned, including those which are administered by the four Provincial Administrations.

(a) Seeing that state sponsored schools (Model C schools), which constitute 94% of all the schools under the control of the Administration: House of Assembly, do their own purchases, no period contracts are arranged on a tender basis.

(b) The remaining public schools, which are primarily smaller primary schools, purchase their textbooks on an individual tender basis under the standing powers delegated to state departments by the State Tender Board as the arranging of period contracts are not cost effective.

(2) No.

Mr A RAJBANSI: Mr Chairman, arising out of the hon the Minister's reply, is he aware that the schools under the Administration: House of Delegates adopted the same procedure as those adopted by Model C schools under the Administration: House of Assembly, and that the State Tender Board gave instructions that the order for textbooks be placed out to tender? Secondly, will the hon the Minister agree that it is unfair competition for a firm—publishers, wholesalers, authors, bookbinders, retailers, etc.—to compete with retailers only?

THE MINISTER: Mr Chairman, as I am replying to this question on behalf of the responsible hon Minister, I suggest that the hon member table his questions so that he can receive a reply from the hon the Minister of State Expenditure.

Mr A RAJBANSI: Mr Chairman, further arising out of the hon the Minister's reply, having made that request, will he be prepared to comment to his colleague that it is unwise for White

we have become world leaders in the medical field with regard to the production of isotopes for medical use, and that money is going to accrue from enriched uranium, are sufficient to justify this amount of money.

Dr K RAJOO: Mr Chairman, arising out of the hon the Deputy Minister's reply, I would like to know whether, in view of the particularly low cost of R800 million in respect of this nuclear device, and considering the fact that this project was started 15 years ago, is this the final figure for this project, or are we going to discover later on that more monies were spent?

THE DEPUTY MINISTER: Mr Chairman, this amount was announced by the hon the State President. This is the final amount for the project as far as the hon the Minister is concerned with a view to making these devices, but as a uranium enrichment plant. As a result of the difficulties experienced during those years, it eventually came about that these devices were also produced. To the best of our knowledge, R800 million is the final figure for the whole project.

#### Toxic gases: deaths

\*4. Mr M RAJAB asked the Minister of Manpower:

(1) Whether any deaths as a result of incidents involving toxic gases were reported during the latest specified period of three years for which statistics are available; if so, how many;

(2) whether he or his Department has taken or intends taking steps to prevent a recurrence of such incidents; if not, why not; if so, what steps? D174E

#### THE MINISTER OF MANPOWER

(1) Yes, Nine.

(2) Yes. Formal inquiries were conducted by inspectors of the Department in terms of section 24 of the Machinery and Occupational Safety Act, 1983.

These incidents were assessed to review current safety standards and were statistically classified, but no prosecutions resulted from any of them.

As I indicated earlier on, during the debate on the interpellation, we plan to

Schools not to follow the tender procedure which is imposed on Indian schools.

THE MINISTER: Mr Chairman, arising out of the hon the Deputy Minister's reply, I would like to ask whether, in view of the fact that clear devices referred to by the State President in the course of the joint sitting on 24 March 1993?

THE DEPUTY MINISTER OF DEFENCE:

#### Production of nuclear devices: cost

\*3. Mr A RAJBANSI asked the Minister of Defence:

What was the total cost of producing the nuclear devices referred to by the State President in the course of the joint sitting on 24 March 1993?

THE DEPUTY MINISTER OF DEFENCE:

About RM 800.

Mr A RAJBANSI: Mr Chairman, arising out of the hon the Deputy Minister's reply, I would like to ask whether, in view of the fact that R800 million was spent, it would not have been wise to have referred to the dismantling of these nuclear weapons to the multiparty negotiating forum before dismantling them?

THE DEPUTY MINISTER: It is not quite clear to me what the hon member for Arena Park's question is. Could he repeat it?

Mr A RAJBANSI: My question was that since R800 million was spent—if one takes inflation into consideration this amount would be higher today—should the multiparty negotiating forum not have been privately informed of the State's intention to dismantle the nuclear weapons before such dismantling took place?

THE DEPUTY MINISTER: Mr Chairman, I can reply to the hon member for Arena Park by saying that the situation which existed when this project was started, which is some 15 years ago, has to be taken into account. At that time, it was thought that the State President was entitled to enlighten South Africa and its people about this project.

I can expand by saying that the amount which I mentioned covers the cost of the whole project and not only of the devices. I think that the spin-offs South Africa has had, such as the fact that

(b) It is estimated that the total number of attorneys admitted to practice will increase with approximately 30 persons per year during 1993, 1994 and 1995.

(D) *The Law Society of the Orange Free State*

- (a) (i) Attorneys struck off the roll in 1992. . . . . 2  
 (ii) Attorneys admitted to practice in 1992. . . . . 49
- (b) It is estimated that 50 attorneys per year will be admitted to practice during the years 1993, 1994 and 1995.

(C) *The Natal Law Society*

- (a) (i) Attorneys struck off the roll in 1992. . . . . 8  
 (ii) Attorneys admitted to practice in 1992. . . . . 96
- (b) It is estimated that 125 attorneys per

**HOUSE OF DELEGATES**

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?

**QUESTIONS**

Indicates translated version.

For written reply:

*General Affairs:*

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

- (a) What (i) number and (ii) percentage of (aa) public, (bb) Government (cc) community and (dd) State-aided schools falling under her Department does not have electricity at present and (b) in respect of what date is this information furnished?

**THE MINISTER OF EDUCATION AND CULTURE:**

	Number	Percentage
(a) (i)	(ii)	

Public Schools . . . . . (aa) No school under this Administration is designated as a public school

Government (State Schools) (bb) 2 0,462%  
 Community . . . . . (cc) No schools under this Administration is designated as a community school

State-aided Schools . . . . . (dd) Nil N/A

(b) Date of Information: 1993/03/12

**Students at teacher-training colleges**

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

How many students (a) enrolled at teacher-training colleges under the control of her Department in each province in 1992 for the (i) first, (ii) second, (iii) third and (iv) fourth

**THE MINISTER OF EDUCATION AND CULTURE:**

	Springfield College of Ed.		Natal		Transvaal College of Ed.	
	(i)	(ii)	(i)	(ii)	(i)	(ii)
(a) (i)	186	147	185	127	176	121
(ii)	158	84	157	84	147	80
(iii)	134	66	134	66	133	63
(iv)	93	21	93	21	87	21
(b) (i) (aa)	185	127	185	127	176	121
(ii) (bb)	157	84	157	84	147	80
(iii) (cc)	134	66	134	66	133	63
(iv) (dd)	93	21	93	21	87	21
(iii) (aa)	9	6				
(ii) (bb)	10	4				
(iii) (cc)	1	3				
(iv) (dd)	1	—				

**Teachers employed at schools**

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

(a) How many teachers are employed at (i) primary and (ii) secondary schools under the control of her Department and (b) in respect of what date is this information furnished?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (a) (i) Primary Schools . . . . . 6 344  
 (ii) Secondary Schools . . . . . 5 824
- (b) The information is furnished as at 1 March 1993.

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. [Interjections.]

**THE DEPUTY MINISTER OF EDUCATION AND CULTURE:** Mr Chairman, I think the hon member for Pletworth actually pointed 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 post-17 matric? **THE DEPUTY MINISTER:** I will come to that perhaps I will not come to postaching. [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 Pletworth also remarked, and quite rightly so, that when 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 LE ROUX:** 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 of 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 committee is not being prohibited from remunerating him. The tenor of the Educational Affairs Act (House of Assembly) is not all clear as far as this is concerned. It is not in the interests of remuneration 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 emmy 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 *glacis* in 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 chairman and vice-chairman of management committees 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 CHOLE:** Mr Chairman, if there is one cause for concern in South Africa, it is the tendency which increasingly to be seen in the Government's attitude to disinvest in education under the cloak of the slogan, '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. 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 Barkpan said in the old days it was an honour and a privilege to be a teacher. The hon member for Brackenburg as a member of Parliament when Dr Verwoerd was that Mr P 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 and 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 should have to start thinking innovatively. In the USA schools are doing down as a result of a lack of funds. If 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

HOUSE OF ASSEMBLY

(c) Prime Minister, Branderford, Branderford  
Saskender School, Saskatchewan  
Saskatoon, Branderford:

(2) no.

Mr. L. LOUW: Mr. Chairman, arising from the hon. the Deputy Minister's reply, I want to ask him whether firstly he can give us the reason why the Saskatchewan School Superintendent Swart in Branderford, with the number of pupils as he indicated and with seven teachers, had to amalgamate with the local primary school at the end of last year.

Secondly, can he give us the merits of and the motivation behind the decision to open a Model D school in those same buildings just after that, with 70 pupils of colour and nine teachers?

THE DEPUTY MINISTER: Mr. Chairman, in the end the hon. member himself replied to the question that he asked. In that particular area there was a shortage of classroom space for Black pupils, whilst there was a surplus of classroom space for White pupils. The amalgamation of the two schools resulted in new teaching posts being created, because the fact that this school is now a Model D school means that teachers of the Free State Department of Education provide the tuition at the school. In other words, it was also a step in the interests of the teachers, especially as teaching posts at many other schools are actually being abolished as a result of insufficient numbers. [Interjections.]

White school: national flag/anthem  
caution and Culture:

(1) Whether in 1992 a certain school, the name of which has been furnished to the Minister's Department for the purpose of his reply, considered abolishing the hoisting of the national flag and the singing of the national anthem on the premises of this school? If so,

(2) whether this school and/or his Department has taken any decision on this matter since then, if not, why not; if so, what was the decision;

(3) whether State-aided and ordinary public schools are authorized to take decisions on national symbols; if not, why not; if so, to what extent;

HOUSE OF ASSEMBLY

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

THE DEPUTY MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(2) yes, by the governing body of the school, namely that these symbols should no longer be used;

(3) no, schools are not officially authorized by the department to take decisions on national symbols. According to Act No. 70 of 1968 governing bodies of state-aided schools have the authority, however, to take decisions with regard to the ethos of the schools;

(4) no, but the Executive Director has been requested to discuss the matter with the governing body concerned in order to ensure that the pupils of the school receive appropriate citizenship education.

Model C schools: bearer of the risk

\*4. Mr. R. M. BURROWS asked the Minister of Education and Culture:

(1) Whether, in the event of a fire at a Model C school, the (a) State or (b) school concerned is the bearer of risk; if so, what is the position in this regard; if so, who bears such risk;

(2) whether all Model C schools have been addressed who the bearer of risk is in what event; if not, why not; if so, in what manner;

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

THE DEPUTY MINISTER OF EDUCATION AND CULTURE:

(a) Yes,

(b) no, the Minister of Education and Culture, Administration: House of Assembly stated the following in a press release on 12 March 1992:

The Department will assume responsibility for repairing fire-damaged assets that sustained damage, as a result of natural disasters, fire and other causes outside the control of the school community. Gov-

erning bodies will, however, be responsible for the ordinary day-to-day maintenance, as well as for normal contingency liability.

The State therefore accepts responsibility for fire damage caused by circumstances over which the school has no control and which could not be prevented by the school community. Schools will be responsible for damage caused by the school community's own negligence.

(2) yes, state-aided ordinary schools were made aware of this matter through the press release. They were also informed by the executive education departments by means of the *Manual for State-aided Ordinary Schools* that the Department would bear the risk involved in cases of fire damage;

(3) no.

Mr. R. M. BURROWS: Mr. Chairman, arising out of the hon. the Deputy Minister's reply, his answer appears to contradict the practice which in East London burnt down, because in that case the State absorbed itself from being the bearer of the risk. The insurance company of the school is currently paying out over R1,5 million to R2 million for repairs to the school.

This reply also contradicts certain statements issued to schools by the Cape Education Department. Can the hon. the Deputy Minister explain what is going on?

THE DEPUTY MINISTER: Mr. Chairman, I have no knowledge of the particular facts on the incident at the school that the hon. member referred to. However, I was told that in no way was the Department going to spin hairs over this and that it was not relevant to pay out. It is that specific case needs further investigation. I think the Department is willing to do so.

However, I think another important fact is that the controlling bodies of schools should make sure that all the schools are sufficiently insured, apparently the controlling body in that case did fail. [Interjections.]

*Business interrupted in accordance with Rule 100C(3) of the Standing Rules of Parliament.*

Neatly major/minor works at schools  
Housing and Works:

\*5. Mr. R. M. BURROWS asked the Minister of Housing and Works:

(1) Whether any financial arrangement was entered into between his Department and the Natal Education Department regarding the financing of major and minor works at schools in the 1992-93 financial year; if so, (a) what was the arrangement and (b) what total amount was incurred in costs by the Natal Education Department as a result of the work done by his Department;

(2) whether all payments made by the Natal Education Department to his Department were for services rendered to the said education department; if not, why not;

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

THE MINISTER OF HOUSING AND WORKS:

(1) Yes,

(a) On 1 April 1992 the funds for the 1992-93 financial year were made available to the Department of Local Government, Housing and Works which continued undertaking the Works function for the Natal Education Department.

(b) R11 565 323,00.

For written reply:  
General Affairs:

FOREX REGULATIONS: Transgressors

1. Mr. J. J. WALSH asked the Minister of Justice:

(1) Whether any (a) persons and/or (b) organizations were prosecuted for transgressing foreign exchange regulations involving more than R1 million during the calendar years 1990, 1991 and 1992, respectively; if so, how many in each case;

(2) whether he will furnish particulars of the persons and organizations involved in

HOUSE OF ASSEMBLY

# Night soil health risk to Khayelitsha schools

Argus

30/4/92

8222

51

8222

8222

JOHN VILJOEN, Education Reporter

THREE Khayelitsha primary schools face an appalling health risk because night-soil buckets have not been collected for more than a month.

Vusamazzi, Vuselela and Nolinjale primary schools in Site C are the only schools in the Fernhills area with the bucket system. Together they have about 3 500 pupils.

Lingelthu West Town Council staff last reported their buckets on March 17 during the last school term, Vusamazzi principal Mr Shepherd Kama said.

The buckets were normally emptied twice a week, but municipal services in the area have been suspended.

Department of Education and Training Regional Director Dr Johan Brand said schools using the bucket system had been advised to platoon with those with flush toilets.

This was not easy as the schools were not close together. But it was the best possible solution at the moment, he said.

Contractors were unable to enter Khayelitsha so it was not feasible to consider providing portable toilets for the schools, he said.

Mr Kama said the buckets in the toilets were filled to overflowing and the corridor in the toilet was strewn with excrement.

"Pupils are relieving themselves outside my office," he said.

It was ironic that the last time council workers collected night-soil buckets from the schools was the same week the State President visited the nearby Nolinjale Clinic and spoke on health, he said.

The pupils could not be sent home to relieve themselves because the situation there was similar because of the suspension of municipal services.

The schools had asked the Lingelthu West Town Council and the DET to consider installing flush toilets, but there had been no response, he said.

## QUESTIONS

Hindakes translated version.

For written copy:

Own Affairs:

## Houses built

15. Mr. M. RAJAB asked the Minister of Housing:

(a) How many houses were built by his Department in each calendar or financial year since the establishment of his Department in 1984 and (b) what was the total amount spent by his Department on the construction of these houses during this period? D106E

The MINISTER OF HOUSING:

Year	(a)		Total amount
	No of houses	No of sites	
1984	2 870	1 094	R 85.8m
1985	4 523	1 115	R105.0m
1986	3 009	1 609	R 96.4m

I wish to point out that the total amount spent includes the cost for the number of houses built as well as for the number of sites serviced.

## Schools: capacity/enrolment

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

What was the (a) total potential capacity of and (b) enrolment in, (i) primary and (ii) secondary schools under the control of his Department in the first term of 1993? D110E

The MINISTER OF EDUCATION AND CULTURE:

Year	(a)		(b)	
	(i)	(ii)	(i)	(ii)
1993	181 254	113 100	173 675	97 644

## INTERPELLATIONS UNDER NAME OF MEMBER

Abrahams, Mr. T.—

Own Affairs:

Education and Culture, 629

Beyers, Mr. J. M.—

General Affairs:

Constitutional Development, 573

Brumer, Mr. A. A. B.—

Own Affairs:

Agricultural Development, 783

Burrrows, Mr. R. M.—

Own Affairs:

Education and Culture, 99, 954

Carlisle, Mr. R. V.—

General Affairs:

National Health and Welfare, 1127

Chabik, Mr. J.—

General Affairs:

Housing and Works, 605

Chabik, Mr. J.—

General Affairs:

Transport, 49

Chabik, Mr. J.—

Education and Culture, 1159

Gerbers, Mr. A.—

Own Affairs:

Education and Culture, 19

Gibson, Mr. D. H. M.—

General Affairs:

Trade and Industry, 309

Goodall, Mr. B. B.—

General Affairs:

Finance, 580

Gouden, Mr. T. L.—

Own Affairs:

Education and Culture, 648

Hassell, Mr. R. F.—

General Affairs:

Law and Order, 420

Isaacs, Mr. N. M.—

General Affairs:

Public Works, 619

Lander, Mr. L. T.—

Own Affairs:

Local Government, Housing and Agriculture, 125

Lander, Mr. L. T.—

General Affairs:

Justice, 1185

Langley, Adv. T.—

General Affairs:

Justice, 413

Lison, Mr. A. J.—

General Affairs:

Justice, 56

Moorcroft, Mr. E. K.—

General Affairs:

Agriculture, 734

Nadon, Mr. P.—

Own Affairs:

Education and Culture, 855

Nesson, Mr. C. I.—

General Affairs:

Administration and Tourism, 823

National Health, 351

Star 23/4/93

# ANC speaks out against plan to occupy schools

By Phil Molefe  
Education Reporter

The ANC said yesterday it did not support the occupation of white schools but added that the education crisis must be addressed "before it explodes".

"We believe that the education forum is the most constructive way of dealing with these problems in an orderly fashion and we reiterate our call that it must be instituted as a matter of extreme urgency. The depth of the crisis cannot be over-emphasised.

"The education crisis must be addressed before it explodes," the ANC said.

The southern Transvaal region of the National Education Co-ordinating Committee (NECC) warned recently that it would target white schools this week to force the Government to meet its demands, which include the scrapping of exam fees, negotiations on teachers' salaries and the delivery of learning materials to township schools.

Right-wing organisations have warned of a backlash if the plan to occupy white schools goes ahead.

Name of School	1989			Furniture and Equipment Subsidy
	Grant-in-Aid	Building Subsidy	Amount	
Aryan Benevolent Home	17 280.00			
Bayview	2 271.50			
Cato	13 910.40			
Christ Church	25 890.00			
Christ the King	25 890.00			
Golden Sun	11 520.00			
Helen K Hoss	8 640.00			
Jawa	11 232.00			
Lakehaven				
M.L.Sultan	8 674.40			
Nur-Ul-Islam	17 280.00			
Richmond				
Srinagar	5 616.00			7 242.38
Anaandhen				
Desai	7 293.60			
Silver Star	19 735.20			
St Lake's	6 480.00			
St Patrick's	8 640.00			
Snow White	8 640.00			
Standard Bank	5 760.00			
St. Mary's				
Immanuel				
Lutheran	2 181.60			
Lemasia Muslim	10 800.00			
Cuckoo Street				
Lemasia Muslim	14 396.40			
Swan Street	11 520.00			
Wonderland				
Goodwill	9 514.80			
Gayway	6 105.60			
Merry Corner	5 760.00			
Thumbelina	7 653.60			
Mohidin	5 673.60			
Woodview	8 816.40			
Brackenham	9 072.00			
Timbercreek				
Ujjanat Bal Mandir				
Total	R300 038.40	R50 000.00	42 003.10	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 each 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
- (S1) — 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.

Indian language supervisors: work/payment

26. Mr. A. RAJBANSI asked the Minister of Education and Culture:

- (1) (a) How many Indian languages supervisors were in the employ of her Department in December 1992; (b) how many hours were worked by each of these supervisors during this month; and (c) where was such work performed in each case;
- (2) whether any amounts were paid to these persons in respect of work done during this month; if not, why not; if so, what amounts in each case? D137E

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) 5 (Indian Language Supervisors = Chief Language Promoters)
- (b) 3 part-time Chief Language Promoters each worked a total of 105 hours.

The remaining 2 who are CS Educators on secondment to the Culture Sub-Directorate each worked for 34 hours.

- (c) The work was performed mainly in Naal with the exception of three of

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

- (2) Yes. These 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 and Culture:

- (1) How many pupils at schools falling under the control of her Department (a) wrote, (b) passed and (c) failed their 1992 Std 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? D108E

The MINISTER OF EDUCATION AND CULTURE:

	(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



**Uitenhage Provincial Hospital: expenditure**  
206. Lt-Gen R H D ROGERS asked the Minister for National Health and Welfare:

What, in respect of the Uitenhage Provincial Hospital, (a) was the amount budgeted for each category of expenditure, and (b) (i) was the revenue and (ii) were the sources thereof, as at 31 December 1992? B461E

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

(a) Personnel ..... R 14 124 000,00  
Consumables ..... R 4 832 000,00  
Non consumables ..... R 4 100 000,00  
Operating costs ..... R 1 211 000,00

(b) (i) R 9 003 363,00 and

(ii) Hospital fees ..... R 8 861 121,00  
Board and lodging ..... R 34 015,00  
Rent ..... R 17 403,00  
Meals ..... R 6 332,00  
Catering ..... R 39 356,00  
Sundries ..... R 44 947,00

**Provincial hospitals: uniform system of tariffs**  
212. Mr M J ELLIS asked the Minister for National Health and Welfare:

**(i) Out-patient tariffs**

H1-hospital patient .....  
H2-hospital patient .....  
H3-hospital patient .....  
Private and private hospital patients .....

**(ii) Daily bed tariffs**

H1-hospital patient .....  
H2-hospital patient .....  
H3-hospital patient .....  
Private and private hospital patient .....

(1) Whether a decision has been taken to introduce a uniform system of tariffs in all provincial hospitals; if not, why not; if so, (a) by whom was this decision taken, (b) what are the tariffs in respect of (i) out-patient visits and (ii) daily bed occupancy, (c) on what date will this tariff-system take effect and (d) how do these new tariffs compare with those levied by each province;

(2) who will decide on tariff changes in future? B469E

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

(1) Yes,

(a) by Cabinet on 15 August 1990,

(b) this is an extremely complex matter to answer in this format because of various types of services, categories of patients and the different types of hospitals providing the services. Therefore only the accepted basic uniform tariffs are supplied.

**Community hospital**

R 6,00  
R 15,00  
R 22,00  
R 29,00

**Community hospital**

R 19,00 per admission  
R 46,00  
R 92,00  
R 184,00

**Regional/ Academic hospital**

R 16,00  
R 23,00  
R 35,00  
R 46,00 and

**Regional/ Academic hospital**

R 24,00 per admission  
R 59,00  
R 117,00  
R 234,00,

(c) the first phase of the uniform tariff system was implemented on 1 May 1991 and the final phase is to be implemented on 1 May 1993 and

above are uniform in all provincial hospitals except for the following tariffs in the Cape, Transvaal and the Orange Free State which differ:

HOUSE OF ASSEMBLY

**Out-patient tariffs:**

**Provincial Administration of the Cape of Good Hope:**  
Private hospital patients .....  
Private hospital patients .....  
Private hospital patients .....

**Provincial Administration of Transvaal:**  
Private hospital patients .....  
Private hospital patients .....  
Private hospital patients .....  
Category H3 hospital patients .....  
Category HI hospital patients .....

R 40 at community hospital  
R 35 at regional/academic hospitals  
R 35 at regional/academic hospitals  
R 35 at regional/academic hospitals  
R 35 at community hospitals  
R 35 at community hospitals  
R 8 at community hospitals

**In-patient tariffs:**

**Provincial Administration of the Orange Free State:**

H1-hospital patient .....

Community hospital  
Regional/ Academic hospital  
None;

(2) each administrator of a province can decide on tariffs in accordance with the guidelines laid down in the report on the uniform system of tariffs for health services report consultation with the Department of State Expenditure.

**Lesotho Highlands Water Scheme: expropriation of farms**  
266. Adv C H PIENNAAR asked the Minister of Water Affairs:†

(1) Whether any farms in the districts of Butha Buthe, Carons and/or Fouriesburg have been expropriated for the purpose of the Lesotho Highlands Water Scheme; if so,

(2) what (i) is the name, (ii) is the name or are the names of the registered owners and (iii) is the extent of each of the farms concerned and (b) what is the amount paid or to be paid by the State in respect of each of these farms;

(3) whether plantations of trees on any of these farms had an effect on the prices thereof; if not, why not; if so, in respect of which farms? B461E

**THE MINISTER OF WATER AFFAIRS:**

(1) Yes, by the Trans Caledon Tunnel Authority and the Department of Public Works. The provision of particulars of the land expropriated by the Department of Public Works is the responsibility of that Department and the Minister concerned.

(2) (a) (i) Glen Lynn 384  
(ii) Porton 1 of Pieterstal 1207  
(iii) Porton 3 of Bethel 1390  
(iv) Bepense 346  
(v) Remainder of Verkleinfontein 341  
(vi) Subdivision 2 of Lardua 511

(b) (i) 12 350 ha  
(ii) 35 200 ha  
(iii) (1) 0,1100 ha  
(2) 4,8100 ha  
(3) 12 250 ha  
(4) 21,0959 ha

(v) (i) R 5 000,00  
(ii) R 180 000,00  
(iii) R 110,00  
(iv) R 3 300,00  
(v) R 8 500,00  
(vi) R 120 000,00

(3) No, as no plantations of trees were involved in the acquisition of the portions of land concerned.

Schedule re-classification of ranchbuses  
281. Mr M J ELLIS asked the Minister of Transport: (SD) Whether the Minister of mines is involved in the acquisition of the portions of land concerned.

HOUSE OF ASSEMBLY

used by schools was changed recently, if so, (a) when, (b) in terms of what status for or other provisions and (c) what effect will this change have on schools,

(2) whether the or his Department received any representations from any organization in place of the proposed re-classification, (a) from whom and (b) what used (b) the or his Department's response thereto? B612E

**THE MINISTER OF TRANSPORT:**

(1) No, the classification system as such did not change. The advent of model C schools did, however, bring about certain requirements to become applicable to those schools that chose the said option.

(a) and (b) All schools that adopted model C status were previously under control of a State Department and were therefore exempted from the requirements pertaining to public driving permits. From the date on which these schools became model C schools this exemption fell away as school fees, calculated to include among others the cost of transportation, constitute an indirect reward for the service rendered.

(c) Every teacher or person driving a vehicle in which school children are conveyed for reward, even if it is indirect reward, will be required to be in possession of a public driving permit.

(2) Yes.

(a) and (b) (i) Two private schools in Natal questioned the fact whether their minibuses had to comply with the legislation as they did not see school fees as an indirect reward;

various model C schools and the Federal Teachers' Council asked clarification on the matter;

two model C schools requested exemption.

(ii) To the private schools, the Department replied that private schools

**Toll road plazas: expenditure**

285. Mr R M BURROWS asked the Minister of Transport:

What was the total expenditure of each of the 15 toll road plazas mentioned in *Government Gazette* No 14576 of 12 February 1993 during the latest specified period of 12 months for which information is available?

**THE MINISTER OF TRANSPORT:**

1 April 1992 to 31 March 1993

	Interest Expenditure	Operational Expenditure
Tsitsikamma	R 1 199 484	R 1 620 543
Montanahlill	R 5 264 568	R 3 696 657
Kranskop	R 7 868 616	R 2 220 448
Huguenot Tunnel	R 15 129 577	R 15 129 577
Orbit	R 4 859 448	R 1 902 825
Pelindaba	R 370 140	R 1 729 071
Tongaat	—	R 3 544 281
Muzmanzi	R 6 586 332 <sup>(a)</sup>	R 9 466 893
Moorl	R 9 246 016	R 7 279 700
Duysla	R 2 612 064	R 4 594 462
Graauseru	R 19 795 380	R 4 715 863
Vaal	R 356 016 684	R 4 019 880
Witje	R 27 805 548	R 4 700 715
Gabport	R 341 708 316	R 5 629 673
Dalpark	—	R 6 758 053

<sup>(a)</sup> The interest for Muzmanzi Toll Plaza is for the whole of the North Coast Toll Road, including Tongaat.

All figures are subject to change as they have not been audited yet.

**Toll road plazas: income**

285. Mr R M BURROWS asked the Minister of Transport:

What was the total income of each of the 15 toll road plazas mentioned in *Government Gazette* No 14576 of 12 February 1993 during the latest specified period of 12 months for which information is available? B665E

**THE MINISTER OF TRANSPORT:**

1 April 1992 to 31 March 1993

Tsitsikamma	R 3 822 678
Mantanihull	R 9 084 792
Kranskop	R 13 503 627
Huguenot Tunnel	R 16 685 972
Orbit	R 2 659 012
Pelindaba	R 3 07 817
Tongaat	R 5 966 079
Muzmanzi	R 1 252 533
Moorl	R 2 287 713
Duysla	R 2 247 203
Graauseru	R 9 583 702
Vaal	R 138 388 157
Witje	R 222 237 171
Gosforth	R 7 496 275
Dalpark	R 5 893 392

steal and theft, (k) possession of drugs, (l) drunken driving, (m) vagrancy and (n) prostitution were reported in 1992 at police stations serving the Alexandra area in Johannesburg?

**THE MINISTER OF LAW AND ORDER:**

- (a) 452  
(b) 11  
(c) 846  
(d) 571  
(e) 182  
(f) 36  
(g) 275

**Complaints against husbands for assault/battery and Order:**

(1) How many women laid complaints against their husbands for assault and battery during the latest specified 12-month period for which information is available;

(2) (a) how many of these complaints have been investigated, (b) how many of the men involved have been (i) charged, (ii)

brought to court, (iii) sentenced and (iv) imprisoned for assault and battery and (c) in respect of what date is this information furnished?

**THE MINISTER OF LAW AND ORDER:**

(1) The South African Police does not keep statistics in this regard. As a result of the magnitude of the administrative process to obtain the information, and the cost thereof it can unfortunately not be furnished.

(2) Falls away.

**Pretoria police district: crime statistics and Order:**

How many cases of (a) murder, (b) culpable homicide, (c) assault with intent to do grievous bodily harm, (d) common assault, (e) rape, (f) robbery, (g) theft of vehicles and cycles, (h) damage to property, (i) house-breaking with intent to steal and theft and (j) possession of drugs were reported at each specified police station in the Pretoria police district in 1992?

**THE MINISTER OF LAW AND ORDER:**

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(gii)	(h)	(i)	(j)
Pretoria Central	17	23	288	1 098	60	726	1 592	84	541	1 005	383
Sunnyside	10	13	39	510	31	119	1 263	162	591	1 177	133
Brooklyn	10	25	139	293	35	142	1 086	629	310	2 670	000
Pretoria West	13	16	101	465	52	102	340	70	242	654	222
Ateridgeville	4	10	676	915	206	452	119	7	423	494	155
Caulsonstein	1	0	15	33	0	16	78	25	26	336	008

Note: (g) — motor vehicles  
(gii) — bicycles

**Own Affairs:**

**Schools: National Senior Certificate examinations**

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

(1) how many pupils at schools falling under the control of his Department (a) wrote, (b) passed, (c) failed, and (d) obtained matriculation exemption in, the

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) (a) 525,  
(b) 432,  
(c) 93,  
(d) 16;  
(2) (a) 0,  
(b) 4,  
(c) 66,  
(d) 202,  
(e) 220,  
(f) 23,  
(g) 10;  
\* (3) (a) 163,  
(b) 98.

• Include higher, standard and lower grade.

**Subsidized school buses**

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

(1) (a) How many pupils were transported daily in subsidized school buses, and (b) what was the total net annual cost of such transport, in each province in 1992;

(2) whether, with reference to the reply to Question No 40 on 30 March 1992, any progress has been made in each of the provinces in respect of the introduction of a self-supporting school bus transport

system; if not, why not; if so, what progress?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) Transvaal ..... 45 122 R61 012 842  
Cape ..... 8 069 R7 307 615  
Natal ..... 4 233 R7 450 000  
Orange Free State . 2 833 R3 115 695;

(2) yes, the self-supporting school bus transport system will be fully implemented as from 1 January 1994 in all the provincial education departments.

**Akasia Park Primary School: remuneration of staff**

55. Mr D S PIENAR asked the Minister of Education and Culture:†

(a) What (i) professional, (ii) administrative and (iii) other staff of the Akasia Park Primary School are remunerated for their services by his Department and (b) since what date has each such staff member been so remunerated?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (a) (i) Mr M N Oelofse (Principal) ..... 1985-01-01  
Mr D H C du Plessis (Head of Department) ..... 1990-07-01  
Miss R E F Britz (Teacher) ..... 1991-01-01  
Miss M K Meyer (Teacher) ..... 1988-01-01  
Miss H M Kroonwamp (Teacher) ..... 1980-01-01  
Miss M A Prins (Teacher) ..... 1990-01-01  
Mrs P S de Vries (Teacher, Remedial) ..... 1991-10-07  
(10 hours per week)  
(a) (ii) Mrs E C van den Berg (Senior Administration Clerk, Part-time) ..... 1993-02-01  
(a) (iii) Mrs C L Saults (General Assistant) ..... 1985-12-01

That has certain implications. If that headmaster passes on those names, and then those children do not register, they are liable to prosecution. I am not discussing the Defence Act with the hon. Minister. I am discussing the fact that the headmaster is being put in the position in which he has to give information about a child in his school who does not register. It also applies to aliens, though I have no idea why.

Another point the hon. the Deputy Minister tends to forget is that his department has created structures, Model C schools, to try to normalise education in this country. [Time expired.]

**THE DEPUTY MINISTER OF EDUCATION AND CULTURE:** Mr Chairman, the hon. member for Pines got excited about nothing. I have already read the view of the hon. the Minister of National Education, as reflected in the press recently. So we agree on this issue.

The hon. member for Port Elizabeth Central referred to the legal implications. In many schools the principals only put the circulars on the notice board, and then it is up to the pupils themselves to decide what to do with them. Again there is no question of enforcement whatsoever. [Interjections.]

To conclude, call-up instructions for Whites are still valid. This was emphasised in the outcome of a court case last year. The repeal of the Population Registration Act did not abolish the stipulations in the Defence Act, and therefore headmasters at this point in time—certainly the situation is going to change dramatically next year—could not be found to be at fault when, on a voluntary basis, they assist the Defence Force in executing a law of the land. [Interjections.]

Debate concluded.

#### QUESTIONS

† For indices translated version.

For oral reply:

Own Affairs:

Jan Kempdorff/Hartswater: meeting addressed by Minister.

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

Steynsburg private school

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

(1) Whether application was recently made to his Department for a certain college in Steynsburg, the name of which has been furnished to the Minister's Department for the purpose of his reply, so, (a) when and (b) what is the name of this college;

(2) whether this application has been granted; if so, what are the relevant details; if not, for what reasons;

(3) whether the college concerned meets all the requirements for functioning as a private primary school; if so, what are the relevant details; if not, which requirements are not being met;

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

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

(1) Yes,

(a) 22 October 1992  
19 January 1993

(b) Paul Kruger Junior College  
Paul Kruger College: extension of phase;

(2) no, as appeal has been lodged, no reasons can be given at this stage;

(3) no. Regulation 2.1(1)(d) of the Regulations regarding the Registration of and Financial Grants to Private Schools states, *inter alia*, the following requirement:

... the Head of Education must be satisfied that such school will make a contribution to the provision of education in a specific area for a specific purpose, especially as far as the nature of the education is concerned.

Also see answer to question (2);

(4) no.

†Mr A GERBER: Mr Chairman, arising out of the reply that the hon Deputy Minister gave, I

want to hear whether he is prepared to make available to members of Parliament as well as to the controlling body of that college the results of the investigating team, who went to see whether the circumstances were suitable for a private school.

†The DEPUTY MINISTER: Mr Chairman, as the hon. member knows, this case is subject to appeal at the moment. I do not know exactly what the procedure is, but I do not think there can be any objection. The hon. member for Brits knows that this case is complicated and that the issue really goes beyond party political divisions in this respect. He does not have to be concerned that the Department will not bring the full facts to light in making the final decision. He does not have to be concerned about this. [Interjections.]

†Mr A GERBER: Mr Chairman, further arising out of the hon the Deputy Minister's reply, I want to say that the Minister has already rejected the appeal once. When can we expect to get this reply to this second appeal that has been lodged?

†The DEPUTY MINISTER: Mr Chairman, the information that I have at my disposal is that it will not take too long. The hon. member knows that it is not an appeal on exactly the same matter. It is about another facet. This matter is being dealt with on departmental level. The hon. the Minister was involved in a very long discussion about this again yesterday. I do not think a decision will be delayed unnecessarily.

†Adv S C JACOBS: Mr Chairman, the NP's proposed charter of fundamental rights is not legislation yet at this stage, but it is the policy of the NP and, as such, is being proposed as policy by them. In the hon. member's opinion, that private schools are acknowledged as a right, without any exceptions and without any reservations. Why does the hon. the Deputy Minister not acknowledge NP policy in this instance and does he not apply it in this regard?

†The DEPUTY MINISTER: Mr Chairman, the hon. member for Lobengwe is making it very difficult for me. I repeat, there is an appeal pending. [Interjections.] He knows that certain regulations must be complied with before a private school can be established. Has the hon. member considered the possibility that all the regulations have not been complied with? He must keep in mind that it could involve much more

THE planned occupation of white schools on May 26 has highlighted rifts in education strategy between hawks and doves in the mass democratic movement.

Yesterday, the headquarters of the National Education Co-ordinating Committee (NECC) and the South African Students' Congress (Sasco) called the campaign a "southern Transvaal initiative". Asked for the view of the campaign, NECC national information officer Desmond Thompson said he knew nothing about it.

Insiders confirm divisions over the strategy between head office and the region.

And yesterday, Ahmed Essop of the National Education Conference — of which the African National Congress is a member — described the planned occupation as "totally detrimental to what we are trying to do".

The ANC last week formally distanced itself from the action.

Planning is clearly being left to leaders in the southern Transvaal, who announced that a day of protest would be held on May 26 and that it would include the mass occupation of white schools and the disruption of classes.

Amnon Msame, southern Transvaal NECC secretary, said the southern Transvaal region would be divided into zones and that black students would occupy white schools nearest to where they lived.

NECC members at Wednesday's press conference said the government would only take the education crisis seriously if it was taken to white schools. But meetings would take place with 'education and parents' bodies' in white suburbs to "reach an agreement to minimise violence".

# Rifts develop on schools strategy

Monday 30/4 - 6/5/83.

*The ANC has distanced itself from a plan to occupy white schools — deepening divisions on education strategy within the left. By FERNAL HAFFAIE*

During a student march through the centre of Johannesburg last month, property was damaged, hawkers' goods were looted and people were hurt. A schools occupation in the white suburbs, which will be significantly more difficult to co-ordinate, could result in bedlam.

National Peace Committee chairman John Hall warned of violent implications of the action and said all interested parties should come together urgently to discuss the education crisis. The Transvaal Education Department has said police will be used to prevent school disruptions, and the organised right has warned of a backlash.

The government's refusal to discuss the estab-

lishment of an education forum, where education policy would be negotiated and decision-making reached consensually, lies behind the occupation threat.

Essop said it had deadlocked with the government on April 1 on the issue of the forum. "It became clear that the government was playing for time," he said, adding that "education negotiations have been undermined".

The call for a forum was first put to the government last October and militant students are becoming impatient with the lack of progress. The schools occupation campaign confronts the ANC with a Catch-22 situation as it cuts

across an ANC resolution against the disruption of schooling and jeopardises the organisation's organising initiatives in white suburbs.

But the movement cannot afford to alienate organisations like the NECC, Sasco and the Congress of South African Students on whom it depends for mass action muscle and where there is much overlapping membership.

Msame this week said the campaign remained part of the rolling mass action package of the tripartite alliance (ANC/Congress of South African Trade Unions/South African Communist Party), despite the fact that the ANC opposed their action. "What is the alternative?" he asked yesterday.

●An alliance "summit" this week endorsed the end-May deadline for a range of political negotiations. These include a final election date and concrete plans for the establishment of a transitional executive council and joint control of the security forces.

If this deadline is not met, the alliance announced plans for "a complete review of the negotiations process. The government will not be allowed to hide behind the spitting tactics of Cosag (Concerned South Africans Group) forces".

Mass action plans — if the deadline is missed — include a tax boycott and a national strike.



Adv C H PIENAAR: Mr Chairman, could I ask the witness how 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 PIENAAR: 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?

The DEPUTY MINISTER OF DEFENCE:

Yes.

(a) SADF Logistics Policy and Procedures 14, Paragraph 1, part 3; SADF Policy and Procedures for the Planning and Execution of Logistics and 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

HOUSE OF ASSEMBLY

check of the vehicle using a prescribed checklist.

Small vehicles transporting school cads

4. Mr A J LEON asked the Minister of Defence:

(1) Whether it is common practice to use small military vehicles for the transportation of school cads; 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, in 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 small 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 cads

4. Mr E K MOORCHOFF asked the Minister of Defence:

Whether any specific regulations and/or rules apply to the (a) transportation of school cads and (b) loading of equipment in military vehicles and/or trucks in each case; (ii) under whose command do such vehicles fall when transporting school cads and (iii) who is responsible for ensuring that such regulations and/or rules are complied with? B851E

The DEPUTY MINISTER OF DEFENCE:

(a) and (b) All SA Defence Force vehicles are subject to the same regulations and prescriptions.

(i) SADF Logistics Policy and Procedures 14,

Paragraph 1, Part 3, Chapter 5 (Road Transport in the SADF) and Army Training Instruction 29/1 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".

(ii) It differs depending on the specific circumstances.

(iii) The driver and/or the non-commissioned officer or member of a higher rank who has been appointed for the specific task.

Black Education: capital programme

5. Mr K R KATZ 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 under the Department's so-called "5-year plan" requires 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 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3611, 3612, 3613, 3614, 3615, 3616, 3617, 3618, 3619, 3620, 3621, 3622, 3623, 3624, 3625, 3626, 3627, 3628, 3629, 3630, 3631, 3632, 3633, 3634,

**THE DEPUTY MINISTER OF EDUCATION AND CULTURE:** Mr. Chairman, the capacity to act of governing bodies of State-aided or private schools, Model C schools, differs from that of governing bodies of Model A schools, also in respect of admission requirements, because there is a difference between the degree of autonomy on the part of the two types of management.

A Model A school is a private school the governing bodies of which may grant or refuse admission to pupils as they see fit. However, the private schools of the future will probably not, in terms of a bill of rights, be able to exist on a racially exclusive basis by discriminating specifically on the basis of skin colour. It will, in fact, be possible for cultural-specific private schools to be established, but these will not be able to claim a State subsidy. If such a school is reserved for a specific race.

Model C schools are State-aided ordinary schools which, under the present dispensation of an own affairs administration, may refuse admission to pupils on the basis of language and race in terms of certain legal provisions. In terms of Regulation 2(c) of the Regulations relating to conditions for and the admission of pupils to public schools and State-aided schools, a school principal may refuse a pupil admission to the school if he is not convinced that the mother tongue of the child as intended in section 57 of the Act, is the medium of instruction in the school concerned.

Pupils may not, however, be refused admission to a school on the basis of religious convictions and/or cultural interests. The reason for this is that the recognition and the protection of freedom of religion and worship in the Treaties to the present Constitution, read together with section 62 of the Education Affairs Act, ensures freedom of religion.

Neither does a legal provision exist which empowers governing bodies to refuse admission to pupils on the basis of cultural convictions, which are very closely intertwined with religious convictions.

**MR A GERBER:** Mr. Chairman, it is of the utmost importance to everyone involved in education to know whether we will have the right of dissociation in respect of education in future. The hon the Deputy Minister, by implication, expressed his opposition to this right in this HOUSE OF ASSEMBLY.

House earlier this year when he said that the admission of non-Christians to a Christian school created an opportunity for missionary work. His argument is, of course, totally unacceptable: just as unacceptable as the standpoint that indifferent people and people who are indifferent to the church should be elected to the church council of a congregation in order to place them on the right path. [Interjections.]

The hon the Deputy Minister confirmed this standpoint here once again this afternoon. That is what the answer which he gave, amounts to. They are obsessed with racism, because the question actually related to religious, language and cultural differences. The hon the Deputy Minister has once again confirmed here this afternoon that the Government does not recognize the right to dissociation on the basis of language, cultural and religious differences. The worst thing about this is that the Government itself determined these criteria in terms of which parent committees would be able to differentiate. The hon the State President confirmed this in his Opening Address earlier this year.

Does the Government realize the implications of such a standpoint? This means that in practice the State-aided differentiated education, as they have already defined it, will remain in South Africa. Christian Education of a national character or education in the ethnic context can only be guaranteed if the right of people to associate is preserved. In a number of States such as the one which the Government has just mentioned, the Afrikaner as a small minority will be able to hold his own in education if he does not have that right. How will he keep the masses of Blacks out of his schools if he is denied that right?

The schools of the Afrikaners and the Whites are desirable to the Blacks. It is in fact the objective of the radicals among those people to occupy our schools, because these are the schools at which something has already been achieved. These are the schools in our country on which parents, and not only the State, have spent a great deal of funds in order to give their children the best. Those schools will be inundated if the parents are not granted the right to dissociate.

I put it to the Government this afternoon that they misled the electorate with their promises in regard to differentiated education. They brought the parents under the false impression

that differentiated schools would be able to continue as in the past. They did this not only prior to the general election in 1989, but also when the Model C schools were implemented, when parents were promised that they themselves would be able to determine the admission policy. Fortunately, our peoples' eyes have been opened to this political deceit which they once fell for. The latest opinion polls show that the Government is a rejected party, having only 25% of the support among the Whites in urban areas.

**THE CHAIRMAN OF THE HOUSE:** Order! The hon member's time has expired.

**MR A GERBER:** The CP has more support than the hon member for Blacks must not try to steal more time.

**MR R M BURBOWS:** Mr. Chairman, I would like to offer a word of congratulation to the two hon members who have actively spoken on behalf of their parties. The exposition that the hon the Deputy Minister gave is the furthest that the NP has ever gone in saying that race will no longer be a criterion for admission and that State-aided schools may not be discriminatory in their admissions policy. I also want to congratulate the hon member for Brits on the way in which he worded his interpretation. He did not include a reference to race. However, he did let the side down because throughout his speech he referred to "Blanks" and "Whites". One cannot have it both ways.

We need to agree that State-funded schools, whether they are funded partly or in full by the State, are funded by all taxpayers and that no discriminatory measures may be applied in their admissions policy. However, that does not mean that one may not have a Jewish school which is funded in part by the State, but which does not discriminate in its admissions policy. If, as a parent, one chooses to have one's child educated there with Hebrew as the medium of instruction—this also applies to a Japanese or a Chinese school—one voluntarily accepts that.

Private schools or the so-called Model A schools, fall in a separate category. If there is a State funding at all, the means by which they are discriminated in this of rights which deal with the CP. Does dissociation as defined by a court of law or by a bill of rights mean

discrimination? That is the key issue we need to examine.

I would be pleased if we did stop talking about race. Let us take it up. Language is an ethno-cultural criterion. By all means, have a testing mechanism which allows language competency to determine a child's admission to a school. Secondly, culture is also a criterion. Let us define culture. Then we go back to the concept of Afrikanerhood. Is it a race-based matter? [Time expired.]

**THE DEPUTY MINISTER OF EDUCATION AND CULTURE:** Mr. Chairman, I want to thank the hon member for Phetown for his words of congratulation. He used an excellent example and I shall try to link my argument to that example in the rest of my contribution.

I think the hon member for Brits should perhaps formulate the interpretation more clearly. From what he said, it has once again become clear to me that the actual question is not whether one can refuse members' admission to an educational institution on the basis of language and cultural considerations, but that he is, in reality, asking whether a private school or a State-aided school may in the future refuse someone admission simply on the basis of skin colour. That is actually what he should have asked.

The answer to that question is no. It will not be possible for this to happen. [Interjections.] But so that other people could not get a skin colour on that basis, the hon member for Phetown has referred to this—the NP has repeatedly spent time out—that the governing body of a school can determine with the parent community, after consultation with the parent community, the ethos includes language, culture, religion. It does not include race. [Interjections.]

**THE CHAIRMAN OF THE HOUSE:** Order! No, as I understand the interpretation system, one member of a party asks a question to which a Minister of the Government replies, after which another hon member of a different party participates. There is no free for all in the case of interpellations. The hon the Deputy Minister may continue.

**THE DEPUTY MINISTER:** Whatever the ethos of a school determines, can at the same time be held down as criteria for admission, and

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. 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. The other party is associated and, as the hon the Deputy Minister has once again repeated here this afternoon, their refusal to accept the principle of dis-education 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, that is to be unleashed on White education. This 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

QUESTIONS  
Indicates translated version.  
For oral reply:

Own Affairs:

Cape Education Department: posts of Director and Culture:†

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 1992, up to and including 31 December 1992; if so, (a) how many and (b) what agreements 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 advertised in 1992; if so, how many? B6792E

†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 and colleges of education, the Central Education Policy as contained in the Service Dispensation Structures 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 retrained. (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 retrained. 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 promoters to the level 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 ratio and the out-back in itself has not necessarily attracted that ratio in such a manner that education is being negatively impacted, 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 Panel at Strategy recommends that the teacher-pupil ratio be dropped from the present 1:19 to 1:35 in junior schools and from 1:14,5 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.

CONFIDENTIAL  
HOUSE OF ASSEMBLY



Contract No.	Contractor	Amount
DI191	Newira Holdings	R 861 186,01
DI291	Newira Holdings	R 1 883 788,44
DI301	Newira Holdings	R 425 649,87
Total		R 57 717 058,62

Your attention is drawn to the fact that all the above amounts are yet-unaudited and are therefore possibly not the final figures. Final figures for each financial year are published in the annual report of the Department of Transport.

#### Independent Black states RSA citizenship

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

How many Blacks from each Independent Black state regained their South African citizenship in 1992 in terms of the provisions of the Restoration of South African Citizenship Act, 1986 (Act No 73 of 1986)? B789E

#### THE MINISTER OF HOME AFFAIRS:

The Department of Home Affairs does not keep record of the number of persons who acquired their South African citizenship in terms of the Restoration of South African Citizenship Act, 1986 (Act No 73 of 1986).

#### Transnet travel benefits for current/retired employees

354. Mr W U NIEL asked the Minister for Public Enterprises:

(1) Whether he will furnish information on the travel benefits, other than those utilized in the course of duty, afforded by (a) Spoornet, (b) the South African Airways and (c) Autonet to (i) current and (ii) retired employees of Transnet; if not, why not; if so, what was the total cost of the benefits so afforded during the latest specified 12-month period for which information is available, expressed in terms of the equivalent full fare cost thereof;

(2) whether he will make a statement on the matter? B835E

Furthermore, the figure for concessionary air travel does not include journeys undertaken by SA Airways employees/retired employees as the accounting system does not differentiate between service and concessionary travel in the case of employees of the SA Airways.

Reservation procedures for complimentary travel is so structured that mainly accommodation and seats which would otherwise go unused, are made available to concession holders. The figures furnished can thus not be seen as an expense or a total loss of income.

(2) No.

#### Own Affairs:

Pupils completing 1992 school year

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

How many pupils who, in 1992, were in (a) Grade 2nd A, (b) Grade 2nd B, (c) Std 1, (d) Std 2, (e) Std 3, (f) Std 4, (g) Std 5, (h) Std 6, (i) Std 7, (j) Std 8, (k) Std 9 and (l) Std 10 at schools falling under his Department, failed to complete the 1992 school year? B858E

#### THE MINISTER OF EDUCATION AND CULTURE:

These statistics are not available.

THE MINISTER FOR PUBLIC ENTERPRISES:

The Managing Director of Transnet Limited furnished the following reply to the hon member's question:

(1) (a), (b) and (c): Yes. Spoornet, SA Airways and Autonet do not afford travel benefits to Transnet employees and retired employees of Transnet. The divisions, business units and service centres of Transnet Limited grant travel benefits to their employees and retired employees and these units and their employees/retired employees compensate Spoornet, the SA Airways and Autonet for the accommodation or seats utilized.

For the 1992-93 financial year this compensation amounted to:

(i) Spoornet:	R640 492 659
SA Airways	R18 421 217
Autonet	R 312 000
(ii) Spoornet:	R14 079 293
SA Airways	R16 297 634
Autonet	Nil

The accounting system does not differentiate between payments received from full-fare paying passengers and payments received for the portion of certain travel benefits which the concession holder is required to pay. Consequently, only the concession value of the travel benefits can be furnished.

With reference to the requests the hon members for Bokkeveld and Wentworth have made here, I fully understand what the hon member for Wentworth said, namely that these teachers could be detrimentally affected by the early retirement packages. There is one aspect which I must state very clearly, however. In the five years they lost, they did not contribute to the pension fund either. [Time expired.]

**MR SPEAKER:** Order! Before I can answer the hon the Minister of Education and Culture to speak, I merely want to say I think hon members who are present here can go home with great expectations tonight, since they have such a fine appeal for the women. [Interjections.] Debate concluded.

Revised staff provision scale

**2. Mr C I NASSON** asked the Minister of Education and Culture:

- (1) Whether his Department has introduced or will introduce a revised staff provision scale; if not, why not; if so, which schools will be affected by it;
- (2) whether any teaching posts have been abolished at the schools concerned as a result of the introduction of this revised scale; if not, what is the position in this regard; if so, how many posts?

CHIEF INTR

**THE MINISTER OF EDUCATION AND CULTURE:** Mr Speaker, the answer is yes. A revised staff provision scale comes into operation at primary as well as secondary schools under the department's control with effect from 1 July 1993.

The revised staff provision scale will entail that average classes at primary schools will increase in size from approximately 26 pupils per teacher to 29 pupils per teacher. In the secondary schools this ratio will increase from 18.5 to 22. This will mean that a total of 3 200 teaching posts will be supernumous and will therefore have to be abolished. The abolition of these posts will take place on the basis that no teacher will be dismissed against his will.

In addition the posts identified for abolition will be the result of negotiations between the chief HOUSE OF REPRESENTATIVES

ment. Again the LPSA's point of view is very clear. We are totally opposed to the abolition of posts within this department. We regard it as ridiculous to change the teacher-pupil ratio within this department and to compare it with that of any other department, because there is no need to do so, especially at this important stage of the country's constitutional history. [Time expired.]

**MR SPEAKER:** Order! Let us get some order. Order! The hon member may proceed.

**MR C I NASSON:** Secondly, the only remaining way in which to move the NP Government towards resolving the education crisis is for the interests of our innocent children to be the teaching community to hold a day of prayer at all schools in the country to pay that the heavenly Father will give the NP Government and all its Ministers entrusted with education the necessary wisdom, understanding and sensitivity to save our education system from chaos. [Interjections.]

I make this appeal to the teaching community, because I am convinced this afternoon that the hon the Minister and the NP are not at all capable of resolving the present education crisis in the country. [Time expired.]

**\*THE MINISTER OF EDUCATION AND CULTURE:** Mr Speaker, in reply to the hon member for Bokkeveld, we all know that the crisis in education has very little to do with education itself, but a great deal to do with the department. It is not my fault or that of the department's teachers' associations that children and parents with children, I'd not our fault. We did not march with children. [Interjections.]

The teachers' associations and the teachers did that. [Interjections.] Now it is backfiring. [Interjections.] Now the teachers want to teach and the children want to march. The hon member for Bokkeveld must read what *Die Burger* of 1 June says. Then I shall ask him what he says about Ceres. The parents Ceres say so far, but no further. Is that what he says too? Does he ... [Interjections.]

**MR SPEAKER:** Order! No, hon members need not agree, but they must give the hon the Minister an opportunity to put his case. The hon the Minister may proceed.

**MR C I NASSON:** Mr Speaker, this debate on education is taking place in circumstances in which the education crisis is spoken in Mitchells Plain yesterday, and certain schools closed at 9:30. A similar position exists in respect of schools in the rest of the country.

The hon the Minister of Education and Culture read out a statement during the debate on his budget. Vote on 11 May this year which gave everyone the impression that it was something that would defuse the present education crisis. The hon the Minister created that expectation. We expected protest actions to cease after that announcement. That did not happen, however. The reason for the continued protest actions in education is that the hon the Minister either does not want to or cannot do anything about the root cause of the entire education crisis, and that is the abolition of the 3 200 teaching posts this new staff provision scale is going to result in.

I want to put it unequivocally to the hon the Minister that the university in our schools will not stop unless he renounces the idea of abolishing those posts. That is why many teachers, principals and parents burnt the hon the Minister's provision scale to which the hon the Minister referred this afternoon in front of the education regional offices. I want to request ... [Time expired.]

**MR T ABRAHAMS:** Mr Speaker, this interrupt-Mr T ABRAHAMS: Mr Speaker, this interrupt-Mr T ABRAHAMS: Mr Speaker, this interrupt-

Mr T ABRAHAMS: Mr Speaker, this interrupt-Mr T ABRAHAMS: Mr Speaker, this interrupt-

**MR B R CUPIDO:** Mr Speaker, I want to refer the hon member for Bokkeveld to today's edition of *Die Burger* in the Cape. It appears to teachers to go back to the schools. He should not simply make predictions here.

He gave reasons as to why teachers will not go back. I think the hon the Minister explained matters very clearly. He also answered the question put by the hon member for Wentworth. No teachers will be left without jobs. No teachers will be left without salaries. I want to thank the hon the Minister sincerely for complying with our requests. He must also convey this message to the hon the State President. I want to make it very clear. No teachers will be left without jobs. Who is dissatisfied? I received a call from Wabers Bay. The principals send incorrect information to the department. There are people who want these packages, and for their sake we must go ahead. [Time expired.]

**MR C I NASSON:** Mr Speaker, it has become very clear this afternoon that the hon the Minister of Education and Culture either does not have the ability to deal with and resolve the root cause of the education crisis.

Perhaps the hon the Minister's inability lies in the fact that he and the NP Government are still fighting obstinately to an impractical, one-sided rationalisation programme which is being forced on our education system by the NP Government at the wrong time. I therefore want to suggest that this House, after much debating of the

wanted the parents to become more involved years ago. This campaign has caused that to happen.

If Sadrul takes a decision in Pretoria and gives an undertaking, and its members in the Western Cape pay no attention, surely it is not the fault of the Minister and the department if a rebellion

takes place in Sadrul and there is no control. Is it any fault or that of the department if there is a power struggle, which has nothing to do with education or with what the department is doing, among teachers' associations outside? [Interjections.] [Time expired.]

Debate concluded.

### HOUSE OF DELEGATES

#### QUESTIONS

Indicates translated version.

For oral reply:

General Affairs:

#### Cost of government

1. Mr. M F CASSIM asked the Minister of State Expenditure:

(1) Whether, with reference to the alleged stated goal of the Government to achieve greater economics of scale and rationalization within government, the cost of government to the nation has increased in real terms; if not, what is the position in this regard; if so, to what extent;

(2) whether he will make a statement on the matter? B2/3E

The MINISTER OF STATE EXPENDITURE:

(1) No. The cost of government refers to more than that of central government. It encompasses that of the general government, i.e. central, provincial and local government (including TBVC states and self-governing territories). According to the latest information of the Central Statistical Service (PO441) the change in real terms in expenditure for the general government over the past five quarters was as follows:

1992	1	0,2%
	2	0,1%
	3	0,0%
	4	-0,3%
1993	1	-0,4%

(2) No.

Mr M F CASSIM: Mr Chairman, arising out of the hon. the Minister's reply, are we then to assume that there is positive saving on the part of the Government?

The MINISTER: Mr Chairman, on the face of it, that would seem to be the case. I shall pursue the point the hon member has raised, and

try to give him a more substantial reply. In the meantime, may I refer him to the Bulletin of the Central Statistical Service, PO441, of which I shall enclose a copy when I reply to him.

Mr A RAIBANSI: Mr Chairman, the hon the Minister referred to the governments of the TBVC and other states. Further arising out of his reply, is it not correct that anyone who wants to argue in favour of dismantling own states as part of the rationalisation programme should also ask, amongst other things, for the dismantling of the KwaZulu government?

The MINISTER: Mr Chairman, I take it that the hon member does not want to initiate a debate on this right now. However, I will consider what he has said, because a debate on this issue is necessary. The trend of saving and reducing expenditure shows that we are moving in a positive direction.

#### Death at Folsomour: Inquest

1. Mr M RAJLAB asked the Minister of Justice:

(1) Whether an inquest has been conducted into the death of a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, in Folsomour Prison on or about 29 June 1989; if not, why not; if so, by whom;

(2) whether any findings have been made in respect of the conduct of prison staff allegedly involved in the incident resulting in the death of the above-mentioned person; if so, what were the findings;

(3) whether a report on the inquest has been handed to the Attorney-General of the Cape; if not, why not; if so, when;

(4) whether the Attorney-General has taken any decision as a result of the findings contained in this report; if not, why not; if so, what was the decision;

(5) whether he will make a statement on the matter? B2/3E

The MINISTER OF JUSTICE:

(1) Yes, it was conducted by a magistrate of the Magistrate's Court, Wynberg.

(2) Yes, he found that the death was not brought about by any act or omission in-

# news in brief

## Schools set alight

EXTENSIVE damage was caused to two schools that were set alight on Monday night. Seven classrooms and the administration block of the Eloff Primary School near Delmas in the Eastern Transvaal were destroyed.

Only two classrooms could be saved. The second school, near Port Alfred in the Eastern Cape, was extensively damaged after three classrooms were set on fire.

## Chilly night in OFS

SUB-ZERO temperatures were recorded in some Free State towns on Monday.

Temperatures dropped to minus 11 degrees outside Clarens. At Harrismith, the mercury dropped to -6 degrees. Bethlehem, Ficksburg, Wepener, Memel, Verwoerd Dam and Smithfield recorded -4 degrees.

## Couple murdered

ANOTHER white couple have been murdered on their smallholding. The bodies of 56-year-old Mr Francis Roos and his 53-year-old wife Gertrude were found in a store-room on their Suikerboskop smallholding near Witbank on Monday night. Both were shot in the head.

## Two shot dead

THE badly charred bodies of two men in their early 20s, both with a 'single' bullet wound to the head, were found at Westridge in Mitchell's Plain on the Cape Peninsula on Monday.

Residents in the area told police they heard two shots and on investigation saw three men run to a kombi and drive off. Police found two 9mm bullets and a spent 7.65 case at the scene as well as a bottle which could have contained petrol. — *Sapa*.

# R15 000 for

## Mcerwa

Sowetan 2/6/93

### Minister Kriel makes out-of-court settlement:

By Abbey Makoe

FORMER president of the Azanian Youth Organisation Mr Thami Mcerwa has been awarded R15 000 in an out-of-court settlement in an action against Law and Order Minister Hemus Kriel.

The settlement followed Mcerwa's acquittal on charges of allegedly resisting arrest and of assaulting policemen at his Dlamini, Soweto, home in February last year.

Mcerwa later laid charges against the police for unlawful arrest and assault. He had to suspend his studies in Britain to attend to the case. He is due to fly back later this week to write examinations.

The matter was settled last Friday.

South SL6-916193

# Doing well in sub A — aged 12

By Lorelle Bell

**JAMES SOPHIE** is 12 years old. He started school for the first time this

In his sub A classroom, most of his classmates are six years old or younger. James is worried about having started school so late, but he had no choice.

"My family moved to Wallace-dene two years ago. Before that we lived at Muldersvlei and before that we lived on a farm. There were no schools," he said.

James' days were spent minding

cattle. "I am happier now that I am at school. I am making a lot of friends and the lessons are easy for me."

His parents, like those of most of his schoolmates, are unemployed. But James has dreams and says that he wants to be a doctor.

His teacher, Ms Nondela Tomose, shares a tiny classroom with two other teachers and between them they teach 96 children at a time.

"I have three 12-year-olds in my class. James is doing very well," Tomose said.

"The two other 12-year-olds, Mthiyafisi Diza and Fumani Mapoli, are also coping easily, but Mthiyafisi has to cycle from a farm far away and when it rains he can't come to school."

Tomose would have liked to give the three boys extra work and promote them to sub B by June because they grasp so quickly.

"But that could only happen if the situation improved. It is difficult to work in such overcrowded conditions, especially when one is competing with two other lessons taking place."



LATE START: James Sophie, 12 years old in Sub A

**P**ARENTS at the Wallace-  
lacedene squatter  
camp in Kraaifontein  
are battling education  
authorities to keep  
their school non-racial  
and to improve conditions for their  
children.

About 55 percent of Wallace-  
dene's residents are African, while  
45 percent are classified coloured.  
They face the common problem of  
unemployment.

But another unifying factor is  
their insistence that their children be  
educated at the Elitakeni Primary  
School in the camp.

Mrs Elizabeth Africa has four  
children at Elitakeni. She wants her  
children to remain at the school  
because they live in the area and  
she can keep an eye on them there.

"I also want them to speak  
Xhosa. I can't speak to my neigh-  
bours because I can't understand  
their language. At least my children  
will be able to," Africa said.

Chairperson of the school com-  
mittee Mrs Blossom Julius says she  
wants her three children to attend  
Elitakeni, "because I want them to  
get an education and to speak  
Xhosa.

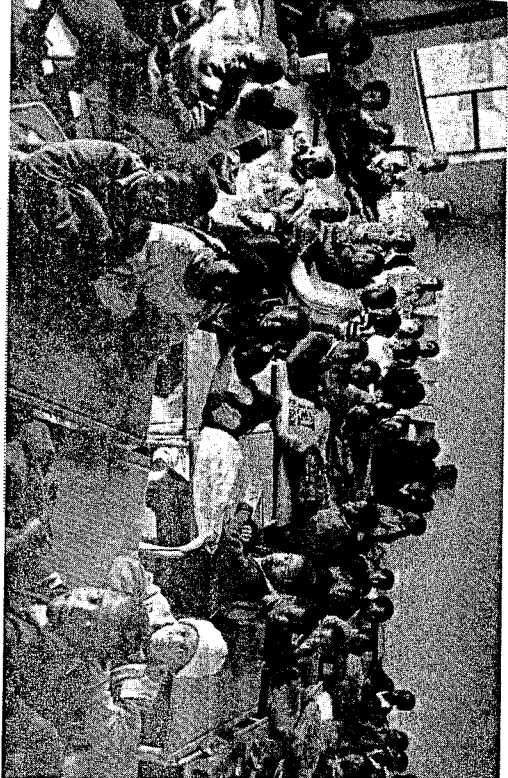
"We want a new school because  
this one is crowded and damp.  
Children get sick here," Julius said.

The school opened its doors at  
the beginning of this year, but the  
staff feels the Department of Edu-  
cation and Training (DET) is try-  
ing to block its progress.

The school has admitted over  
950 pupils. For many, this has  
meant access to school for the first  
time, including for pupils well over  
the normal admission age.

The school cater for Sub A to  
Standard Six. Pupils also come  
from Bloekombos, Uitkyk and sur-  
rounding farm schools.

# School in a stable battles to remain non-racial



**TIGHT SQUEEZE: This classroom holds 138 Sub A pupils**

But Elitakeni's resources are meagre. The main school building, formerly a stable, was donated by the Cape Provincial Administration. It has five narrow classrooms without ceilings or floors.

The floors are covered with sand. There is no electricity, so on dark winter days no work can be done. Another two prefabricated classrooms have been donated. With

only seven classrooms for 950 pupils it is hard to believe that any schooling happens there.

Principal Mr Bram Nkhaluko Mhloni says appeals to the Department of Education and Training (DET) to build a school were met with the suggestion that coloured children be transferred.

A Department of Education and Culture (DEC) inspector told us

Photos: Yunus Mohammed

the DET had instructed each DEC school to take 30 pupils. Each school would get an extra classroom and teacher," Mhloni said.

"But the parents want their children to come here where they will learn the languages of their neighbours. DEC schools do not offer Xhosa. At Elitakeni we offer English, Afrikaans and Xhosa. Residents say they are people,

not coloureds or blacks.

"We want to know why DET can't give the classes and teachers offered to the DEC schools to us."

Mhloni says the DET is scheduled to build a school in 1996, but the community's needs are more urgent. Enrolment is expected to increase to about 1 500 next year as more people arrive at Wallace-dene.

Dr Johan Brand, Western Cape regional director of the DET, described the department's plans to build a school in 1996 as "news to me."

"We don't control the national budget. The school will be built when its turn arrives on the priority list."

A building is not Elitakeni's only need. Of the staff of 20, only six salaries are paid by the department. The rest have to depend on the charity of a poor community.

In January, teachers were not paid. They got R185 each in February, R124 in March and R207 in April.

"All the teachers are South African Democratic Teachers Union (Sadtu) members. The branch met with Dr Brand on May 18 about salaries," Mhloni said. "Teachers were told that he'd been unsuccessful in getting aid."

Brand said the union had declared a dispute with the department making the issue "sub judice".

Mhloni says that the parents are planning a march or a sit-in to put pressure on the department to pay teachers and build a school.

# Its pre-primary or no school

## DI CAELERS

Weekend Argus Reporter

PRE-PRIMARY rules, okay!

That's the word from primary school principals who say that unless pre-primary becomes compulsory, primary school education in the new South Africa will suffer drastically.

Embarassing on the long and often soul-destroying task of addressing too few places in Sub A to too many children, the principals agreed that the only surefire way to secure your child's educational future was with a sound pre-primary education.

But even that probably won't be enough to secure your child's place in the school of your choice with many schools reporting as many as triple the number of applicants for the available Sub A places.

Overcrowding in township schools where no one is turned away despite appalling conditions, also means more parents are fighting the long-distance daily travel involved and enrolling their children in formerly white schools and hotting up the battle for limited places.

Grove Primary, principal Mr. Ken Hutchinson told Weekend Argus he was seeing the desperate need for pre-primary education in the new South Africa and that of his district pre-primary.

"The pre-primary 'pre-graduates' come in prepared for the education system."

He said Grove had received more than 900 appli-

ARG 5/6/93 (51)

The days of automatic admission for first-time pupils to neighbourhood schools are over. Now it's school-readiness and not age that counts.

cautions this year for 110 vacancies when they dropped accepting them. Many of the schools in the area "have reached or are reaching saturation".

Mr. Mervyn Herholdt, principal of Tambors Kloof Primary, said he was being inundated with applications for Sub A, adding that the proximity of the school to the city and its excellent after-care facilities made it an attractive option.

He accepted siblings first, then children from his feeder area and then looked to outside applications and said a very real difference existed between children who had attended pre-primary and those who had not.

"I would encourage every parent to get their child into pre-primary. By the time they get to school they have been sitting in an almost-school situation for a year. It's nothing new to them and I tell you that the days of first-day tears are mostly long gone."

Pre-primary is essential for school-readiness, according to Elterton Primary principal, Mr. James Bailey, who said it was impossible to judge whether or not to admit a child to Sub A by age alone.

"The problems that can develop if they start school too early can be phenomenal and they don't

always show up straight away. They can emerge much later on in the school career."

He described his Sea Point school as being "a bit like the United Nations" with at least a quarter of the pupils living in the townships and commuting daily, and many being children of immigrants.

Mr. Bailey said he did not envisage a serious problem meeting the Sub A demand.

In the northern suburbs places in Sub A appear to be more assured with the principals of both Tableview and Edgemead Primary reporting that they only ever took children from their clearly-defined feeder areas, all of whom were assured acceptance.

Mr. Herman Strydom, principal of the dual-medium Tableview Primary, told Weekend Argus his school was extremely big taking in 120 English pupils and 45 Afrikaans in Sub A.

"We are the largest primary school in the Cape province and the way in which we curd numbers is by trying to eliminate the younger children. We prefer them to have already turned six by the time they start school."

Edgemead Primary principal Mr. Mike King said his school catered for 190 Sub A's and agreed that pre-primary contributed positively to school-readiness. "Our local pre-primary only accepts children of a specific age which makes our job a lot easier."

"It is vital that children are school-ready before being accepted, otherwise you're sure to land up with far-reaching problems," he said.

Cultural promoters: termination of services  
42. Mr. M RAJAB asked the Minister of Education and Culture:

- (1) Whether the services of any cultural promoters in the employ of her Department were terminated recently; if so, (a) when, (b) what are the names of these cultural promoters and (c) why;
- (2) whether the contracts of any part-time educators employed as cultural promoters by her Department were renewed recently; if so, (a) when, (b) what are the names of these educators and (c) why?

The MINISTER OF EDUCATION AND CULTURE:

- (1) No.
- (a) N/A
- (b) N/A
- (c) N/A
- (2) Yes.

Table with columns: Language, Promoters, and dates (01 January 1993, 01 April 1993). Lists names of cultural promoters and their respective dates.

(c) The contracts were renewed as their services are required to promote the performing arts and teaching of Indian languages and Arabic.

Subsidised school buses

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

- (1) How many pupils attending schools under the control of her Department were transported daily in subsidised school buses, and (b) what was the total net cost involved in the provision of this transport, in each province in 1992;
- (2) what is her Department's policy in regard to the transportation of pupils?

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) None.
- (b) Not applicable.

The Department does not operate a subsidised school bus scheme. The present scheme provides for the institution of contract bus services, the cost of which is borne by the state in full. Approximately 15 500 pupils are transported on a daily basis on state contract.

- (2) (a) In the case of pupils travelling by public transport to and from school, a maximum travelling allowance of R82 per pupil per annum (under review a) is payable by the Department, subject to the following present conditions:

- (i) the pupil resides 3 km or more from the school; and
- (ii) the parent of the pupil is not financially able to meet the transport costs involved.

(b) A bus service on a contract basis is instituted by the Department subject to the following conditions:

- (i) no public transport is available to the nearest school or if an existing public transport service is unreliable or unsuitable for the transportation of scholars;
- (ii) the pupils who require transportation must reside 3 km or further from the nearest suitable school (not a school of their choice);
- (iii) the number of pupils requiring transportation must be 20 or more; and
- (iv) the necessary funds must be available.

44. Mr. P NAIDOO asked the Minister of Education and Culture:

Whether any teachers received a one-off merit award recently; if so, (a) when was this award instituted and (b) (i) what categories of educators, and (ii) how many educators in each such category, have received this award to date?

The MINISTER OF EDUCATION AND CULTURE:

- (a) 1 March 1993.
- (b) (i) Level 1 to 8
- (ii) Level 1 : 51
- Level 2 : 19
- Level 3 : 2
- Level 4 : 3
- Level 5 : 3
- Level 6 : 1
- Level 7 : Nil
- Level 8 : Nil
- TOTAL : 78

Incentive payments to personnel in Education and Culture:

45. Mr. M. F. CASSIM asked the Minister of Education and Culture:

- (1) Whether any incentive payments were made to personnel of her Department based (a) in Truro House and/or (b) at other regional administrative centres recently; if so, (i) what was the nature of these payments, (ii) for what reasons

(a) What (i) number and (ii) percentage of HOUSE OF DELEGATES

were these payments made, (iii) who were the recipients, and (iv) what amount did each such recipient receive, in each case; if not, what is the position in this regard;

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

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) Yes.
- (b) Yes.
- (i) Merit Awards and Department Specific Award.
- (ii) Merit Awards — for special recognition for sustained above average work performance.
- (iii) Department Specific Award — retention of services under special circumstances.

(iii) and (iv) The following awards were made during the twelve months up to 30 April 1993:

Table with columns: Name of Recipient, Amount. Lists names of recipients and their respective award amounts.

Department — Specific Award

- 1. Mr. R. I. Mahabraj
- 2. Mr. R. I. Mahabraj
- 3. Mr. P. Pillay
- 4. Mr. P. Pillay
- 5. Mr. S. Singh
- 6. Mrs. K. Ramidas
- 7. Mrs. K. Ramidas
- 8. Mrs. K. Ramidas
- 9. Mrs. S. G. Moodley
- 10. Mrs. K. Naidoo

Electricity at schools

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

- (a) What (i) number and (ii) percentage of HOUSE OF DELEGATES

Electricity at schools

93/04/01 — 94/03/31 = R1 475,13 per month  
R1 685,38 per month

(2) No.

93/04/01 — 94/03/31 = R1 475,13 per month  
R1 685,38 per month

(a) What (i) number and (ii) percentage of HOUSE OF DELEGATES

Electricity at schools

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

(a) What (i) number and (ii) percentage of HOUSE OF DELEGATES



(aa) public, (bb) Government, (cc) community and (dd) State-aided schools falling under her Department does not have electricity at present and (b) in respect of (a) above, the information furnished? (S) (S) D193E

**THE MINISTER OF EDUCATION AND CULTURE:**

(a)	(i) Number	(ii) %
(aa) Public Schools	None under the control of this Department	
(bb) Government Schools	1	2%
(cc) Community Schools	None under the control of this Department	
(dd) State-Aided Schools	Nil	N/A

(b) Date of information is at 12 May 1993.

**THE MINISTER OF EDUCATION AND CULTURE:**

(a) The average teacher/pupil ratio is:

- (i) Primary schools—1: 26  
(ii) Secondary schools—1: 19

(b) The information is as at 01 May 1993.

**Education and Culture: teacher/pupil ratio**

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

- (a) What is the teacher/pupil ratio for (i) primary and (ii) secondary schools in her Department and (b) in respect of what date is this information furnished?

**HOUSE OF ASSEMBLY**

**INTERPELLATIONS**

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

**General Affairs:**

**Executive transitional council/subcommittee legislation**

1. Adv T LANGLEY asked the Minister of Constitutional Development:

Whether any draft legislation has been or is being prepared to make provision for the establishment of an executive transitional council and subcommittees; if not, what is the position in this regard; if so, (a) what persons and bodies were involved in the preparation of this legislation and (b) when is it proposed to pilot it through Parliament?

B924E.INT

\*THE MINISTER OF CONSTITUTIONAL DEVELOPMENT: Mr Chairman, as a result of the agreement in Working Group 3 of Codesa in connection with an executive transitional council, draft legislation was drawn up last year for the establishment of such a council. The object of this was to make statutory preparations for any further agreement which could be concluded in connection with this council.

The desirability of introducing such enabling legislation during the second session of Parliament last year was put to various parties involved in the negotiation process, since no negotiating forum was active at the time. Because the introduction of the legislation did not meet with general approval, it was not proceeded with.

The entire issue of the executive transitional council is now once again the subject of discussion in the multiparty negotiating process. The Negotiating Council has appointed seven technical committees, one of which is devoting particular attention to the subject of an executive transitional council.

The desirability of an executive transitional council and the detail in relation to such a

council and its subcommittees, the composition and appointment, powers and functions as well as all related matters, are still the subject of discussion at the meetings of that technical committee. The committee has so far published four reports.

Further consideration of the reports can take place once the Negotiating Council has given a final answer to the constitution-drafting process.

Once the final report of the technical committee has been approved by the Negotiating Council and thereafter by the negotiating forum, the agreements contained in it will be transcribed into legislation by the department's legal draftsmen. The final report of the technical committee may even be in the form of draft legislation, in which case it will then be submitted to Parliament.

On the question as to when such legislation will be piloted through Parliament, the answer is obvious. This will happen as soon as possible after the Negotiating Council and the negotiating forum have adopted the technical committee's final report.

\*Adv T LANGLEY: Mr Chairman, since the hon the Minister of Constitutional Development and I last saw one another, he has wandered far afield. We see the same back story. [Interjections.] He is heavily laden with a doctrine and for the present we welcome him back here. [Interjections.]

We in the Negotiating Council are already beginning to talk of Reef and Ramaphosa. If one abbreviates this in the modern-day style, it becomes "R and R". Then one begins to think of Shakespeare's Hamlet and one wonders, "To R or not to R, that is the question." [Interjections.]

The hon the Minister has answered quite correctly. It is indeed as he has said. At the last meeting of the Negotiating Council it was decided that the technical committee's affairs should remain in abeyance until finally had been reached in regard to, *inter alia*, the negotiation process, as the hon the Minister said in his reply.

The problem is, however, that the Negotiating Council are not always sure of what is going to happen at the end of a day, because we have now twice already . . . [Interjections.]

Self-governing territory/statutory bodies	Commerce and services	Housing	Industries	Small industries	Mining	Agriculture	Transport	Other
<b>KwaZulu</b>	659	(1)	—	2 794	—	5 302	—	—
(a) (i) .....								
(a) (ii) .....	659	(1)	—	2 794	—	5 302	—	—
(a) (iii) .....	—	(1)	—	—	—	—	—	—
(a) (iv) .....	—	(1)	—	—	—	—	—	—
(a) (v) .....	R17 530	(1)	—	R5 712	—	R2 605	—	—
(b) .....								
<b>Lebowa</b>	171	4 110	—	—	—	—	—	—
(a) (i) .....								
(a) (ii) .....	171	4 110	—	—	—	—	—	—
(a) (iii) .....	—	—	—	—	—	—	—	—
(a) (iv) .....	—	—	—	—	—	—	—	—
(a) (v) .....	R19 772	R8 560	—	—	—	—	—	—
(b) .....								
<b>OwaOwa</b>	185	120	—	205	—	66	—	—
(a) (i) .....								
(a) (ii) .....	185	120	—	205	—	66	—	—
(a) (iii) .....	—	—	—	—	—	—	—	—
(a) (iv) .....	—	—	—	—	—	—	—	—
(a) (v) .....	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 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):

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

**Leeuwpkop Prison: prisoners on hunger strike**  
366. Mr D J DALLING asked the Minister of Correctional Services:

(1) Whether any of the prisoners at Leeuwpkop Prison whose names have been furnished to the Minister's Department for 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 purpose 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 positive 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 individual prisoners. 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 assessed 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 1991-91, 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's purview?

The MINISTER OF EDUCATION AND CULTURE:

Hansard

## HOUSE OF DELEGATES

Hansard

- (51) 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 23 364 489 R 23 505 663  
 (d) R 2 338 890 R 62 995 204 R 35 870 649  
 (e) R 1 613 738 R 1 613 738 R 1 613 738  
 (f) R 161 173 891 R 170 415 803 R 162 830 390  
 (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 (f) as well as other equipment and is included in (e).
- \*\*\* Expenditure on (c) 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 (51)

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 of 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?

THE MINISTER OF HOUSING AND WORKS:

- (a) 83 vacant school premises have 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 referred 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 revolutionary 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.

## 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?

THE MINISTER OF EDUCATION AND CULTURE:

- (i) R852 009 910 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 16,21%  
 (vii) R 13 599 592 1,22%  
 (viii) Nil Nil

## Durban-Westville/M.L.Sullivan: 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 Sullan Technikon in 1992,
- (2) what was the student/staff ratio at each of the above institutions in that year?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (i) 449 (ii) 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

rightful claim to its own tertiary educational institution.

\*THE DEPUTY MINISTER OF EDUCATION AND CULTURE: Mr Chairman, what the hon member for Brils said, is true. However, it is also true that in the end, institution, it is also economically viable in order to be retained. This department takes the view that everything in its power should be done to see to it that Afrikaans speaking students who wish to qualify as teachers will be able to receive their training there. That will only be possible if the college is made viable.

I refer to the steps that have actually been taken to make the college more viable. I hon member knows, the college has been opened to all races. It has been converted into a bilingual institution, and the admission requirements have fortunately also been changed. I am proud to announce that the standards have remained intact.

It is no longer necessary to take Afrikaans as a subject, and it is also no longer necessary to have passed Afrikaans in the matriculation examinations. Despite this, however, there were 1 200 applications coming from the area. Only 120 were accepted, and of those only seven turned up at the end of the day. The reason for this is that apparently there are insufficient study loans available to make, these loans available in order to make the college more viable.

\*MR J A JORDAAN: Mr Chairman, earlier this evening I heard the NP and the ANC refer to the Roëls Royce show. That, of course, is the Roëls and the Ramphosa show. When it comes to education in this country, I want to say to the hon member for Brils that as far as education in this country is concerned, we call the hon member for Pinetown the Roëls Royce of politicians.

At the same time I, as an Afrikaans-speaking person, want to say to him that if ever there was a person who was prepared to do his share in respect of Afrikaans medium set-ups, it is the hon member for Pinetown. He can go to any person in education circles, the Federal Teachers' Council, the Hemic Marees, and ask them with whom they consult about the future of Afrikaans medium education in this country. He

open at all times. We would like to thank them for their support. One can achieve that.

I referred to the fact that this year as many as 3 000 applications from other groups may be received for consideration.

It must also point out that for a certain extent—perhaps the hon member for Pinetown will differ with me on this point—one must also guard against the overruling of teachers. I know we are going to become one department.

One should proceed cautiously. I think that with the support of all the parties in this House, it will be possible to keep this college open and to enable Afrikaans-speaking students to receive their training as future teachers there by taking the steps that we announced here this afternoon. Debate concluded.

QUESTIONS

Indicates translated version.

For oral reply.

Urban Affairs:

Henneman: illegal march/evacuation of primary school (SI)

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

(1) Whether pupils of a certain primary school, the name of which has been furnished to the Minister's Department for the purpose of his reply, had to vacate their school as a result of an illegal march by Blacks through Henneman on or about 7 May 1993; if so, for how long were they prevented from returning to the school to receive tuition;

(2) whether the Free State Education Department addressed a letter to this school beforehand in which it was requested *inter alia* that parents should not enter the school grounds while carrying weapons; if so, what are the relevant details;

(3) whether parents are entitled to claim back any compulsory school fees in respect of the period during which their

children were prevented from receiving tuition as a result of the above-mentioned events; if not, why not; if so, what amount may they claim back;

(4) whether he will make a statement on the matter? (SI) (B) (OE)

THE DEPUTY MINISTER OF EDUCATION AND CULTURE:

(1) Yes, from 9:35-13:15;

(2) no;

(3) no, school fees paid by parents are intended primarily for the running costs of the school. The cost of the tuition itself is borne mainly by the state in the form of the salaries of the teachers;

(4) no.

For written reply:

General Affairs:

Indemnity granted to exiles/prisoners (SI)

220. Mr P G SOAL asked the Minister of Justice:—

(1) What, as at the latest specified date for which information is available, was the total number of (a) exiles and (b) prisoners who had been granted indemnity in terms of the Indemnity Act, 1990 (Act No 35 of 1990);

(2) whether any applications for indemnity by (a) exiles and (b) prisoners have been unsuccessful to date; if so, (i) how many and (ii) for what reasons;

(3) whether there have been any disputes between the Government and any other bodies in respect of the granting of such indemnity; if so, what are the (a) names of the bodies concerned and (b) relevant particulars in regard to these disputes;

(4) whether any of these disputes have been resolved; if not, why not; if so, what is the total number of exiles and/or prisoners involved;

(5) whether he will make a statement on the matter? (SI) (B) (OE)

# School row meeting today

Staff Reporter

A MEETING will be held today between education officials from the House of Representatives and the Lutheran church council in Elsie's River to settle a dispute over a local church school threatened with closure.

The 40-year-old Eureka (Lutheran Berlin) Primary School, with nearly 300 pupils aged be-

tween six and 11, may have to close at the end of the month.

However, Department of Education and Culture spokesman Mr Claude Adriaans yesterday said if the community wanted the school to remain open, this could be arranged.

The chairman of the school committee, the Rev Frederick Bell, yesterday said he was reasonably confident the school

would remain open.

The school building is rented by the department for R520 a month. The dispute seemed to have started when the church council asked the department for a rent increase.

Mr Adriaans said the regional education director wanted to close the school as the building was deteriorating and there were better facilities nearby.

CT 9/16/93

SD

**HOUSE OF ASSEMBLY**

**QUESTIONS**

Indicates translated version.

For written reply:

General Affairs:

51

State-aided primary farm schools: qualification levels of teachers

257. Mr R M BURROWS asked the Minister of National Education:

- (a) What are the qualification levels of teachers at State-aided primary farm schools and (b) how many teachers fell into each category as at the latest specified date for which information is available? B599E

**THE MINISTER OF NATIONAL EDUCATION:**

(a) and (b) If it is accepted that the schools referred to are schools that operate on farms and which are subsidised by the State, the following information, received from the Department of Education and Training, is applicable:

**CS EDUCATORS WITHOUT A PROFESSIONAL EDUCATION QUALIFICATION**

Qualification	Number of Educators (as at 31 March 1992)
Sid 8 or Lower N3	2 340
Sid 10	5
Degree	2 229
<b>CS EDUCATORS WITH A PROFESSIONAL EDUCATION QUALIFICATION</b>	
Qualification	Number of Educators (as at 31 March 1992)
Sid 6	537
Sid 8	2 577
N3	1
Sid 10 + 1 or 2 yrs	2 758
Sid 10 + 3 yrs	1 784
Sid 10 + 4 yrs	30
Degree	49

The Department of Education and Culture: House of Representatives is the only other department that has farm schools but is unable to provide the required information as they do not have this statistical breakdown.

**Allocations to major RSA hospitals**

299. Mr M J ELLIS asked the Minister for National Health and Welfare:

- (1) (a) What total amount, including the original amount and all additional allocations, did the responsible province allocate to the (i) Groote Schuur Hospital and its satellites, (ii) Tygerberg Hospital, (iii) Universitas Hospital, (iv) Waterstrand hospital complex, (v) H F Verwoerd Hospital, (vi) academic hospital falling under Medunsa and (vii) King Edward VIII Hospital for the period 1 April 1991 to 31 March 1992 and (b) what are the corresponding actual or estimated figures for the period 1 April 1992 to 31 March 1993;

(2) (a) how many authorized so-called accident beds are available to each of the universities associated with the above hospitals and (b) in respect of what date is this information furnished? B672E

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

(1) (a)	(b)
(i) R407 451 000	R422 440 000
(ii) R354 059 000	R385 436 000
(iii) R172 727 000	R190 768 000
(iv) R728 785 000	R865 812 000
(v) R196 380 000	R242 098 000
(vi) R154 815 000	R189 485 000
(vii) R209 663 000	R214 405 000;

(2) (a)	(b)
University of Cape Town—172.....	31 March 1993
University of Stellenbosch—189.....	31 March 1993
University of the Orange Free State—141.....	20 April 1993
University of the Witwatersrand—5813	31 March 1993

# 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.

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.

"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.

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 Proteoville 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 Proteoville 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 approved 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 not once 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 Proteoville Technical College.

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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 IANSSON:** I therefore want to ask the hon the Minister to stop this wastefulness and please the Minister to fund 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 *inter alia* the department is approaching . . . [Interjections.]

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.

Debate concluded.

School at Richards Bay: decisions

2. Mr P T C NAPIER asked the Minister of Education and Culture:

Whether his Department has <sup>(S1)</sup>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?

CI28E,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 trailers 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 are being 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 circumference.

Nevertheless, I am at present engaged in negotiations with a view to obtaining a specific site for building projects, of which the school in question also forms a part. If successful, I mean to give the assurance that a primary school will be provided at Richards Bay. The school will be called the Florston 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 Aqueduct. On 18 July 1985 the then Minister of Education, the hon member for Kalamah, 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 Aqueduct and I—and the school's proper name is Florston—to believe what this hon Minister says. I agree that he has identified 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 Aqueduct and I would like to hear, namely when the school will be built. Is

HOUSE OF REPRESENTATIVES



it going to be built this year or in six years' time when he sees the funds, because the people of Aqueduct and I know that this time next year he will no longer be the hon. Minister of Education and Culture. Therefore this means nothing. We want a commitment from this hon. Minister now in regard to what is going to happen about this school. It is useless to make a promise which he will not need to keep in six months' time.

(S1) The letter from which I quoted is in the possession of the community. They are therefore not talking from hearsay. They have it in black and white from the former Minister of Education and Culture that the school is going to be tendered for and built in two years' time. That is, in two years' time seven years ago.

To their detriment they have pursued the department to keep his word. I have written letters and engaged in debates for a school for this town. It has all been to no avail, until now.

Not only did the department not keep to its undertaking, but to add insult to injury it neglected to maintain these same prefab buildings. When I was there last year I saw ground underneath the floor at the end of some of those classrooms. There was no floor. It had rotted away, and this after repeated appeals in 1989 by the principal, Mr Williams, to the then Minister of Education and Culture—I think it was then the hon. the Leader of the Official Opposition—to please see to it that that school was repaired.

The facilities at that school such as toilets and washbasins did not even conform to the seklame department's standards. There were far too few urinals and toilets, male and female teachers had to share one toilet and there were no basins for the children. At present the teachers have one handbasin between nine teachers. There has been some improvement, but it took a lot of fighting to get what little improvement there is.

As far as I am concerned, the hon the Minister must commit himself and give us something definite. This beating about the bush by saying "We are trying," and "We will, we will" means absolutely nothing. We know that we are getting a new government in April next year. Are the hon the Minister's commitments which he is making now still going to relevant then? How do the people of Aqueduct and I know that?

HOUSE OF REPRESENTATIVES

It is for this reason that those people would and I like a commitment and action now, not only a commitment, but some kind of action now to prove that what the department says cannot only be taken with a pinch of salt, but is in fact worth something.

(S1) I have the greatest confidence that this hon Minister will accede to the needs of the community. However, I ask him to make a statement now to indicate when that school will be built. He has told me privately that he is negotiating for funds. That was a month ago. Those people were supposed to have had a reply from the Director of Education by 28 May. I asked the hon the Minister what reply those people could expect from the Director of Education. [Interjections.] He said he was negotiating for funds. [Time expired.]

Mr SPEAKER: Order! Just before I see the hon the Minister, let me say that I heard the hon member saying "How can we believe the hon the Minister?" Is the hon member thereby implying that this hon Minister has, in the past, lied to the House or that he is expecting him to tell a lie?

Mr P T C NAPIER: Mr Speaker, I can almost say that this hon Minister has not given us any untruths, but previous hon Ministers, according to the letters that . . .

Mr SPEAKER: Order! We are only discussing the behaviour of this hon Minister. I therefore accept the hon member's word.

THE MINISTER OF EDUCATION AND CULTURE: Mr Speaker, I think the hon member got for the manner in which he put the case in regard to the school at Richards Bay and for his involvement with that school. He helped us to stem the emotions surrounding the school a short while ago and I thank him for that. I know that he has been involved for a long time.

I am asked to make commitments all over the country. It is also true. The troika of the situation is that we are now being opposed because of rationalisation. However, we are increasingly getting more money each year for our Department of Education. However, our staff complement, our educators and teachers, has increased continually and is eating up the budget. Almost 87% of the budget is paid out in salaries at this stage.

What is more, more than 200 principals of primary and secondary schools have to be placed elsewhere, because the numbers of pupils in those schools have decreased to such an extent that they do not qualify to be principals at such schools any longer.

(S1) We were carrying a lot of teachers at schools in which the numbers decreased to such an extent that our building programmes came to a standstill three years ago. With the available money in the budget we can only complete those programmes that are in progress at the moment.

I cannot make any statement other than what I am saying here today. Otherwise I would be creating expectations that I would probably not be able to meet. I would rather be standing here accused of not making any commitments or statements, and personally go back to that school with better news at a later stage.

As has been announced in the Budget speech earlier this year, a special programme is now coming into being in terms of which we intend

building schools in areas in which they have for a long time been necessary. This is being done in order to create posts for students and teachers who desperately need posts. We also undertook to look into areas such as Richards Bay in which the building of a school is already overdue. [Time expired.]

Debate concluded.

#### QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

\*1. Mr C I NASSON — Education and Culture. [Withdrawn.]

\*2. Mr C I NASSON — Education and Culture. [Withdrawn.]

HOUSE OF REPRESENTATIVES

3. NATAL

(a) Yes

Townships	Percentage housing not yet supplied with electricity
Kwanobuhle (Uitenhage)	45%
Nozwe	99%
Willowmore	100%

Information is supplied as at 30 April 1993.

(b) Percentage housing not yet supplied with electricity

Townships	Percentage housing not yet supplied with electricity
Mangini	100%
Nkanyazi	55%
Sibongile	67%
Sithembile	65%
Emhlabakhe	34%
Isidobele	45%
Isidobele	35%
Burnville	56%
Ambleton	100%
Hambanathi	54%
Bhekavoti	27%
Nondwini	100%
Ingwavuma	94%
Nkanda	94%
Nqutu	92%
Endlele	70%
Clermont	30%
KwaDukuza	70%
Emantjeni (Damaanas)	80%
Nkangulu	25%
KwaKhevana	95%
KwaKhevana	34%
KwaKhevana	85%
Imvula	33%
Vimerc	35%
Mkoponena	32%
Bhopheni	10%
Dibole	92%
Thabakani (Kestonh)	52%
Nongoma	52%
Soduma	52%
Pretorius South	22%
Skakwele	0%
Skakwele	52%
Shayamoya	95%
KwaNobuhle (Veeleen)	95%
Winterton	100%

4. ORANGE FREE STATE

(a) Yes

Townships	Percentage housing not yet supplied with electricity
Bethlehem	51%
Komani	87%
Nkomo	100%
Mapoteng	68%
4th Hill (Hartam)	68%
Thlopho (Kestonh)	80%
Zamalet (Kestonh)	80%
Panama (Kestonh)	87%
Panama (Kestonh)	80%
Emantjeni (Veeleen)	76%
Ezenzeleni (Warden)	76%

Information is supplied as at 30 April 1993.

(b) Percentage housing not yet supplied with electricity

Townships	Percentage housing not yet supplied with electricity
Mapoteng	60%
Meiringsburg	90%
Meiringsburg (Brandfort)	88%
Meiringsburg (Brandfort)	91%
Tsoyuzananga (Brandfort)	91%
Malabogoo (Hertzogville)	98%
Ikegomoeng (Souton)	72%
Tafelberg (Versterdorp)	100%
Makdelletla (Wintberg)	95%

Percentage housing not yet supplied with electricity

Townships	Percentage housing not yet supplied with electricity
KwaKwasi (Koppies)	87%
Meisimahole (Orangeville)	97%
Tumshole (Parys)	80%
Zandela (Sasolburg)	42%
Malalaneeng (Tweling)	50%
Qalabon (Villiers)	87%
Mokwallo (Vrededorp)	90%

Information is supplied as at 31 May 1993.

SENKALB DISTRICT OFFICE

Hloholwane (Cleenhans)	98%
Makhaswasa (Excursion)	96%
Mphahlele (Tlokoeng)	96%
Dipaleng (Tlokoeng)	45%
Mantsheng (Aphortam)	87%
Mokhaswasa (Aphortam)	92%
Mantsheng (Aphortam)	99%
Palmer (Se-Nkhal)	99%
Mantsheng (Senekal)	18%
Mantsheng (Senekal)	99%
Borwa (Vrededorp)	99%

Pre-service teacher-training expenditure

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

What was the *per capita* expenditure on pre-service teacher-training at (a) colleges of education, (b) universities and (c) technicons during the latest specified period of 12 months for which figures are available?

BS81E

THE MINISTER OF EDUCATION AND TRAINING:

(a) R15 928 per FTE student (1992)

(b) and (c) The requested amounts are not readily available.

SMITHFIELD DISTRICT OFFICE

Lephoti (Bethulie)	100%
Morijaeng (Dowesdorp)	97%
He-Rasabel (Edenburg)	97%
Matopong (Reddersburg)	93%
Rooibergshoek (Rooiberg)	98%
Modulshoep (Smithfield)	97%
Modulshoep (Smithfield)	34%
Meridighele (Trompsburg)	98%
Thabeng (Vansterdams)	100%
Ohing (Wepster)	96%
Makheleg (Zastron)	96%

In-service teacher-training expenditure

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

What was the *per capita* expenditure on in-service teacher-training (a) aimed at the upgrading of qualifications and (b) in the form of enrichment courses during the latest specified period of 12 months for which figures are available?

BS82E

THE MINISTER OF EDUCATION AND TRAINING:

(a) R3 075 per teacher involved.

(b) R400 per teacher involved.

WELKOM DISTRICT OFFICE

Nykalong (Aldenburg)	92%
Phakamaeng (Bultfontein)	96%
Phomolog (Frencheman)	95%
Thwama (Hoopstad)	76%
Katshongong (Odenhaars)	64%
Masilo (Themissen)	90%
Manamaabane (Venterburg)	98%
Molodeng (Virginia)	40%
Thabong (Welkom)	64%
Mokhaswasa (Wesseebon)	96%

Schools capacity/enrolment

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

(1) What was the (a) total potential capacity of, and (b) enrolment in, (i) primary and (ii) secondary schools in each Departmental region in the first term of 1993;

(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 practitioners?

BS85E

The MINISTER OF EDUCATION AND TRAINING:

	(a)	(b)	(a)	(b)
Diamond Fields	173 301	187 013	36 406	52 996
Hilpheld	292 811	311 308	180 280	134 392
Lohamensburg	181 720	150 836	86 248	88 921
Cape Province	266 184	310 646	7 122	1 579
Northern Transvaal	226 729	227 350	72 416	83 672
Natal	241 339	260 051	61 272	63 025
Orange-Vaal	237 531	257 425	67 532	102 291
Orange-Free State	206 305	218 853	52 415	63 435
TOTAL	1 826 000	1 922 492	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 previous system (double shifts).

(2) No: The 1993 figures are not yet available.

Our 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? B8839E

The MINISTER OF EDUCATION AND CULTURE: (a) (i) (aa) 941,678 (i) (ab) 20,81 (i) (ac) 73,123 (i) (ad) 1,02 (ii) (aa) 45,569 (ii) (ab) 1,02 (ii) (ac) 13,075 (ii) (ad) 0,29 (iii) (aa) 45,498 (iii) (ab) 1,01 (iii) (ac) 0,632 (iii) (ad) 0,01

(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, (ab) salaries of administrative staff, (ac) salaries of inspectorate and executive officials, (ad) salaries of any other specified staff, (ae) capital expenditure, (f) HOUSE OF ASSEMBLY

(ii) (aa) 1,627,892 (ii) (ab) 35,97 (ii) (ac) 132,175 (ii) (ad) 2,92 (ii) (ae) 81,527 (ii) (af) 1,80 (iii) (aa) 44,949 (iii) (ab) 0,99 (iii) (ac) 595,995 (iii) (ad) 13,17 (iii) (ae) 22,262 (iii) (af) 0,49

\* Percentages were calculated in terms of the total expenditure of the DEC. House of Assembly Source: SANEP statistics for Public Ordinary School Education 28 February 1993: 1992-93 financial year.

State/State-aided schools; minimum numbers of pupils

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

(1) Whether the Department is at present reconsidering 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? B909E

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.

(3) whether he will make a statement on the matter? B909E

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 (ab) 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 intended? B886E

The MINISTER OF EDUCATION AND CULTURE: (a) (i) (aa) 24 518 (i) (ab) 19 231 (ii) (aa) 17,5 (ii) (ab) 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 1 to 7?

1991: As for 1990

1992: State-aided schools for ordinary education and new staff provision scales for all ordinary schools

1/5th A up to and including Standard 10 at schools falling under his Department? B913E

**THE MINISTER OF EDUCATION AND CULTURE:**

(a) Grade/25th A	(b) 1992-93
Standard 1	79 989
Standard 2	79 222
Standard 3	78 535
Standard 4	79 171
Standard 5	78 977
Standard 6	74 853
Standard 7	70 792
Standard 8	74 826
Standard 9	73 269
Standard 10	71 150
	65 617
	61 499

(b) not available.

\* First Tuesday in March 1993.

**Budget: amount/percentage spent**

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) technician and (vii) university education during the 1992-93 financial year of the latest specified 12-month period for which information is available?

	(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	236	262	3 441	4 602	4 423	4 073
(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) **Ratification** (b) **Percentage**

(i)	94 409	1.45
(ii)	1 592 970	24.49
(iii)	1 527 977	23.49
(iv)	1 63 982	2.52
(v)	1 22 057	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 (EVA) (Budget of Revenue and Budget of Expenditure for the financial year ending on 1 March 1993).

**SIA 10 examinations: results**

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?

**THE MINISTER OF EDUCATION AND CULTURE:**

**HOUSE OF REPRESENTATIVES**

**QUESTIONS**

Indicates translated version.

*For oral reply:*

*General Affairs:*

**Deployment of SADF at political party-guesting in Uitenhage**

1. Mr J C OOSTHUIZEN asked the Minister of Defence:

- 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;
- whether he will make a statement on the matter?

**THE DEPUTY MINISTER OF DEFENCE:**

- Yes, Two sections of a platoon of the 1st Mist Commando were on duty at the Uitenhage Fire Station but were requested by the SA Police to move to the Kamekwa Police Station to be on standby in support. The SA Defence Force was however, not used at the Allen Ridge Hall itself.

- (i) 20  
(ii) Standby service in support of the SA Police.
- The National Party.
- 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?

**THE MINISTER OF EDUCATION AND CULTURE:** Mr Speaker, the answer is yes, Parow Central Primary School and the Protea-ville Technical College are at issue here. Over the past few years enrolment at the Protea-ville 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 Protea-ville 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 Protea-ville Technical College amounts to approximately R1.4 million per annum.

**Mr C I NASSON:** Mr Speaker, the principal of the Protea-ville Technical College has been making appeals to the Department of Welfare and the hon the Minister for the past three years.

the reason I gave for having to do away with these posts was the financial constraints of the time.

I cannot remember <sup>(328)</sup> ~~(328)~~ anything about finances. As a member of fact, I am not sure how many of pupils I go out of my way to learn the small schools in the rural areas. We had to go backwards to protect the committee 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 the 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 M BURROWS asked the Minister of Education and Training: (S1) (S2) HOUSE OF ASSEMBLY

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).

Teachers' colleges/universities: bursaries

370. Mr R M BURROWS asked the Minister of Education and Training: (S2)

(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?

THE MINISTER OF EDUCATION AND TRAINING:

(i) 9 719 1 160  
(a) 9 719 R1 640—University of Zululand  
(b) R1 100 North and the University of Zululand  
(c) R1 620—Vesa University

(c) The 1992 academic year.

Black housing: electricity supply

378. Mr P G SOAL asked the Minister for National Housing: (S2)

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:

1. TRANSVAAL

Yes.

(a) Townships

REGIONAL OFFICE: POTCHERSBROOM

(a)	(b) Percentage housing not yet supplied with electricity
Aasmanng (Sanniesburg) .....	65%
Bokhuis (Lichtenburg) .....	63%
Boliekong (Rustenburg) .....	99%
Botumalong (Bloemhof) .....	80%
Borokle (Swartkrans) .....	30%
Ikageng (Zeerust) .....	86%
Ikageng (Potchefstroom) .....	67%
Ipeleng (Schweizer-Renke) .....	95%
Jefferon (Beiesveld) .....	45%
Jonhorren (Klerksdorp) .....	87%
Kanana (Orkney) .....	68%
Kekala (Leudonfontein) .....	89%
Khuna (Sifonstein) .....	13%
Lehlang (Makwassie) .....	77%
Letsoep (Otsela) .....	55%
Malatswaneeng (Amanla) .....	100%
Reagle (Koster) .....	61%
Ralaganang (Whipoor) .....	100%
Tigane (Hartbeestfontein) .....	57%
Thabobogang (Colling) .....	58%
Tshing (Venterdorp) .....	95%
Tsweleng (Wolmarraad) .....	89%
Uluwangang (Christiana) .....	29%

REGIONAL OFFICE: WITWATERSRAND

(a)	(b) Percentage housing not yet supplied with electricity
Alexandra .....	0%
Bekkersdal .....	100%
Bopalong .....	0%
Bopolelong .....	100%
Borling .....	65%
Daveyton .....	0%
Depensadaw .....	0%
Dobsonville .....	100%
Duduzi .....	94%
Evaton .....	70%
Impunuelo .....	99%
Kagiso .....	37%
Katlehong .....	34%
Khushung .....	74%
Kokosi .....	75%
Kwa-Thema .....	100%
Molabacng .....	3%
Musatville .....	100%
Nthorwane .....	100%
Ratanda .....	40%

HOUSE OF ASSEMBLY

## Police protect principal from pupils and parents

NORMAN JOSEPH  
Staff Reporter

(51)

SS

ARCT 16/6/92

POLICE were called to Bellville South Primary School when pupils and parents tried to evict the principal, Mr Eric Stride.

More than 1 000 parents and pupils, some from Bellville South High School, gathered in the school grounds yesterday after Mr Stride allegedly sent pupils home at 9am, telling them mid-year exams had been cancelled.

They demanded that Mr Stride leave the premises.

Chaos erupted when he emerged from a classroom and had to run for cover.

Police arrived and restored order by talking to parents, pupils and teachers.

The pupils and parents then left.

Parent Mr Tommy Papier of Bellville South said pupils and

parents were upset when Mr Stride closed the school "for no reason."

The Department of Education and Culture in the House of Representatives launched an investigation last week after teachers made certain allegations against Mr Stride.

Spokesman for the department Mr Claude Adrian said it was unfortunate to have a problem "of this nature at a primary school".

He added: "we are still waiting for Mr Stride to respond to the allegations".

Said: teacher Mrs Magda Sheldon: "We have a communication problem with Mr Stride.

"Since he started here four years ago nobody has been promoted."

Approached for comment, Mr Stride denied all allegations.

# Programme will advance SA children

Star 6/6/93

(5) (scribble) (scribble)

By Shirley Woodgate

Sweeping aims to achieve basic education for 80 per cent of South African primary school children, a massive reduction in infant, under-five and maternal mortality rates and the halving of adult illiteracy have been announced by the National Children's Rights Committee in collaboration with the United Nations Children's Fund (Unicef).

The national programme of action for children is based on a situation analysis of children and women in this country, aimed at meeting most of the World Summit for Children goals for promoting the survival, protection and development of children.

More than 40 African coun-

tries were committed to implementation of the programmes and the two organisations hoped South Africa would join their ranks.

Goals include the reduction of infant and under-five child mortality rates by one third, or to 50 and 70 per 1 000 live births respectively, whichever is less.

Infant mortality rates would be partly reduced by Universal Child Immunisation (UCI); maternal mortality rates would be cut by improving nutrition and eliminating Vitamin A and iodine deficiency disorders.

Measles, polio and neo-natal tetanus must be eliminated by the end of 1994.

Maternal mortality rates and severe and moderate malnutrition among under-fives should be reduced by half by 2000.

There must be universal access to safe drinking water and sanitary means of excreta disposal.

BUSINESS DAY, Thursday, June 17 1993

## Schools face collapse of discipline, warns union

RAY HARTLEY

SCHOOLS were faced with a total collapse of discipline and were being adversely affected by the violence which raged outside the classroom, SA Democratic Teachers' Union official Thulas Nxesi said yesterday.

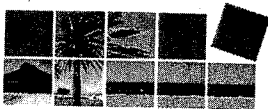
Addressing a June 16 commemorative service in Sebokeng, Nxesi said problems included "the raping of girls in front of teachers", drunkenness and drug abuse by teachers and pupils.

He said Sadtu insisted that the National Education and Training Forum should not be advisory, but should rather "make decisions which have to be implemented".

He said teachers demanded an end to government rationalisation of education and to the retrenchment of teachers and the right to organise in KwaZulu, Bophuthatswana and Ciskei.

"There is a total collapse of the culture of learning in our schools," he said. Other problems included the shortage of pre-school facilities and textbooks as well as "the non- or underutilisation of white schools".

He called on teachers and students to become part of peace initiatives and to involve themselves in "disciplined" self-defence units.



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## Dismissals linked to maize contracts

ANDY DUFFY

ALLEGATIONS of irregularities in the importation of maize through two SA companies in an R800m drought relief effort have been blamed for the dismissal of two of Zambia's senior ministers.

It emerged this week that the dismissal in April of Zambian Agriculture Minister Guy Scott and Finance Minister Emmanuel Kasonde followed government concerns about a consultancy contract awarded to Johannesburg-based Fairtrade and Maritzburg trading group EBN.

Both companies have strenuously denied any irregularities on their part.

The companies were employed between June 1992 and last month to co-ordinate the importation of 450 000 tons of maize into Zambia. The maize was imported mainly from the US, under the auspices of the US's Agency for International Development in Lusaka, as part of a 900 000-ton relief programme.

The maize was shipped to Durban, Port Elizabeth and Cape Town, and sent by rail into Zambia. The SA companies said their efforts, for which they had not received full payment, had saved Zambia "millions of dollars".

However, the Zambian authorities say Scott failed to throw the contract open to tender before awarding it, breaching rules set by the Zambian Tender Board. Kasonde had cleared the award.

The authorities were also understood to be investigating the deposit in a Swiss bank account of a \$200 000 cheque on behalf of Fairtrade.

Scott and Kasonde were sacked by President Frederick Chiluba, along with two other ministers, for allegedly not disclosing their extrapatrial interests. It is understood the contract was cited in

Kasonde's letter of dismissal.

Fairtrade proprietor Sue Bennett said that although the awarding of the contract had bypassed the Tender Board, this was necessary to avoid delays in shipping the maize. She said the contract was vetted by the minister of legal affairs and Chiluba.

The \$200 000 was put into the Swiss account as a "gesture of good faith".

Scott approached EBN last April, after the onset of the drought led to the ministry being inundated with offers by maize shippers. The Hong Kong-owned company had shipped 150 000 tons of maize into Zambia during a previous famine.

EBN MD Gary Porritt said he advised Scott that Bennett's experience would be invaluable in preventing the Zambians from being overcharged for shipments.

"In a famine like that, everyone wants to get their fingers in the cookie jar, and they (the agriculture ministry) were at pains to make sure nobody could," said Porritt.

Bennett was recruited last May to advise on prices, tenders and shipments, and to liaise with transport authorities in SA, Zimbabwe, Mozambique and Botswana.

She said Fairtrade cut out overinflated charges, including R9m on bagging, R6m on clearing, forwarding and agency fees, and R6m on finance charges. "We really performed for Zambia," she said.

However, the first signs of government discontent surfaced a few months after the contract was awarded.

It was cancelled by Scott on the order of Chiluba's deputy, but then reinstated by Chiluba after a probe by Zambia's Anti-Corruption Commission.

The contract ran to completion, and the allegations emerged only in the two months since the ministers' dismissals.

DEANITS

By Charles...



Hospital

	(i) Cost per patient per day	(ii) Income per patient per day
	R	R
Somerset West	139,93	28,44
Springbok	168,27	23,62
Silalamezochi	237,78	45,74
South Peninsula Hospital Group	224,26	22,29
Sutherland	191,96	20,12
Swellendam	178,17	32,82
Victoria West	200,90	13,85
Vredenburg	176,54	31,40
Westland	147,56	34,42
Westruw, Atlantis	172,52	10,26
Woodstock	212,50	22,72
Worcester	137,17	11,78

Northern Cape Region

Barkly West	93,57	18,98
Colerberg	120,16	13,15
De Aar	206,12	40,49
Douglas	142,04	20,33
Hartswater	121,72	22,95
Kakamas	195,26	20,56
Kimberley	278,27	4,29
Kuruman	141,69	46,56
Noupoort	143,14	18,05
Postmasburg	146,07	23,80
Priska	143,72	27,01
Revilo	133,92	8,99
Ungwenue	197,83	37,79
Vryburg	133,43	17,21

Eastern Cape Region

Alwal North	178,97	33,54
Barkly East	182,69	18,05
Bedford	170,60	13,33
burgersdorp	132,24	27,27
Cullinan	208,23	12,72
Cradock	207,82	24,99
Dora Ngunza, Port Elizabeth	229,98	3,67
Elliot	143,69	9,71
East London (Free)	241,25	23,76
Port Beaufort	171,43	21,80
Great-Klein	226,14	33,59
Grahamstown	161,89	14,13
Humansdorp	164,52	36,05
King Williams Town	230,71	22,08
Lingsong, Port Elizabeth	203,25	8,69
Middelburg	174,58	23,50
Ouensstroom	222,34	19,84
Somerset East	157,12	21,50
Seydlitzburg	136,92	14,16
Uitenhage	196,74	57,33

ACADEMIC REGION		
Groote Schuur Region		
Groote Schuur, Observatory	420,40	17,89
Red Cross Region		
Red Cross War Memorial Children's Hospital	369,68	18,24
Tygerberg Region		
Tygerberg	374,88	21,89

(b) 1991-92 financial year.  
Information contained in this reply have been furnished by the provincial administrations.

Black schools: buildings/books damaged

360. Mr S P BARNARD asked the Minister of Education and Training:

- (a) What total number of black schools have been (i) burnt down and (ii) damaged since 1 January 1983 to date, (b) how many schoolbooks is it estimated were destroyed during this period and (c) what is the total amount in damage suffered by the State as a result?
361. The MINISTER OF EDUCATION AND TRAINING:

- (a) (i) and (ii)  
The information is not available in the form in which it is required. However, since January 1983 a total of 2 207 schools have been damaged in incidents of arson, vandalism, theft and burglary.
- (b) It is impossible to furnish an estimate for maliciously destroyed schoolbooks. Shabby schoolbooks which are unsuitable for further use are written off and destroyed by the Department.
- (c) With regard to question (a) an amount of approximately R71,0 million is involved.

Murder convictions

362. Mr L FUCHS asked the Minister of Justice:
- (1) How many persons were convicted of murder in each province in 1992?
- (2) The MINISTER OF JUSTICE:

Province	1992
Western Cape	1
Orange Free State	1
Northern Cape	1
Eastern Cape	1
Northern Province	1
Transvaal	1
Free State	1
Natal	1
Gauteng	1
Mpumalanga	1
Limpopo	1
KwaZulu	1
Northern Natal	1
Southern Natal	1
Total	13

363. Mr L FUCHS asked the Minister of Defence:

(1) Whether the South African Defence Force (SADF) has the own (a) examining system in respect of drivers' licenses and (b) regulation in regard to the transportation of passengers in military vehicles, if so,

(2) whether the SADF instituted an internal investigation into a certain accident which occurred at Slagboom on or about 18 March 1993 and in which a number of school pupils were killed and injured; if so, when is it anticipated that a report on

## Classen is new Matie vice-rector

### Education Report

(57)

**PROFESSOR** Walter Classen is the new vice-rector (academic) of Stellenbosch University.

He succeeds Professor Hennie Rossouw who retires at the end of the year.

Professor Classen, 45, is the university's director of research.

Meanwhile, student representative council chairman Mr André van der Spuy has become the first student to be appointed to the University Council, the university's highest decision-making body.

The step means students now have a say at all levels of management, the university said in a statement.

Since earlier this year students have had a seat on the Senate.

SRC members are represented in more than 50 working committees and there have been students in the various faculty councils for some time.

The NP wants to involve the self-governing territories and their conservative, traditional people within the electorate of South Africa, and in so doing the NP hopes to implement its plan A at the ballot box and its plan B at the negotiating table. This is why the NP has turned to solicitors, ventriloquists who make puppets talk, which doctors and traditional healers to assist them in their struggle against the ANC. It is for this reason that they hold pup and brass-vies functions, such as the one at Petersburg, which cost them R250 000.

They must remember what happened to the DTA in South West. [Time expired.]

**THE MINISTER OF REGIONAL AND LAND AFFAIRS:** Mr Chairman, the hon member need not concern himself about which doctors ... [Interjections.]

**THE CHAIRMAN OF THE HOUSE:** Order! Hon members should remember that if they make such a noise they are using up some of the time that is available for hon members of their own party to participate in the Interpellation. The hon the Minister may proceed.

**THE MINISTER:** The hon member for Kuru-ma need not be concerned about ventriloquists and witch doctors. He is a very good ventriloquist for his party, and the hon member for Heracles could easily become their boss-thrower. [Interjections.]

As usual the hon member said that we yielded to pressure and as always he is terrified of munition. I want to tell him once again, as we have already told him four times previously in debates, that there is not a single one of the six self-governing territories in South Africa which accepts the CP's policy. Not one. All six of the self-governing territories of South Africa are asking for reintegration and participation in a larger regional federation in South Africa. Many of them are asking for strong autonomous regional government. [Interjections.]

**Mr J H HOON:** Have you asked them specifically?

**THE MINISTER:** Yes, that is what they are asking for. [Interjections.]

I want to tell those hon members that they simply do not want to accept that that option ... [Interjections.]

HOUSE OF ASSEMBLY

**Mr H D K VAN DER MERWE:** They led the voters.

**THE CHAIRMAN OF THE HOUSE:** Order! The hon member Mr H D K van der Merwe must withdraw that remark.

**Mr H D K VAN DER MERWE:** I withdraw it, Mr Chairman.

**THE CHAIRMAN OF THE HOUSE:** Order! The hon the Minister may proceed.

**THE MINISTER:** The option that is being proposed by these members did not work in South Africa. The CP can stand on their heads, but they will not get it to work either.

We must negotiate alternatives for South Africa in order to gain approval for the diverse composition in one state to be based on strong federal principles. In all honesty it is no longer possible to debate rationally with the hon members of the CP.

I want to come back to the hon member for Umhlanga. Obviously this is enabling legislation, but the difference is that we drew up this enabling legislation on the basis that we would be negotiating with the people on a new dispensation. The hon member wants us to remove that part and to force our standpoint unilaterally on the self-governing territories.

I know at whom he is directing this. He wants to have these powers, because he hates the Zulu. He wants to use them against Chief Minister Buthelezi and KwaZulu. I would like the hon member to answer the following question because he is going to have another opportunity to speak. If the ANC does not want to be part of a new dispensation, must we force a dispensation on them or negotiate with them? I will be pleased if he would answer this question? For me.

**Mr E K MOORCROFT:** Mr Chairman, the hon the Minister appears to be highly annoyed and irritated with my colleague the hon member for Umhlanga for having had this interpellation put on the Question Paper. The hon the Minister could not resist the temptation to get personal. I do not think there was any justification or need for that kind of behaviour.

The hon the Minister knows all about the origins of this interpellation. He knows that it arises from amendment to Bill 104 and Bill 105 as proposed by the hon member for Umhlanga. The hon

member for Umhlanga was not being perverse or difficult when he proposed that the hon the hon member be given the necessary powers to set with the verifiability of a leader to participate in reintegration into South Africa. He knows that there is a very good chance that this might succeed.

When the hon the Minister closed the door on a proposed amendment of the hon member for Umhlanga, he also created a most undesirable situation in which the only possible response left to the hon the State President was to react by way of a proclamation.

We are not insensitive to the argument used by hon members on that side of the House that amended leaders have to be urged, through negotiation, to comply with proposals for reintegration. We heartily agree with the approach suggested. Our initial amendment did not in any way impede the hon member for Umhlanga. We were merely suggesting the implementation of a fall-back mechanism which, hopefully, would never need to be activated. However, should the need arise, that would have been infinitely more desirable than the method of proclamation.

**Mr J A JORDAAN:** Mr Chairman, I want to bring the hon the Minister back to King Henry VIII and his six wives who were at the mercy of the ability of those women to have children and their degree of fertility or infidelity determined later.

The six self-governing territories in South Africa are truly also at the mercy of the governing party, in this case the NP. This is what we are trying to get across to the hon the Minister.

King Henry VIII had three Thomases who became an Anafé. In this case the hon the State President has as a Thomas an Andrew who became an Anafé. The Dutch have a saying that fornication is always called Thomas. Another reason why I am dealing with this whole question relating to the self-governing territories is because the hon the Minister of Law and Order is allowing additional panel in areas in which it is conflicting with the Goldstone Commission's recommendations. This is precisely what is happening in the process, and this is why we are highlighting these events.

**THE MINISTER OF REGIONAL AND LAND AFFAIRS:** Mr Chairman, I would just like to repeat the whole argument.

I have listened to the hon member for Albany, and I just want to ask him why they do not want to give the whole negotiation process a fair chance. Why do they anticipate that some of the self-governing territories will decide not to become part of South Africa? Why must we, at this stage, pre-empt the process?

**AN HON MEMBER:** You don't understand! **THE MINISTER:** No, that is exactly what they are doing! They want to have it written into an Act of Parliament, in anticipation of a possibility that one of the self-governing territories will refuse to be reincorporated into South Africa, that we must force them back into the Republic. [Interjections.]

That is not our approach. That is why the hon member for Umhlanga is so concerned about King Henry VIII. There is a basic colonial paternalism inherent to that party! I have said it in the past, and I want to say it again! [Interjections.]

Debate concluded.

*Subject to Resolution of House:*

**Property rates schools** (57)

3. **Mr R M BURROWS** asked the Minister of Local Government

- (1) Whether he or his Department has taken a decision regarding the possible payment of property rates by State, State-aided and private schools; if not, why not; if so, what decision was taken;

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

B984E:INT

**THE MINISTER OF LOCAL GOVERNMENT:** Mr Chairman, in 1990 a permanent financial liaison committee reported on a property-rate and property-valuation system for the Council for the Co-ordination of Local Government Affairs and thereafter to the Cabinet. On 12 September 1990 the Cabinet decided to accept 27 recommendations in the report which were to be implemented on 1 July 1992.

HOUSE OF ASSEMBLY

These recommendations determined, *inter alia*, that the general exemption from rates that applied to school properties would be suspended and that local authorities could decide for themselves whether or not schools must pay property rates. Natal introduced the necessary legislation with effect from 1 July 1992. In the case of the other three provinces the target date for implementation was postponed to 1 July 1993.

I firstly want to deal with the position of State and State-aided schools, including Model C schools. The Cabinet decided, on 21 October 1992, that the status quo regarding the payment of property rates by schools be maintained until a new education system was introduced through negotiations. Until then the State will be responsible for rates in respect of State and State-aided schools.

As far as private schools are concerned, after discussions were held between me, church organisations, a welfare liaison committee and my colleague the hon. the Minister of National Education, the matter was dealt with by the Cabinet. The Cabinet resolved, on 21 March 1993 in respect of church schools, and on 9 June 1993 in respect of registered welfare organisations, not to proceed with legislation in terms of which church and private schools and welfare property would become rateable by local authorities. Rates were then given that the position in Natal would be reviewed as a matter of urgency. We have, once again, retraced the whole matter to the Council for the Co-ordination of Local Government Affairs for further recommendation.

As far as private schools are concerned, they will not, as of 1 July, become rateable in the Transvaal, the Orange Free State and the Cape Province, and the position in Natal, in terms of which they are rateable, is under review.

**MR R M BURROWS:** Mr Chairman, I think this is a classic case of the so-called law of unforeseen consequences. A decision which is entirely logical in its constitutional framework, namely the devolution of decision-making, has consequences which affect every single human being in South Africa, mostly adversely.

If we accept that State and State-aided schools will continue to be funded by the State in respect of the payment of rates, it means that the local authorities are actually receiving value for the

HOUSE OF ASSEMBLY

properties that they have in their possession except for private schools as they do not pay property rates. We have a situation in which, even after 1 July, there are two sets of rates applying to schools.

I specifically want to refer to the schools in Natal. According to information given to me today, a situation exists in three local authorities in Natal where private schools that have had to pay rates from 1 July 1992 are being aided against legally by these local authorities. Let me give the cases. In Mooi River the Terevaton Private School had to pay R40 000 in rates. The school made this payment under protest. I believe that the Mooi River local authority is now saying that because there was a legal amendment to the ordinance, it is going to keep the money, even though the policy may change in the future.

In Newcastle the St. Dominic's Academy has been told that the payment they will make to the Newcastle local authority for lights and water will be deducted against their rates account, and is that fair? It is these sorts of things that that hon. Minister is going to have to sort out urgently. I am very pleased to hear that they are not implementing this in the other provinces. That is a very good decision. He is going to have to sort out the situation that has applied to private schools in Natal from 1 July 1992 and which continues to apply.

The hon. the Minister will be well aware of the fact that we have urged that the joint committee that deals with the province of Natal to meet urgently to make the decision to amend the ordinance so that the local authorities concerned will have some clarity on their budgetary prospects for the next financial year. I think he knows the case.

Pieterfontein is a classic example. The Pieterfontein local authority has been levying rates on churches for a year now and this has caused mayhem in the community. Every political party is united against the local authority for having taken such a decision.

We hope that the Joint Committee on Provincial Affairs, Natal—and I look to the hon. member for South Coast, who is about to retire—will meet as urgently as possible.

**MR S P BARNARD:** Mr Chairman, the hon

member for Pieterfontein made a very important point here. It is true that it has become very difficult to pay a child's school fees, whether he attends a private school or not. Tax is also a very heavy burden.

The days of the rich are numbered. The man in the street is unemployed, and the man who is employed, has to support the others, and our tax system is intent on destroying a productive person.

I want to support the hon. member in his request, but I want to give him some advice too. He should treat the Government the way the Blacks treat it. [Interjections.] First one asks for bridging finance for schools, then one asks for block funds to be converted into inter-school grants, then one turns one's back on the matter for three or four years, saying "up with you" and one refuses to pay. [Interjections.] The hon. the Minister of State Expenditure will then proceed to write off that debt, because just this week he wrote off R3 000 million which had not been paid by people.

He discriminates against Whites.

**THE MINISTER OF STATE EXPENDITURE:** You were there yesterday . . .

**MR S P BARNARD:** Yes, but that hon. the Minister is so slow that what happened yesterday has only dawned on him this [Interjections.] An amount of R3 000 million is given away yesterday, and what I am afraid of, is that they are not even aware of that. [Interjections.] They do not have the feeling for that yet. [Interjections.]

**THE DEPUTY MINISTER FOR NATIONAL HEALTH:** Mr Chairman, education is not about giving away and writing off money. Education is about decisions, and responsible decisions are taken in the best interests of education. [Interjections.] That is for the information of the hon. member for Hercules. [Interjections.]

We fully share the concern of the hon. member for Pieterfontein regarding the position of private schools, especially in Natal. We are aware of the fact that if someone does not come to their rescue, they will go under in the future. I want to assure the hon. member that the Government will go out of its way to negotiate an acceptable solution to this problem. We will also look into

the position of the three private schools which he referred to.

He is aware of the fact that there are actually 15 private schools in Natal and that the local authorities did give assistance in 12 cases, but we will have to look into the situation of those three.

However, I want to reiterate what the hon. the Minister has already said. We will really go out of our way to see to it that private schools are exempted from paying property taxes.

I should just like to mention a few facts about private schools to highlight their plight. The hon. member for Pieterfontein referred to a specific school. There are cases of schools that are required to pay as much as R300 000 in property rates. One can understand why the umbrella organisations feel so strongly about this.

The estimated property rates in respect of private schools amount to R28 million.

It is also true that if the 284 private schools with their 6 500 pupils closed their doors and could not continue, then the State would have to pay an additional R300 million for education. [Time expired.]

**MR D H M GIBSON:** Mr Chairman, the NP is losing support among all age groups and in all communities in South Africa. One of the reasons for this is that the hon. Ministers in the hon. the State President's Cabinet do not know what they are doing and, what is almost even worse, that the one does not know what the other is doing.

The saga of municipal rates being levied on schools and on charitable and religious properties is one of mess and of muddle. It has still not been sorted out, and it is these hon. Ministers who are making here who are going to have to do something about it, and do it urgently.

We now hear that some local authorities are threatening that in the event of their not receiving rates on educational properties, they will increase service charges to compensate.

We understand that local authorities need a broader income base, but it is equally true that if rates are levied on these properties, many schools, both private and public, will be forced to close down.

The hon. the Minister of National Education and

HOUSE OF ASSEMBLY

his deputy have given us assurances about rates on Government schools being paid for this year. I want to ask about next year. A new Minister may not feel bound by NP promises. We managed to save off a Natal situation in the other provinces of South Africa, but I wonder how long we will be able to do that.

This Government, on one day's notice, has been able to legislate in order to fix up Mr Omas van Zyl's pension problem, but after 15 months the same Government has not been able to sort out this mess in respect of rates, and I want to know why.

Mr R M BURROWS: Mr Chairman, I would hate to point out anything about education to the new hon Deputy Minister, but while he is referring to 15 private schools in Natal, I think that if he checked he would find that those 15 White high schools are private. There are many more private primary schools, and there are many more private schools in the other departments, as well as in the Department of Education and Training. There is one area we should not lose sight of, and that is that in Natal, in the Department of Education and Culture in the House of Delegates, and in the Department of Education and Training, there are private schools on which rates are being levied.

If one is looking for anything that is politically controversial at the moment, it is that kind of inter-racial levying of rates by local authorities. What we would favour, like to remain the hon the Minister of Education and Training—is that there is a standard policy, on rates on schools, which is that educational institutions should not pay rates, whether they are technicians, universities or schools.

**THE MINISTER OF LOCAL GOVERNMENT:** Mr Chairman, there is one principle that I am quite sure the hon member for Pinetown will not differ with me about. It is a sound principle, that of the devolution of power.

At the same time one would expect all levels of government, particularly local or third-tier government, to realise that one's biggest asset is, in fact, welfare organisations, churches and schools, including private schools. They are a community asset, and unfortunately it seems to me that while we are implementing a very sound constitutional principle, we do not as yet have the culture in South Africa to accept that these

assets that I have referred to should be strengthened and supported at local government level.

That is why the Government never said that there would be a tax on schools. The Government said that it would be up to the local communities and the local governments to decide that, but we realise that things are going wrong and we are taking the necessary steps to rectify the position. We are also looking closely at the situation in Natal.

Debate concluded.

#### QUESTIONS

Indicates translated version.

*For oral reply:*

*General Affairs:*

*State President:*

**Donations to political party**

\*1. Mr D J DALLING asked the State President:

(1) Whether he will furnish information on donations made to a certain political party, the name of which has been furnished to the State President's Office for the purpose of his reply; if not, why not; if so,

(2) whether any current member of the Cabinet (a) personally and/or (b) through any company of which he or she is a shareholder donated amounts totalling in excess of R50 000 to the political party, in question during the latest specified period of five years for which information is available; if so, (1) what is the name of the (a) Cabinet member and (b) political party involved and (2) what was the total amount so donated?

**BYONE**

#### THE STATE PRESIDENT:

(1) No. This question has no bearing on any Government activity for which the parliamentary procedure of questions to the State President or Ministers is intended.

(2) This question also falls outside the normal ambit of parliamentary procedures and practice for the reasons already

mentioned. I wish to add, however, that in terms of the conditions under which a Minister is appointed, a Minister may not serve on the board of any public company. Accordingly Ministers have as little say in the decision-making processes of public companies as any other ordinary shareholders. It is the prerogative of Ministers to make donations out of private funds and to conduct their private affairs. I do not interfere in this regard except for overall periodic monitoring of the relationship between their assets and liabilities.

**Ministers:**

#### Space industry in RSA

\*1. Mr C W EGLIN asked the Minister for White Paper:

Whether, with reference to the reply to Question No 233 on 19 April 1993, the investigation into the commercial feasibility of establishing a space industry in the Republic has now been concluded; if not, why not; if so, what were the findings?

**THE MINISTER OF NATIONAL EDUCATION AND FOR EDUCATIONAL COORDINATION (for the Minister for Public Enterprises):**

The investigation concerning the commercial feasibility of a space industry in the RSA has progressed to the stage at which a low-cost low-earth-orbit satellite for earth resources management can now be offered as a marketable unit. The satellite was exhibited at the La Bourget air show in Paris, France. There is a market as well as an interest. The conclusion of contract shows good potential judging from the inquiries received.

The investigation into the economic viability of a launch vehicle for the satellite has been completed and an announcement in this regard will be made shortly.

#### Ministries: factory emissions

\*2. Mr E K MOORCROFT asked the Minister for National Health and Welfare:

(1) Whether emissions from a certain factory in Milnerton, the name of which has been furnished to the Minister's Depart-

ment for the purpose of her reply, were monitored by her Department recently; if not, why not; if so, (a) when and (b) with what result;

(2) what is the name of the factory in question;

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

**B94E**

#### THE DEPUTY MINISTER FOR NATIONAL HEALTH AND WELFARE:

(1) No, monitoring in the past has shown that the emission concentrations are extremely low and well within the guidelines set by the Department of National Health and Population Development. Furthermore, at the request of the Department, the factory submitted a programme for lowering their emissions to the most practicable limit possible;

(2) Knoph Fertilizer Limited;

(3) no.

**Mr E K MOORCROFT:** Mr Chairman, arising out of the hon the Deputy Minister's reply, is he aware of the reported high incidence of lung and respiratory tract diseases among the people who live in that area, and does he reject the possibility that this is being caused by the degree of pollution occurring there?

**THE DEPUTY MINISTER:** Mr Chairman, it is impossible for me to speculate on that information. I have been told in that specific vicinity the small actually poses a bigger problem than the emission concentration itself and that one can easily stand the situation there before getting to monitor it. [Interupts.]

**Mr E K MOORCROFT:** Mr Chairman, further arising out of the hon the Deputy Minister's reply, are the tests which he refers to ever conducted at night, when the emissions from that factory appear to be more noxious than during the day?

**THE DEPUTY MINISTER:** Mr Chairman, the hon member himself gave the answer, because he used the word "appear". I must tell him—I can give him this answer in writing—that it appears more serious at night than in day. It is. There is a scientific explanation for that, but at the end of the day it still remains a very low concentration—well below accepted international standards—and it poses no threat to the

# Call to salvage academic year

Friday 24/11/93

(51) (2)

ERICA JANKOWITZ

A CALL by pupils and teachers at DET schools for intensive teaching to try to "salvage the 1993 academic year" has been taken up strongly by the National Education Co-ordinating Committee (NECC).

NECC general secretary James Maseko said only about 10% to 25% of the year's curriculum had been covered by the mid-year recess because of widespread disruptions called by teachers and pupils.

In a bid to redress this "disastrous" situation and avert what could be the worst matric results yet, the NECC has called on teachers and children "to sacrifice part of their mid-year school holidays by embarking on programmes to make up for lost time".

The programme would involve, also, extending the hours of schooling and a curtailment of extra-mural activities "to utilise the school day to its fullest".

It would be aimed at matric pupils, but would cater for all schoolchildren affected by boycotts, strikes and general disruptions.

The goal is for at least 50% of the syllabus to be covered by the time schools re-open for the new term. Maseko appealed to pupils and

teachers to be "disciplined and committed to learning like never before".

Maseko said while the NECC would not disregard legitimate grievances, it was necessary for all parties to find alternative ways of expressing dissatisfaction which did not result in "very little effective learning and teaching".

He blamed government for allowing the situation to escalate by not dealing with it timeously. He also called on government departments to make some contribution to the NECC's effort to redress the problem. This could include "removing stumbling blocks", giving tax incentives to businesses which contributed funds to the initiative and distributing examples of previous exam papers in sufficient quantities for the purpose of study.

He said the matter would be tabled at the first Education and Training Forum meeting, which is expected within the next two weeks.

The NECC has called on the business community to make "substantial contributions" to finance the programme. The money would go towards giving teachers' extra payment and providing study materials.

X

Scientific functions; rationalization of functions  
\* 4. Mr M J ELLIS asked the Minister of National Education:

Whether, with reference to information furnished to the Minister's Department for the purpose of his reply, any steps are being taken or contemplated to rationalize (a) functions relating to the allocation of public funds amongst the Foundation for Research Development, the Human Sciences Research Council and other scientific councils and (b) other similar functions being performed on an agency basis; if not, why not; if so, (i) what is the position in this regard and (ii) when it is envisaged that such rationalization will be completed? B989E

The MINISTER OF NATIONAL EDUCATION:

(a) and (b)  
The only function executed by some of the science councils that is at present being considered for rationalization within a single structure, is the so-called "agency function". The "agency function" refers to the development of scientific and technological manpower that is pursued on a national basis by way of State funding.

(i) The investigation has almost been completed and a proposal on the matter will be considered by the Committee of Ministers of Science Councils at its meeting on 14 September 1993 with a view to advising the Cabinet.

(ii) As soon as the Cabinet has considered the matter and has reached a decision, further steps, if necessary, will be taken in the light thereof.

Own Affairs:

In-service teacher-training: expenditure

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

What was the *per capita* expenditure on in-service teacher-training (a) aimed at the upgrading of qualifications and (b) in the form of enrichment courses during the latest specified period of 12 months for which figures are available? B917E

HOUSE OF ASSEMBLY

The MINISTER OF EDUCATION AND CULTURE:

(a) Cape . . . . . R2 362,00  
Natal . . . . . R3 593,50  
OFS . . . . . R1 000,00  
Transvaal . . . . .  
College of Education of  
South Africa . . . . . R 767,30  
\* Other . . . . .  
(b) not available.

Teachers employed

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

How many teachers were employed at (a) primary and (b) secondary schools under his control in each province as at the latest specified date for which information is available? B934E

The MINISTER OF EDUCATION AND CULTURE:

(a) (b)  
Cape . . . . . 1993-06-18: 5 646, 6 220  
Natal . . . . . 1993-09-02: 2 377, 2 208  
OFS . . . . . 1993-06-01: 1 330, 2 288  
Transvaal . . . . . 1993-05-30: 12 032, 11 093

\* Special schools and combined primary and secondary schools included.

Schools: medium of instruction

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

How many (a) primary and (b) secondary schools had (i) Afrikaans, (ii) English, (iii) both Afrikaans and English and (iv) other languages as the medium of instruction in 1992 or at the latest specified date for which statistics are available? B937E

The MINISTER OF EDUCATION AND CULTURE:

(a) \* (i) 618 (b) \* (i) 317

(ii) 367 (ii) 172

(iii) 297 (iii) 160

(iv) 3, (iv) 0.

\* Special schools excluded. Combined schools have been included in the figures for secondary schools.

X3

CEED, NED and TED: Information as on the tenth school day of 1993.

OSSEB: Information as on 2 March 1993.

Sid 10 examination results

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

(i) 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) Standard and (b) 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? B971E

The MINISTER OF EDUCATION AND CULTURE:

(1) (i) (a) 15 856,

(b) 14 124,

(c) 1 732,

(ii) (a) 12 530,

(b) 11 658,

(c) 872,

(iii) (a) 2 066,

(b) 2 051,

(c) 15;

(2) (a) 14 124,

(b) 1 458,

(c) 0;

(3) (a) 11 658,

(b) 598.

Written reply to questions set down for oral reply on Wednesday, 30 June 1993:

Restrictions on admission of pupils to schools

\* 1. Mr R M BURROWS asked the Minister of Education and Culture (5):

Whether any restrictions are imposed on the admission of pupils to (a) State-aided and (b) private schools falling under the control of his Department; if not, what is the position in this regard; if so, what is the (i) nature and (ii) extent of these restrictions? B987E

The MINISTER OF EDUCATION AND CULTURE:

(a) Yes,

(i) although the governing body of a state-aided ordinary school may determine the criteria for the admission of pupils, there are certain legal restrictions, *inter alia*:

— as set out in the Education Affairs Act, 1988 (Act No 70 of 1988)

— The Regulations relating to the Conditions of Admission of Pupils to Public Schools and State-aided Schools (Government Notice R703 of 30 March 1990)

— Annexure 1 of the Constitution of the Republic of South Africa (Act No. 110 of 1983) according to which service may be rendered to other population groups

— The Education Policy Act, 1967 (Act No. 39 of 1967) according to which the medium of instruction is English or Afrikaans.

The above-mentioned acts and regulations refer mainly to restrictions relating to:

— the admission of handicapped children

— age requirements

— the fact that under present

HOUSE OF ASSEMBLY

... 7 17

**... Finding way for farm school**



**PATHTIC ... A farmer is accused of forcing these children to demolish their already pathetic school venue, so his cows can get passage to their grazing.**

**By MONWABISI NOMADLO**

**SCHOOL PUPILS** were forced to demolish their own farm school on Friday afternoon, allegedly on the farmer's orders - so his cattle can get easier access to their grazing.

However, the farmer also allegedly wanted the school removed "because of Mandela's work". The owner of Spitzkop Farm in

Bronkhorstspuit, Gerald Venter, gave the school until 4 pm on Friday to get off his farm. City Press was told.

Almost 96 children were left without a school and face an uncertain future when schools reopen on July 27.

When City Press visited the school this week pupils were busy demolishing the three-roomed school and nearby pit toilets.

The Mzamo Primary School is no more. Chairs, tables, and other items were taken to another farm school for safekeeping.

Sources told City Press that no "valid reasons" were given for the demolition of the school.

However, it was alleged that Venter told the school's principal that the school was to be demolished "because of Mandela's work". Venter allegedly also said he was

just tired of having the school on his farm, which he bought from a Ben van Vuuren in 1985.

Venter could not be reached for comment.

However, his wife, G Venter, said the children were not kicked out but were asked "very nicely" at the beginning of May to find alternative accommodation.

"One het genoege gehad. (We have in existence since 1973.

"If they want trouble, they'll get it," she warned.

She said the couple did not have money to build a proper school for the children.

The demolished school had been

4-17-93  
City Press

City Press 4/17/93



# Giant leap for a little dream

**LARGE streams from little fountains flow.**

**Tot oaks from little acorns grow.** — David Herbert, Lines Written for a School Declamation.

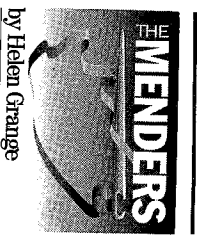
At Sagewood School in Midrand, this has multidimensional significance. It applies not only to the empowerment of its pupils through knowledge, but to the school's success in forging nonracial education in South Africa.

Sagewood school itself grew from tiny beginnings — from 16 children in a Cyrildene flat to about 300 children in a fully equipped school architecturally designed around learning and located in tranquil, semi-rural surroundings.

The founders of Sagewood school, Gill and Simon Conradie, were inspired to add the development of learning ability to the traditional style of education when their own children got to school-going age in 1982.

"The sort of thing we wanted out of schooling was not available in the South African education system. We are both Transcendental Meditation (TM) teachers, and we wanted the TM approach to be incorporated into their schooling," says Gill.

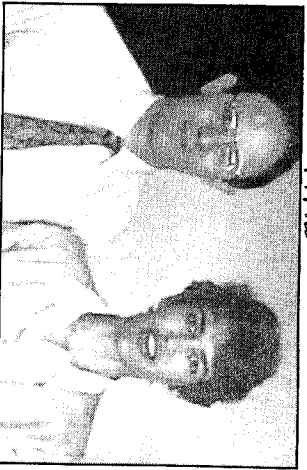
In 1985, the couple established primary school classes with 16 children in a flat in



by Helen Grange

Gill and Simon Conradie (right) started from small beginnings to create a non-racial school with a difference. Transcendental meditation, a natural mental technique designed to expand human consciousness and reduce stress levels, is used at Sagewood to facilitate learning capacity and it is working wonders for children from disadvantaged communities.

Cyrildene, and the following year, secured premises at the Murray and Roberts building in Bedfordview with more than 60 children. From there, they moved into two houses in Bellevue, Johannesburg, and later



Star 6/7/93

moved to the Johannesburg Children's Home in Oshesha, where they introduced their first natic class. (SID)

The Conradies' efforts paid off. They secured Anglo American sponsorship in 1991 to build the Midrand premises, where the "enlightened approach" to education continues to attract children of all races from as far afield as Soweto and Tembisa, on the East Rand.

Sagewood school provides qualified teachers, many of them from Alexara Township, with extra training in its unique education techniques. And this year saw another development in the provision of adult education at Sagewood to

increase employability in disadvantaged communities.

Gill explains Sagewood's education philosophy thus: "By using TM, the mind is relaxed, and the by-product of this is the expansion of the mind and improved ability to absorb knowledge.

"Black children have never had sufficient stimulation due to poor education. TM wakes them up and they're able to progress faster. We find that if they're with us, they catch up quickly."

The school day at Sagewood begins with meditation, which provides children with all the subjects enjoyed at any other school. Computer training is a

priority subject to equip children with modern requirements in the job market.

Gill believes that Sagewood school, which follows no religion but recognises all, helps the young to appreciate differences and diversities, as well as experience the unity, in one another, thus preparing them to become well-adjusted adults in the new South Africa.

"This approach, and the feeling of relaxation which comes out of meditation, can be transferred from the individual to society," she says.

But the introduction of TM in education hasn't been a concept which has gone unopposed. In 1991, before Sagewood moved to Midrand, a Government school principal motivated Midrand residents against TM practice in schooling.

He told residents TM was a Hindu religion which was "trying to take over the world." The Conradies contend that TM is not a religion, but a universally applicable approach to improving life.

Despite the setback, Sagewood is spreading its wings, and attracting more children from Midrand and from violence-free communities throughout the Reef. It attained a 100 percent matric pass rate last year. "Not bad for a little dream," says Gill. □

APR 21 1993

## Pupils threaten 'harsh' teacher

Education Reporter (SD)

STAFF at a Guguletu school are not working today because they fear for their safety after pupils allegedly attempted to assault a teacher.

Teachers at Guguletu Comprehensive had to hide Miss Nomsango Tati from the pupils, who locked the school gates during the lunch break yesterday and allegedly tried to harm her.

The pupils complained to their parents recently that Miss Tati had been treating them "harshly".

As pupils milled around outside, a meeting was arranged between teachers and parents.

The meeting continued until after 10pm, but a long list of complaints by parents could not be resolved. The last pupils left the school just before 9pm.

Discussions between parents and teachers will continue today.

# Rains add to troubles *(S Times (C) Mebe)* at school 25/1/93 in a box

By SOBANTU XAYIYA

RECENT rains have worsened conditions at the three containers which make up the Stormont Madubela Primary School in KTC.

This week huge puddles still surrounded the containers as pupils squeezed into the draughty makeshift classrooms.

In addition to broken windows and a lack of stationery, desks and blackboards, the 500 pupils at the school have to attend lessons on a split-shift system as all cannot be accommodated in the containers at once. According to school principal Mr Xolile Kegana, the recent heavy downpours almost brought the school to a standstill.

However lessons continued with pupils squeezed into the classrooms least affected by the rains.

## Concerned

"But we are concerned by the deteriorating health of some of the pupils as most of the classrooms are damp and surrounded by puddles" he said.

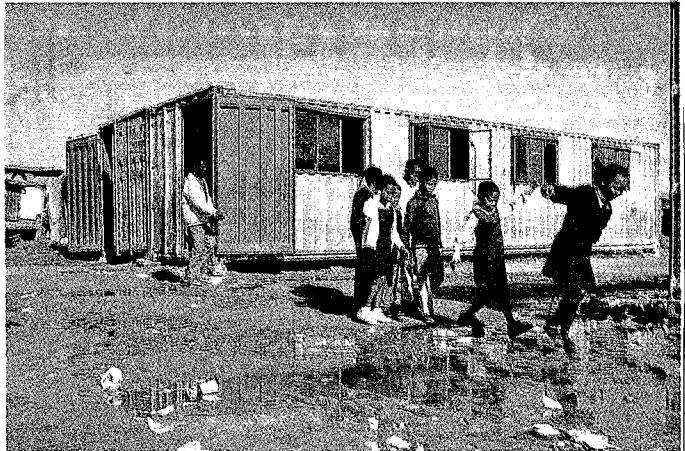
Efforts to establish a school were initiated by the community in 1987 because of a "dire need" in the area.

"Sympathetic organisations provided the community with corrugated cargo containers as a short-term measure to get the school functioning."

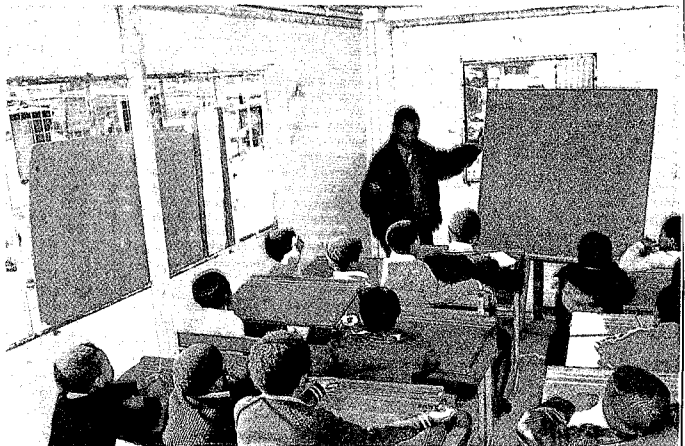
"It was envisaged that the government would assume full responsibility for the running of the school in the long-term," said Miss Nomthandazo Ngwabeni, a Sub A teacher.

"After five years of battling to make ends meet, we received a cheque of R44 000 from the Department of Education and Culture" to subsidise teacher salaries until April 1993, she said.

A DET spokesman this week confirmed the school had received a subsidy last April.



CONTAINER SCHOOL ... One of the three containers which make up a KTC school  
Pictures: JACK LESTRADE



TIN CLASSROOM ... A teacher gives pupils a lesson inside a container

Star 27/1/93

## Go back to

## class plea

Transvaal schools re-opened today amid calls by the SA Democratic Teachers Union (Sadtu) and the Congress of SA Students (Cosas) for teachers and pupils to return to classes.

Cosas southern Transvaal region spokesman Mahlomola Kekana called on pupils and teachers to co-operate in preparation for year-end examinations.

He praised pupils and teachers who took part in the July holidays' "catch-up" programme launched to make up for time lost during earlier stayaways.

Sadtu PWV region spokesman Chippa Molo-ka expected members to start work today. — Own Correspondent.

# Education is a windy shack for Marconi Beam kids

ARG 1/8/93  
(51)

■ For 260-odd children in Milnerton's shackland, school is a single classroom of wood and cardboard. Weekend Argus visited the fledgling primary school this week. **LIBBY PEACOCK** wrote the words and **WILLIE de KLERK** took the pictures.

**I**N winter a cold wind blows straight into the doorless, haphazard structure with its broken, old school desks and only a torn world map, a calendar and a school timetable to brighten its walls.

This wood and cardboard building in the Marconi Beam squatter camp in Milnerton houses the area's only primary school.

Weekend Argus visited the school where about 260 children from Sub A to Standard 5 are taught.

Queuing outside, the children, some barefoot, sang a beautiful, haunting Xhosa hymn. For a moment their serenity blocked out the miserable surroundings, the puddles of water and filth.

But not for long.

The large shack was originally built to house the African Native Mission Church and is the only building in Marconi Beam big enough to be used as



a school.

As there are no partitions in the single classroom with its uneven plank floor, the Sub As were gathered in one corner, the Sub Bs and Standard 1s in another and the Standard 2 to 5s in the middle.

Three splintered blackboards rested on the ground against the far wall.

Volunteer teacher Wellington Nopoto said: "It is very difficult to teach like this, but we don't have another structure. We have a great need for a proper school.

"More children are coming every day and community law says we must not reject children - we must take them all.

□ **A HYMN IN THE COLD:** Pupils, above, sing a Xhosa hymn outside the shack used as a primary school in the Marconi Beam squatter settlement. They are led by school teacher Mr Wellington Nopoto.

□ **AGAINST ALL ODDS:** Mr Nopoto makes a point to a pupil, left, in the Marconi Beam primary school.

□ **EAGER LEARNERS:** Their school, right, is a one-roomed wooden and cardboard shack, but the pupils in Marconi Beam primary school are enthusiastic learners. Teacher Mr Nopoto explains a subject to his pupils.

"Sometimes, when the wind is not blowing, we use a tent donated to us by Mr Barry Petersen as an additional classroom.

"We don't have any money for books, but sometimes people help us. At least the children are learning."

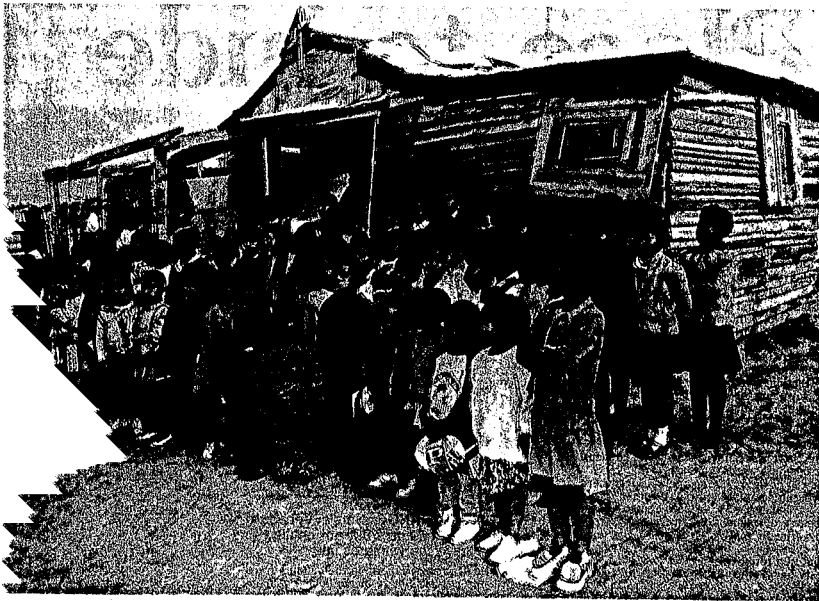
Mr Nopoto, who was a school



Principal in KTC before he moved to Marconi Beam, and the five other teachers at the school do not earn a salary, as the school is not recognised by the DET, although the teachers follow a DET syllabus.

"There were so many children just walking around that we decided to start the school

Rhodes University literacy project reaches



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principal in KTC before he moved to Marconi Beam, and the five other teachers at the school do not earn a salary, as the school is not recognised by the DET, although the teachers follow a DET syllabus.

"There were so many children just walking around that we decided to start the school

in January. We want our children to learn. The children come every day, but they need books, writing materials and desks.

"For these people it is difficult to collect school fees and we get no help from the government."

As the structure has no electricity, toilets or running wa-

ter, the pupils use the community's limited facilities.

Mr Nopoto said he would like the community around the squatter area to take an interest in the children and their plight. He wanted to help the children to become independent through education.

Some of the older children in Marconi Beam go to high

schools in Langa, Khayelitsha and other areas.

Evangelist Philip Colani, who lives in Marconi Beam and preaches in the African Native Mission Church, said: "These people are suffering. I can't help them with money, so I help them by lending them my church. But we need a proper school."

ect reaches over 3,5 million children

# Battling to make <sup>Star</sup> ends meet

By Hayley Schonborn

Pre-schools and childminders in Soweto are struggling amid soaring unemployment and violence.

"Large-scale unemployment, particularly in Soweto, ongoing violence, spiralling costs and the introduction of VAT are all playing a part in making it extremely difficult for us to maintain the high standard of education and care (educare) previously being offered to the children of the communities we serve," said African Self-Help Association (ASH) director Jennifer Clowes. 218193

Unemployment prevents parents from paying the monthly fees which range from as little as R5 for informal childminders to about R105 for formal educare or pre-school. Many centres are not full to capacity.

ASH has 39 full-day educare centres in Soweto and is about to embark on childminding schemes. (6) 218193

Children arrive between six and eight in the morning and leave at five. They get three balanced meals per day, 75 per cent of their daily nutritional needs.

Each educare centre can take 120 children aged two to six years and employs five teaching staff, a principal, three teachers and an assistant.

ASH also has a resource and training centre in Klipspruit in Soweto where it trains staff. The latest project is an English class preparing five-year-olds for model C schools.

"It is important for children to be in a home environment where they will be picked up, touched and loved and not in an institution at such a young age," says a member of the Childminders' Association in Orlando East Lerato Masango.

Soweto has about 600 children formally in the care of childminders for which parents pay about R60 a month.

## Pupils, teachers in demo

JOHN YILJOEN, Education Reporter (5)

ABOUT 150 pupils and teachers from Mfuleni intermediate school protested at the Foreshore offices of the Department of Education and Training today.

Pupils and teachers said the school did not have adequate facilities. The protesters also demanded 15 more teachers for the school.

They left after a police warning to disperse. A delegation was meanwhile holding talks with DET officials.



# Trust gets transfer of crèche site <sup>(5)</sup> 1/5/1993

A CRÈCHE site in Hanover Park has been transferred to a trust.

The Alpha Trust, with its seven trustees, has been registered in terms of the Trust Property Control Act of 1988. This crèche has been a Rotary project since 1984.

The seven trustees are Mrs Vivienne West, Mrs Francie Lemboe, Dr Gerald Ress, Mr Mohammed Jaffer, the Rev Dale Sampson, Ms Cherydene Isaacs and Mr Alfred William Willenberg.

## Long struggle

Mrs West, director of the Alpha Community Projects, said: "We are pleased that finally a trust has been established. It has been a long struggle to sort ourselves out but now we are autonomous and we have our own welfare number."

Alpha Community Projects is a non-governmental organisation which serves as an umbrella body for its five projects to communities.

## Hanover Park

The project's aim is also to help people work together for the development of the community in Hanover Park, an area with the highest crime rate on the Peninsula.

The Rotary Club of Claremont paid R9 328 for the crèche site in 1984 when occupation was granted but the site was never registered because in terms of its constitution Rotary cannot acquire immovable property. Transfer has now been taken by the trustees of the Alpha Trust.

# Negotiators race to make forum deadline

Blay 11/8/93

GAVIN DU VENAGE

NEGOTIATORS in the local government negotiating forum are frantically trying to make the October deadline to have joint appointed administrations in place.

The forum had to postpone its third plenary session twice as various working groups raced to finish their tasks, sources said yesterday.

Also holding the forum back was the need to keep in step with the multiparty talks.

The forum had revised its timetable to have draft legislation ready for the October sitting, instead of September as originally planned.

The final draft proposals should be ready within the next few weeks. Negotiators hoped to be able to distribute guideline documents to enable local authorities to start the process as soon as possible.

Meanwhile, officials in the Local Government Department had been gearing up to have the necessary mechanisms in place, and legislation prepared for Parliament's next sitting.

Once the draft Bill was prepared, it had to be cleared by the forum.

Issues still to be resolved were the drawing up of boundaries for the joint administrations, the composition of administra-

tions, and how to overcome resistance to the plan. An official said opposition was a major obstacle. All parties were hoping to come up with a solution to draw detractors into the process.

Technical committees are hoping to have demarcation boards in place soon to overcome the problem of boundaries. Local Government Minister Tertius Delpoort circulated a document spelling out government's position on the merging of authorities, and how the "50/50" principle of equal representation between civics and councillors would be applied.

The document said that local authorities should, as far as possible, decide themselves on who would merge with whom. Where problems arose — most likely in metropolitan areas — legislation would lay down prescriptions on how a forum should be composed as well as providing a formula for nominating members.

To keep the process orderly, a Local Government Reform Act would be drawn up, based on decisions made in both the local government forum and the multiparty talks.

## Cross readers demand prize

KATHRYN STRACHAN

ANGRY readers gathered outside the offices of The Star in central Johannesburg yesterday, claiming their share of a R45 000 prize after a printing error in the Sunday Star's Viewfinder competition left many under the false impression they had won.

The Star's marketing manager Ray Asiroglu said the organisation was considering ways of compensating all those who had claimed, but he could not say whether this would go beyond the R45 000 budgeted for prizes.

The final financial implications could be calculated only once all claims had been received, he said.

Asiroglu denied reported incidents of fighting and a stabbing at the gathering yesterday morning, claiming police had been called in to deal with "criminal elements" who had taken advantage of people in the group.

## Evicting gangsters tops teachers' priorities

KATHRYN STRACHAN

EVICTING gangsters from a Katielohong primary school was first on the list for teachers, pupils and civic associations planning to restore education in the embattled area.

A plan was devised at yesterday's meeting of representatives from the SA Democratic Teachers' Union, the Congress of SA Students and the Thokoza and Katielohong civic associations.

A spokesman for a task group established by delegates at the meeting

said pupils and teachers at Hleziphi Primary School in Mngadi section had vowed never to return. Plans to accommodate them at another school in the more calm Psolo section would be worked out today.

A gang was using Hleziphi Primary as its base for attacks, he said. The group would demand security forces evict the gang.

A concerted effort would be made to get pupils back to school. An inten-

sive "catch-up programme", which included an extra hour of classes each day, would be launched.

Parents would also be urged to help restore "a culture of learning" in the area.

Education had been shattered by the violence.

The task force would demand that additional armed forces be deployed in the Mngadi and Twala sections to bring an end to the killings, the spokesman said.

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# Teacher axings leave pupils unattended

*South 2018 - 24/8/18*

**By Rehana Rossouw**

AT GOEIEHOOP Primary School in Bellville South, 34 Sub A pupils have not had a teacher for four weeks.

Their teacher, aged 60 years, accepted the retirement package and the Department of Education and Culture (DEC) has not replaced her.

There is another English medium Sub A class at the school, also with 34 pupils. On the day SOUTH visited the school, we tried to merge the two classes. ~~(S23)~~ (S1)

There was not enough space in the classroom for tables for the 68 children, so 34 had to sit on the floor. They could not stretch out their legs in the tiny space available.

"I really feel sorry for them, but as you can see it is impossible to fit 68 children into my class, let alone pay attention to all of them," said Sub A teacher Mrs Denise Adams.

"The department says African teachers coped with even more in their classes, but I can see now that it was deliberate so that no proper teaching could take place."

The South African Democratic Teachers Union estimates that since the DEC started retrenching on July 1, 650 teaching posts have been closed, resulting in a minimum of 3 250 unattended classes or 130 000 unattended students.

# In some places, a buzz of learning

By BERENGE MTIMKULU

EVERYONE at Trinity Roman Catholic School in Ateridgeville near Pretoria was hard at work this week — despite the strike.

"We are not 'high classes' as critics may want to label us. We support the strike, but to us the child is most important," explained vice-principal Albertina Dlamini.

She claimed Trinity was a "private school", parents paid up to R1 000 a year for tuition which helped to pay the salaries of the 16 teachers.

"It is sad indeed that those at the forefront of such strikes have their children at private schools like ours."

Her teachers supported the

South African Democratic Teachers' Union strike as their salaries were partly dependent on state subsidies.

She said township parents flooded the school with applications each academic year.

City Press visited her classrooms and saw pupils and teachers working hard.

Other Ateridgeville schools visited by City Press were also hard at work. By noon Ateridgeville's streets were deserted, but for unemployed adults.

At the Isaac More Primary school the principal More was sitting in on a Std 2 class. Pupils outside the classrooms did their gardening, while Sub A Kids were seen showing teacher how they brushed their teeth.

In another Std 2 class pupils rapped with heads on their desks while the teacher marked their workbooks.

"It is not that we do not support Sadtu, but surely we cannot afford to leave children in the lurch without education," said the principal.

She said parents worked hard for low pay 19-keep kids at school.

At Hofmeyr High School pupils had just returned from the lunchbreak. Teachers, wearing serious expressions, were leaving the staffroom. Some had chalks in their hands, others carried text books. (51)

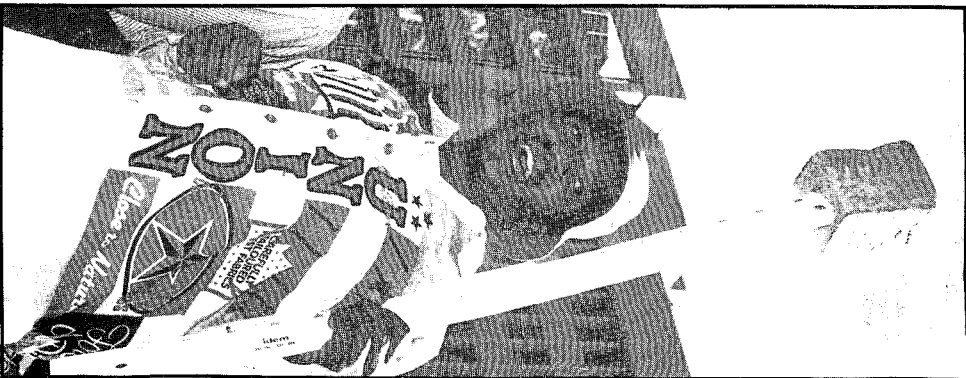
City Press approached the principal in his office; he had

nothing to say to the media. He gave this reporter a lecture on the "bad" press, waving a number of press cuttings to prove his point.

When City Press tried to defend the press, he ended the interview saying: "I'm not prepared to argue with you."

At 2:30 pm at the LG Hadele High School in GaRankwa in nearby Bophuthatswana, teachers gathered in the staff room. Some chatted about their day's work and others marked class registers.

At 2:45 pm the streets of Ateridgeville buzzed with uniform, caps, bags and the chatter of pupils winding down after a hard day of learning.



BELOW THE BREADLINE... Teachers marching to DET offices this week. Pic: TLADI KHUELE

# Teachers' strike leaves zealous Sibusiso confused

STORY BY **MOSES MAMMALA**  
PIC BY **ANDRIES MICHENA**



ITS 7.30 am on Thursday and Sibusiso Hlatshwayo, left, tries - without success - to open the gate of his school.

**STORY BY** The zealous 12-year-old Sid 4 pupil, whose dream is to become a traffic cop, shrugged his shoulders in frustration, and turned around to trudge the journey back home.

He is confused because Thursday was the fourth day in succession that he had found the gate of his school, Zifunele Primary in Orlando East, locked.

**22/18/93** "I do not know why teachers and other pupils are staying away from school."

"I was supposed to be writing a monthly test today but the gates are locked and I cannot enter," said Sibusiso, who was not even aware that his teachers were part of the more than 70 000 Sadtu members on an indefinite strike.

Months later, the puzzled Sibusiso was joined by another equally confused schoolmate, Edgar Mhahli, 11.

Mhahli, who wants to become a lawyer, said he would return to the school on Monday to check if any schooling was going to take place.

The two pupils are part of the two million caught in the crossfire between education authorities and defiant teachers.

Schooling in Soweto and various parts of the country ground to a halt this week with almost all schools deserted and locked as teachers withdrew their labour power in a bid to force the authorities to accede to their demand of a 15 percent salary increase.

# Classroom problems are contained

EDWARD MOLOINYANE (61)  
Staff Reporter *ARC 10/9/93*

EFLAKENI Public Primary in Kraaifontein, a school opened this year for Wallacedene squatters, has had its accommodation woes eased through a gift of 16 cargo containers from a private concern — but most of its other problems remain.

The school, with 19 teachers and more than 1 000 pupils from sub A to standard six, used to operate from a renovated farmshed provided by the Department of Education and Training (DET).

Initially serving about 500 pupils from the 5 000-strong community, new arrivals poured in daily, said principal Bram Mhlom.

He said Safmarine gave the containers which were transported and converted into classrooms by other sympathetic concerns such as SA Container Depots and Portnet.

"The donation has been a tremendous boost as our accommodation problems have at least been eased . . . but our problems are far from over," he said.

Mr Mhlom said the school did not have enough furniture and some pupils had to sit on the floor, 14 of the teachers received a minimal salary from the DET and the community made monthly contributions of R10 to assist them.

"The DET people have not been here since the school opened in January and we have

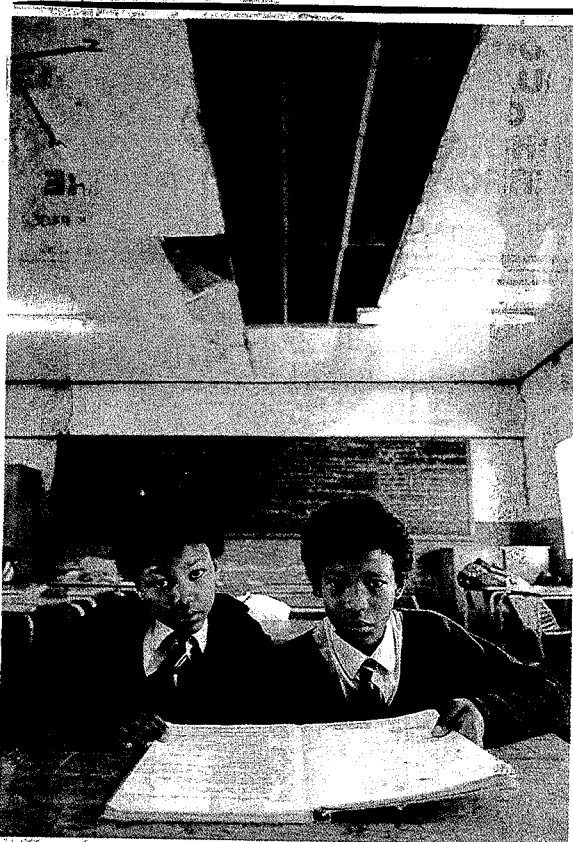
been assisted with stationery by the Department of Education and Culture (DEC)," said Mr Mhlom.

The school prided itself on being a pacesetter in the much-talked-about integration.

"The Wallacedene community is a sample of what we want to happen in this country. Our school complement is 50 percent coloured and 45 percent Xhosa.

"Although we have two coloured teachers (they also both speak and teach Xhosa) who offer Afrikaans as a second language to coloured pupils in the lower classes, in other classes pupils are integrated."

Mr Mhlom said his staff were very dedicated and the community wanted their children to get an education.



**POOR CONDITIONS** ... Siviwe Primary School pupils Zandle Nkosi, 11 (left) and Monwabisi Ndima, 12, study in classrooms with broken windows and no electricity or doors.

Picture: BENNY GOOL

## Guguletu pupil protest

Staff Reporter

TEACHERS and pupils at Guguletu's Siviwe Primary School held a picket yesterday to protest "appalling" conditions and an acute lack of facilities.

Acting headmaster Mr G S Tyabashe said the school had been repeatedly vandalised. Windows had been broken and doors, chairs, lightbulbs and art equipment stolen.

"The school is not conducive to effective learning," he said.

"Some classrooms have no doors,

electricity or ceilings and the playground is in a state of disrepair."

Mr Tyabashe said staff and pupils were vulnerable to disease as toilets were unhygienic. The school had too few blackboards and no administration block. Every chair in the tiny staff room had been stolen.

The Department of Education and Training had responded to repeated requests to upgrade the school by saying it had insufficient funds.

The DET could not be contacted as their offices were closed.

# Helping children<sup>(51)</sup> to be colour blind

ARG 25/9/95

DI CAELERS

Weekend Argus Reporter

NEW-LOOK schooling for South African pre-schoolers — free of race, class and language prejudices, sexism and bias against the handicapped — is fundamental to the dismantling of the country's apartheid education structures.

And with this in mind a local training agency, the Early Learning Resource Unit (Elru), will spotlight anti-bias education at a symposium in Bloemfontein early next week.

The unit's second language and anti-bias project co-ordinator, Helen Robb, told Weekend Argus a lot of work was needed at all levels to rid education of racism.

And that was not the only prejudice reflected in the education system. Class and language prejudices, sexism and bias against the handicapped played major roles too.

"An anti-bias approach attempts to address all forms of discrimination and aims to give real meaning to the words 'children have a right to equal educational opportunity'.

"But for real change to occur we need to focus on school structures, policies and ethos, curriculum, resource materials and methodology, and on the attitudes of staff, children, parents and management."

Elru's second language and anti-bias education project had, since the beginning of 1990, worked with teachers to look at ways of transforming educational practice. Teachers faced enormous problems and the unit had been inundated with requests for workshops and other guidance.

The unit started from "story-book level" to alter misconceptions imprinted in the minds of children who were never, between the towers, exposed to black or handicapped children unless they were in "hero roles".

"Unless these children did something extra special they were just not allowed into school readers previously. And it's the same with family discussions. Teachers need to be aware that many children don't come from traditional families any more but rather extended or single-parent families. They need to change reading, story-telling and pictures on the classroom walls accordingly."

According to Ms Robb this problem was often particularly bad in black schools which were dependent on "hand me downs" that were mostly completely outdated in terms of present society.

"The schools can't afford much of the new stuff from overseas so we're working a lot with teachers to show them the importance of using magazines and newspapers to offer more representative visions."

Language was another important area as few English and Afrikaans medium schools had, until recently, offered black languages and if they did, the results weren't taken very seriously.

"Now a lot of black pre-school parents are sending their children to English medium pre-schools to assure them a place in an English medium primary school later on."

"The status of black languages needs to be lifted and with lifting that we'll start lifting the status of the people."



# Plan for waste, Cape experts told

Staff Reporter <sup>NYC 11/21/93</sup> (50)

WASTE management services were given a low priority by developers of formal urban areas and were "grossly" underfunded and staffed, the Fairest Cape symposium was told.

Past president of the National Institute of Waste Management Ray Lombard said developing formal urban areas had substantial backlogs in providing basic infrastructure, including housing, social and public health services. He was addressing the symposium on the subject of solid waste management and recycling.

Most households did not have adequate waste storage capacity. Collection and waste disposal services, including street sweeping were virtually nonexistent, Mr Lombard said.

Developing urban areas had overcrowded formal and informal settlements, with population densities varying from 8 500 to 39 000 people a square kilometre.

This was aggravated by an influx from rural areas and a high population growth rate which boosted urban growth rates to 9 percent a year and occupancy levels from seven to 16 people a dwelling.

Sheer population growth would increase the magnitude of the urban solid waste problem, he said.

# Macmillan donates books to ANC library

8/10/93 26 110/93

MACMILLAN Publishers, which has embarked on a joint venture with ANC-linked Thebe Investment Corporation, has donated 275 books worth R150 000 to the ANC.

The handover will be formalised at a presentation in Johannesburg today.

Macmillan, the ANC and Thebe yesterday denied suggestions there was anything improper in the donation. The Thebe/Macmillan educational publishing deal has been widely criticised as potentially opening the way to an undesirable "special relationship" between the joint venture and a future ANC-dominated government.

MARIANNE MERTEN

Macmillan Boleswa MD Luchi Balarin said the donation was made after an ANC request for books for its reference library about 18 months ago. The donation was made by Macmillan UK to highlight the publisher's 150th anniversary. (445)

Speaking from Swaziland, Balarin said there was no link between the donation and the recent publishing deal. The company was happy to respond because it published many standard reference books. (50)

ANC spokesman Ronnie Mamoepe said

the donation was not linked to the recent Thebe deal. The donation was one of many made to the ANC and "there were no strings attached".

Thebe MD Vusi Khanyile said the donation was a gift from Macmillan to the ANC and Thebe had not been involved.

Last month, Macmillan's Manzini-based subsidiary signed an educational book publishing deal with Thebe joining the international publisher and the local Skotaville publishers, giving Thebe a 42.5% share and Macmillan a 47.5% share in a new company, Nolwazi Educational Publishers.

# Judge urges human rights lessons for kids at school

S/T/Wes 2/10/93

By CARMEL RICKARD

A SENIOR judge has taken the government to task for making no effort to prepare for human rights education in schools, and he has urged a campaign to lobby for its official recognition in the syllabus.

Speaking at a conference of high-school principals in Durban this weekend, Mr Justice Pierre Olivier, vice-chairman of the South African Law Commission, said the failure of the state to introduce human-rights education in schools was "inexplicable".

He said that over past decades, the state and its institutions put up "stubborn resistance" to the idea of human rights, and even the words were viewed with suspicion.

However, since February 1990, the country had officially been committed to a human-rights regime and the introduction of a bill of rights.

Yet, even at this stage, Judge Olivier noted, "nothing of any importance was done to stimulate debate on the question of human-rights education in schools or to provide teachers' training in human rights or to open the doors for human rights teaching in our schools".

Judge Olivier said teaching human rights at schools was "one of the most effective and long-lasting ways" of establishing a human rights culture.

"As a country, we have

neglected not only such education, but also serious discussion and debate (about the issue), and we shall regret it."

The judge said that when people were taught human rights, they learnt that they had inherent worth and that in the eyes of the law, they were as valuable as the most powerful in the country.

Pupils learnt self-respect and respect for others. They also learnt about tolerance, "and that we do not need to annihilate our adversaries".

Although the country would soon have a bill of rights, daily violence indicated there was still no human-rights culture. Without such a culture, Judge Olivier predicted, the new democracy will be still-born.

"Liberty, democracy and human rights can only be protected superficially by a constitution and a constitutional court. They are protected effectively only by the will of the citizens to protect them."

Judge Olivier urged lawyers and teachers to work together to establish human-rights education in schools.

He outlined the issues other countries had found controversial in teaching human rights, and said he believed it should be taught as a separate subject initially, which could then permeate all the other disciplines.

# focus on inferiority

**O**N FRIDAY LAST WEEK, I went to an up-market clinic where I found three little black girls playing in the reception area.

They were using Aids brochures with four pictures — three black children and one white.

One of them suggested that they each choose a child. And my hair stood on end.

They all chose the white child and even almost fought over it. Each of them wanted to mother the child exclusively.

My heart bled. It bled because I suddenly had an insight into the extent of their self-denial. They were children whom, I could tell by their accents, were not from the Tsoga Tsoga Lower Primary in Soweto, but from one of the many multiracial schools in Johannesburg's suburbs.

My mind went back to the film *Separate But Equal*, in which Sydney Poitier plays the leading role of lawyer Thurgood Marshal. The film is based on the true story of the struggle of blacks in the US state of Southern Carolina demanding equal treatment and facilities in schools.

A psychologist, Kim Clark, was called in to test the black children's self-esteem. Using black and white dolls, Clark asked the children to choose the beautiful doll, the doll they liked most, the doll with the nice colour. And they all pointed at the white dolls.

When asked to point out the ugly doll, the doll that looked like them, and with an ugly colour, they pointed at the black dolls.

Clark explained that oppression and denial of rights produced within the children a negative self-image which emerged in their responses.

In simple language: they hated being black. They wished they were white.

The children I saw on Friday attend one of these white schools in town where the teachers are white. They travel there each day out of the dusty and violence-ridden townships, into the "sanctuary" of white privileges.

And they can only feel unfortunate that they are not white themselves. Hence the adoption of the white baby in the brochure.

The white dolls that children are given as they grow up do not help either. It is a process of de-culturalisation that is taking place in front of our very eyes.

The Chester Nursery School in Johannesburg, a Jewish project, opened its doors to blacks in 1987 but still finds that black children have a "victim" mentality.

The principal of the school, Ms Cecilia Coburn, has found that a lack of self-esteem is the major problem facing black children. Despite the opportunity for equal education, this has not eradicated a feeling of being less worthy than white children, she found.

Research she is conducting on the special

When our children attend a school in a white area, changes to their personality take place. **Mathatha Tsedu**, *Sowetan* Investigations Editor, looks at this new scenario: *Sowetan* 5/10/93



needs of black children integrated into white schools has borne this out, (50) the *Sunday Star* reported this week.

"Although the child is given equal opportunities, he goes home to a back room and does not have the same life style as a white child," she says.

She could of course have added that white is the standard used for everything in this country. Blacks are a people of colour, whites are whites.

The point of reference is white achievement; black history has simply been reduced to a record of the fights blacks lost against the white 'civilisers'. Even national political organisations use whites as their spokesmen. Whites who defect are given the red carpet treatment, while blacks who join are treated offhandedly.

The children in these schools have to learn in English, a white language.

But I think what is worse is that, given all these, black children are being thrown into white classes run by white people. If the teachers were black, perhaps it would be better.

The teachers would act as some kind of role model to identify with. In their absence, there is no credible role model in this country where black news consists mainly of the killings in townships, taxis, squatter camps and Somalia.

Parents who take children into these schools have a tremendous responsibility to inculcate black values in their children, for a process of erosion of our culture and value system is taking

place in these schools.

Parents who are not aware of these things can be forgiven. But even those who are aware and still take their children there have to be understood.

With teacher trade unionism having turned black schools into theatres of struggle and step-ladders to national politics, there is in all honesty no schooling in black areas.

Children loiter around on their own as teachers fight the system and chase principals. If you want your child to get some education, take him or her out into the white areas where schooling takes place.

But it is here, as shown by our three little sisters, that they lose their pride as black people.

It seems as if we cannot win — but we can. If we black people as a whole were to take our children's education as seriously as we take the fight among ourselves, or as seriously as soccer, we would be able to restore education in our schools.

That way we would teach our children pride in themselves as people, made in the image of the Almighty, no less human than anyone of any colour. That is what our children need to be taught today — rather than about the antennae of a locust and how it works. Unless this is done, we are heading for a nation of meek subservient people who will forever be looking at whites for guidance and leadership.

# 2 million blacks get no schooling

Star 14/10/93

■ POLITICAL CORRESPONDENT

Strand — Nearly 2 million black children of school-going age were not getting any education, National Education Minister Piet Marais revealed yesterday. He added that the crisis surrounding education facilities was such that another 40 000 classrooms would have to be built immediately to accommodate these children.

Addressing the Cape National Party congress, he said a lot had to be done "before we can talk about normal education".

60  
He pointed out that South Africa spent a comparatively large 20-percent of its Budget on education.

Turning to the problem of children from poverty-stricken backgrounds being badly prepared to start school, Marais said: "A pre-school year for such children is more than desirable."

# A million children get no schooling

B/day 14.110/93

TIM COHEN

STRAND — National Education Minister Piet Marais yesterday emphasised SA's huge education backlog, saying more than a million children did not attend school and 45 000 class rooms needed to be built.

Speaking at the NP's Cape congress, Marais warned of overhasty attempts to restructure education given the huge education backlogs.

Marais said about 20% of the national budget and 6% of SA's GDP was spent on schooling, which was more than was spent even by developed countries.

Nevertheless, the disparity between the amount spent on black and white children was still large and could not be changed overnight. Currently, for every R2,50 spent on the education of white children, R1 was spent on blacks, although this proportion was at one time 10 to one.

With the best will in the world, it would not be possible to provide every SA child with education.

The disparity and backlogs created high levels of distress, and education, therefore, had become highly politicised.

But the complexity of the task and the size of the problem meant it was beyond a single role-player. The high level of expenditure on education indicated the state was playing its part. However, the profession, on occasion, acted irresponsibly and should accept strikes were not in the interests of children.

From now on new agreements forged between education organisations and government would be rigorously enforced.

The agreements did allow teachers to strike in certain, narrowly defined circumstances, but the no-work, no-pay agreements would apply. (50)

Speaking on the role of parents, Marais said the low level of education achieved by parents often made them unable to support their children's education.

Government therefore intended to assist with adult education, which had become an urgent necessity. The possibility of a preschool year for underprivileged children was also being investigated.

□ Many more marches could be expected as the April elections approached, said Law and Order Minister Hernus Kriel, reports Sapa.

Police would have to limit and control these marches and the matter needed to be discussed at the World Trade Centre talks in Kempton Park.

"We cannot have a situation where there are marches every day, sometimes in confrontation with rival parties," he said.

The right to march was recognised as a democratic right, but it implied certain democratic responsibilities. "It does not grant the right to invade the rights of other citizens, to smash their shop windows and car windscreens or commit arson."

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# A million children get no schooling

B/DAY 14/10/93

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Speaking at the NP's Cape congress, Marais warned of overhasty attempts to restructure education given the huge education backlogs.

Marais said about 20% of the national budget and 6% of SA's GDP was spent on schooling, which was more than was spent even by developed countries.

Nevertheless, the disparity between the amount spent on black and white children was still large and could not be changed overnight. Currently, for every R2,50 spent on the education of white children, R1 was spent on blacks, although this proportion was at one time 10 to one.

With the best will in the world, it would not be possible to provide every SA child with education.

The disparity and backlogs created high levels of distress, and education, therefore, had become highly politicised.

But the complexity of the task and the size of the problem meant it was beyond a single role-player. The high level of expenditure on education indicated the state was playing its part. However, the profession, on occasion, acted irresponsibly and should accept strikes were not in the interests of children.

From now on new agreements forged between education organisations and government would be rigorously enforced.

The agreements did allow teachers to strike in certain, narrowly defined circumstances, but the no-work, no-pay agreements would apply. (50)

Speaking on the role of parents, Marais said the low level of education achieved by parents often made them unable to support their children's education.

Government therefore intended to assist with adult education, which had become an urgent necessity. The possibility of a preschool year for underprivileged children was also being investigated.

□ Many more marches could be expected as the April elections approached, said Law and Order Minister Hennis Kriel, reports Sapa.

Police would have to limit and control these marches and the matter needed to be discussed at the World Trade Centre talks in Kempton Park.

"We cannot have a situation where there are marches every day, sometimes in confrontation with rival parties," he said.

The right to march was recognised as a democratic right, but it implied certain democratic responsibilities. "It does not grant the right to invade the rights of other citizens, to smash their shop windows and car windscreens or commit arson."

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## Pupils struggle in open schools

JOHANNESBURG

Teachers and pupils are struggling to cope with the diversity of cultures in open schools, Open Schools Association director Mr John Stonier said yesterday. (50)

Speaking at the launch of a programme by Stellenbosch University to help them, he said teachers should be empowered to help all children.



# Principals to form new body

Staff Reporter

CAPE TOWN school principals from all four education departments will hold a historic meeting later this month to form a new body to restructure education when a single department of education is formed next year.

The principals have not held formal meetings before because of their opposition to racially segregated education.

Mr Roger Cope of Minton High said: "Heads from the House of Representatives and the Department of Training have been co-operating for some time and realised their colleagues from the white schools have been left out in the cold. Now they have decided the time has come for all principals to work together."

Mr Nat Bongo of Chumisa Primary School in Langa said prin-

cipals should be represented at the National Education and Training Forum and they had an important contribution to make in restructuring education in the Western Cape.

Principals from all schools and education departments have been invited to attend the meeting, to be held at the CR Louw Theatre of the Sanlam head office in Belville at 8am on October 23.

# Bridging pitfalls in education for all

Staff Reporter

50 APR 20 110/93  
A PROGRAMME geared to help teachers and pupils in the transition from a segregated to an integrated community in an educationally sound way has been launched in Cape Town.

"In the new, multicultural school system there will be pupils struggling to cope with a new and unfamiliar culture. Equally, there will be teachers having to educate pupils who come from diverse cultural backgrounds," said Ludolph Botha, director of the Centre of Educational Development of the University of Stellenbosch, which developed the centre with the Open Schools Association.

Dr Botha said the biggest challenge would be to change attitudes.

"We thought changing to open schools would be a painless exercise. Research indicated everything was not okay. Blatant racism does occur. Teachers are confronted with new problems," he said.

Open Schools — A Professional Growth Programme for Teachers, aims to fill gaps in teachers' knowledge and skills, enabling them to empower pupils.

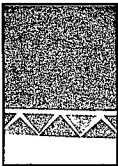
The main objective is to empower high school teachers to support all children in fully integrated schools effectively, especially during the transitional phase.

Although primarily developed for English medium high schools, primary schools can also benefit.

The programme focuses on four main areas which research has shown pose problems during the transition to non-racial education. These are inter-personal awareness and socio-cultural skills, intra-personal skills, cognitive development skills and language skills.

More information can be obtained from Jutas or the Open Schools Association.

Six of the best... the flags chosen in the competition from the left, by the Commission on National Symbols from a shortlist of 100 entries were sent in for flags and symbols.



Green and gold dominate designs unveiled at Negotiating Council

Stuart 21/10/1963

# New symbols proposed

(50)

## NEGOTIATORS

recommend that both Die Stem and Nkosi Sikelel' Afrika be recognised during the transition

### BY ESTHER WAUGH POLITICAL CORRESPONDENT

Green and gold are the colours dominating proposals for the transitional symbols for the new South Africa.

The proposals, unveiled last night in the Negotiating Council, include six flags, two anthems and 100 designs for a coat of arms. It was proposed that both *Die Stem* and *Nkosi Sikelel' Afrika* should be recognised during the transition.

The Commission on National Symbols, in a report distributed to the world in the Centre yesterday, said it had compiled a shortlist of 100 entries from the original 7,000 entries for a new flag. It was proposed that 10 designs were chosen.

The flag which the commission chose was a combination of the dominant colours of the new South Africa. It reflected the "overlapping" of the two national colours placed the flag in the African context.

## These won't be unfurled

Gloomy about his future in non-racial election. The report said that both the Afrikaans and the English versions of the search, called the task daunting.

"We have managed to eliminate 6,000 designs," she said. "Every design symbolises something about that person's feeling for the country now and in the future."

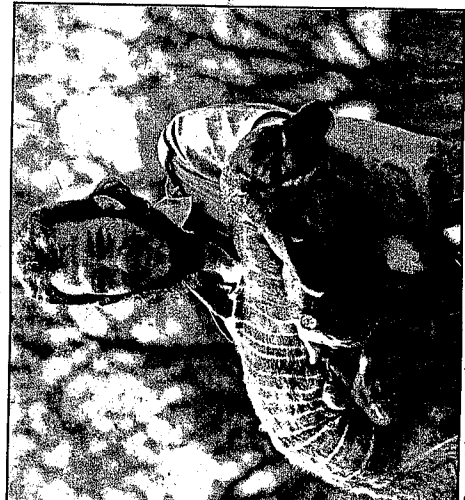
The commission's stated goal was to "find unity within diversity" in a country where there are 19 different languages and 10 ethnic groups. The perfect choice to serve as the national symbol, following the lead of the new South Africa's first democratic, Apartheid.

water, sky) and red (courage, progress, vitality, blood), the line separating them is white (peace, reconciliation, understanding).

The commission received 119 entries for an anthem. A shortlist of 10 was chosen, including *Die Stem* and *Nkosi Sikelel' Afrika*, was compiled for the final selection.

The commission said all the anthems were good, none of them could be "for an anthem." It recommended that *Nkosi Sikelel' Afrika* be considered as an alternate

## Bongo is born



Rare antelope... Dawie van der Walt shows off a bongo, born on Tuesday at the Johannesburg Zoo. It is the third of its kind to be born there. You can meet baby bongo on Sunday — the same day the Johannesburg Marathon, which starts and finishes at the zoo, is run. Entry will be free and there will be lots of activities, including face-painting and pony rides.

PICTURE: SEAN WOODS

# focus on reconstruction

Sowetan 20/10/93

**S**WEEPING changes to the national education and training system are vital to raise the quality of life of the majority of our people, and unleash their creative economic potential.

One estimate indicates that 15 million black adults do not have basic schooling. Of these about 9 million are wholly illiterate.

People without basic education are severely disadvantaged in seeking jobs, further training, and taking part in organisations of civil society. Without the means to engage in literate communication, people are effectively marginalised from the benefits of citizenship which the new democratic order offers.

The lack of education and training is not just measured in terms of personal hardship for millions of individuals. The cost will be borne by the nation as a whole. A strong economy depends on developing a skilled and flexible work force capable of producing high quality goods and services and adapting to rapid changes in technology. This has been the lesson of the most successful economies in the world.

The alternative is a low growth path based on low skills and poor wages which will only serve to entrench the poverty of the majority and perpetuate economic stagnation.

The key to unlocking our potential is a human resources strategy integrated into an overall plan for national economic development.

Cosatu's proposal for a human resources strategy as a key element of the Reconstruction Programme has eight features:

#### **Compulsory general education:**

There needs to be ten years of free compulsory schooling for all. Priority must be given to the urgent tasks of improving the curriculum, ensuring proper teacher-student ratios for effective teaching, provision of sufficient classrooms, textbooks and facilities and upgrading of teacher training.

A single national integrated education and training system.

The apartheid education and training system was fragmented into 19 different departments which resulted in an inequitable, inflexible and inaccessible system.

Workers trained in one part of the country cannot get recognition for their skills in another part. The lack of integration between training and education means that workers' skills are tied to narrow occupational tasks which reduce flexibility in the workplace.

#### **Cosatu proposes:**

- One national qualification system with certificates of learning based on competency assessment and linked by credit transfers between different institutions;
- National industry skills competency standards;
- Structured training programmes for adult

A strong economy depends on the level of education and training and a work force capable of adapting to the technological developments, **Jay Naidoo** writes in this article.



**Without the means  
to engage in literate  
communication,  
people are  
marginalised  
from the benefits  
of citizenship**

workers containing a minimum quantum of core educational skills;

- A nationally co-ordinated system of accreditation for all courses given national recognition by employers and education providers; and

- A nationally co-ordinated framework for standards setting, accreditation, certification and assessment administered at regional level.

**Commitment to lifelong learning:**

- The current education and training system predominantly targets young people, with many working adults locked into narrow occupational boxes, discouraged from further training, with no flexibility for change.

A flexible workforce capable of responding to new developments in technology and work processes requires a culture of learning where adults are encouraged to take part in training throughout their working life.

#### **Integration with Labour Market Planning:**

- Our ability to develop new industries and achieve the levels of economic growth necessary to fund the provision of "basic needs" for our people depends upon the education and training system producing a workforce with the appropriate level and quantity of skills to meet these objectives.

The training system must produce an adequate number of properly trained teachers, nurses, builders, technicians and engineers to address poverty and infrastructural development.

New public works programmes and job creation schemes must provide structured training modules for people engaged in these projects. The training should lead to a nationally recog-

nised qualification.

#### **Recognition of prior learning:**

- There must be formal recognition of the skills and learning which adults have acquired through work experience and informal training.

These standards should be linked to new skills-based grading systems that reward workers with higher wages for higher skills, providing financial incentives to learn, and creating career path opportunities linked to skills.

#### **Teacher upgrading:**

- Priority must be given to the upgrading and training of the educators if we are to improve the quality and quantity of the training for a larger base of learners in our community.

#### **Infrastructure and finance:**

The government must play a central role in funding, but the private sector must increase their contribution to training the workforce. In South Africa the private sector spends less than one percent of payroll on training compared with five percent in Germany, Japan and other leading economies. A range of new incentives are necessary to encourage greater private sector spending on education and training.

Priority must be given to the optimal use of existing training facilities which presently are enormously under-utilised. Teachers and learners need to access these facilities 16 hours per day, six days per week, 50 weeks per year.

#### **Access and redress:**

- There must be an end to discriminatory practices by education and training institutions and employers in terms of who gets access to education and training. Special programmes are needed to identify and target disadvantaged sections of the community such as women, rural dwellers, the "marginalised youth". Advice about learning and employment opportunities geared to improving access of all groups into education and training system is also required.

In summary, Cosatu sees the reforms to the education and training system as a crucial component of the reconstruction programme for a new South Africa in terms of redressing past educational inequalities of apartheid, industry restructuring and achieving political and social ability. Moreover, we believe there is a considerable degree of consensus among all the stakeholders involved in these negotiations for the changes we are proposing.

# focus on education

**W**HEN Bantu Education was introduced by the National Party regime its aim was clear: to make the native an efficient worker without giving him any real education. If they gave a native any real education, that would make him sufficiently advanced to fight for his own liberation.

It would also have made him erudite enough to define for himself what liberation is, what a fight for liberation entails and what true liberation is. In other words, the aim was to deprive him of the power that knowledge has, to deprive him access to those areas of skill upon which any self-relying nation depended.

In order to succeed in this regard they (NP regime) prescribed an inferior curriculum and down-scaled teacher-training. They de-skilled teachers so that the product of a poor curriculum given by this teacher would pose no threat to his European counterpart in the job market. The de-skilling process worsened over the decades of NP rule.

The introduction of bantu education was challenged by both teachers and parents, with the result that good teachers like E'skia Mphahlele and Zeph Mothopeng were expelled from the profession. While the opposition to this introduction was not well co-ordinated, both parents and teachers remained mindful of the necessity to protect their children from the effects of the organised boycott action.

## Omission

This they did by setting up "independent schools" or "alternative schools" wherever possible. While they did not want the education system to harm their children, they also did not want their actions to bring about that which bantu education aimed to achieve by omission.

In 1976, when students took the struggle against bantu education further, people who could have ensured that minimum damage was felt by students were rounded up and prosecuted at the Bethal Trial.

Accused No 1 was none other than the good teacher Zeph Mothopeng, who earned himself a rest period of 30 years on Robben Island. The uprising was opposed murderously by the state security apparatus and a student diaspora followed.

The February 20 1990 President FW de Klerk's speech reintroduced teachers into opposition/struggle politics and the aim of getting rid of bantu education and its effects appeared, or so it seemed, on the horizon. The only thing that was absent was the idea of the independent schools system of the 50s and the alternative education of the 50s and 80s.

Teachers went out in the streets to demand a living wage and the total scrapping of bantu education and the institution of one education department. The demands are good in themselves, no doubt about it. The regime remained unresponsive to the demands and teachers remained adamant in their demands.

Sowetan 27/10/93  
Originally, resistance to Bantu Education was essential, even productive, but the union activities of teachers are not achieving the same ends, argues **Mogole Mphahlele**, education secretary of the Pan Africanist Congress:

(50)



E'skia Mphahlele ... who was expelled from the teaching profession.



Zeph Mothopeng ... earned a rest period of 30 years on Robben Island.

“The idea of alternative schools — or catch-up programmes — are not working because teachers are demotivated, pupils are demotivated and parents apathetic”

This resulted in four years wherein our children went without meaningful education. The teachers' resolve to get their demands met ended up serving the initial aims that underpinned bantu education.

## Doctor results

What makes the system succeed here is that the embattled regime, in an attempt to minimise embarrassment, will doctor matric results, pro-

ducing the same product prescribed by Dr Eisselen in the 50s. Matric results serve as a yardstick for the success or failure of an education system in this country.

Teachers, after spending months in the streets, will also doctor internal examinations to avoid both embarrassment and anger from both pupils and parents.

The idea of alternative schools — or, as they are called presently, catch-up programmes — are not working because teachers are demotivated, pupils are demotivated and parents apathetic.

Instead of addressing the schools' problems, they are walking the streets of the white suburbs, enrolling their children there. Those who cannot afford this will be saddled with a problem that can be settled if both parents and teachers look at what happened in the 50s and do more than feed their children educationally.

The truth here is that, while the teachers' strike has been called off, no teaching is going on in many schools. Pupils still leave school for home at 10am. In effect, the strike is still on. Is it the regime that is shooting at us or are we shooting ourselves in the foot?

# Mayoress focuses on 6,4 million children

CJ ~~AA~~ 27/10/93

Staff Reporter

**MAYORESS** Mrs Marilyn Keegan last night launched the Mayoress' Fund-Raising Campaign targeting the nation's 6.4 million pre-primary children, in what could well be one of her last official engagements.

With her husband, mayor Mr Clive Keegan, embroiled in a civic scrap for the chairmanship of exco, she acknowledged that her scheduled two-year stint may not last two months.

"I must be the only woman who goes to bed with the mayor and wakes up with the chairman of exco," she said to hearty laughter from those gathered at the Civic Centre function.

But she gave the assurance that she had laid the groundwork for a fund-raising initiative which would make the city the world's focus and would also raise substantial money for pre-primary facilities. An international press conference was scheduled for next month to release details of the initiative, Mrs Keegan said.

With only seven percent of South Africa's pre-primary children with access to any facilities, and this was "skewed towards whites", the mayoress criticised corporations and the government for passing the buck.

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LLOYD COUTTS

## Education fund revived as company

THE Tertiary Education Fund of SA has been revived as a private non-profit company with representatives from development agencies, student organisations and educationists on its board to administer loans to students from disadvantaged backgrounds.

The fund's first board meeting was held in Johannesburg yesterday. It resolved to raise "significant amounts of money" from local and foreign donors.

Independent Development Trust (IDT) education director Merlyn Mehl was elected chairman.

The fund's activities were originally curtailed when student organisations, unhappy with their lack of participation in allocations and the

criteria used to allocate loans since the establishment of the fund under the auspices of the IDT in 1991, withdrew from the organisation's steering committee. *B. Bay*

However, the student organisations, the SA Students' Congress, the Azanian Students' Congress and the Pan Africanist Students' Organisation, are now represented on the board. *29/10/93*

The meeting also resolved to reserve space on the board for the labour movement.

Mehl said yesterday the company had been formed to allow larger numbers of academically deserving but poor students access to universities and technikons.

It would grant unsecured loans to students at rates in line with the inflation rate, Mehl said.

Loans would be repayable on successful completion of study.

Last year, the IDT had granted R30m in student loans and estimated that between 180 000 and 200 000 students were in financial need.

The fund and the Kagiso Trust provided most of the financial assistance to disadvantaged students in SA. *(50)*

It was estimated that about 20 000 students received aid, which was 10% of the need.

Mehl said the fund would not replace state participation in financial aid to students.

Star 29/10/93

# Bursary board set up

BY PHIL MOLEFE  
EDUCATION REPORTER

An independent national board which will administer bursaries and loans for students studying at tertiary institutions was officially launched in Johannesburg yesterday.

The Tertiary Education Fund of South Africa (Tefsa) is the culmination of three years of intensive work by a range of stakeholders towards establishing a co-ordinated national funding programme.

Tefsa is made up of representatives from the

Independent Development Trust (IDT), Kagiso Trust, university and college principals, the National Education Coordinating Committee, the Bursary Council of South Africa, the business sector and major student organisations.

The IDT's Professor Merlyn Mehl, who was elected chairman of the Tefsa board, said the establishment of Tefsa was a significant step towards a more durable means of funding tertiary education, especially enabling students from disadvantaged backgrounds to enjoy

access to study at institutions of higher learning.

The SA Students' Congress, Pan African Students' Organisation and the Azanian Students' Congress said their involvement in Tefsa would help to ensure that students in historically disadvantaged institutions would have equal access to funding.

More than R120 million has been allocated to various institutions during the past three years.

Mehl said Tefsa had been registered as a private company.

50



## 79 000 sign petition for Afrikaans

Weekend Argus Correspondent

PRETORIA. — A group of women concerned about the future of Afrikaans have collected 79 000 signatures in five days in a petition calling for the maintenance of Afrikaans as an official language.

The petition was handed to Constitutional Development Minister Roelf Meyer and Public Enterprises Minister Dawie de Villiers in Pretoria yesterday.

Susann Kok, spokesman for the group, said the petition was "spontaneously" circulated between relatives

and friends of the women for five days, and the reaction had been "overwhelming".

ARL 30/10/93  
"With more time, we could have tripled or quadrupled the number of signatures," she said.

The petition calls for the retention of the official status of Afrikaans, the recognition of mother tongue education in Afrikaans "at the highest level", and the maintenance of Afrikaans in official institutions such as the public media.

Mr Meyer said the government's policy was that Afrikaans should remain an official language.

# MONEY

## Education's price exacts a lesson in investment

5 Times (Byes) 31/10/93

By TERRY BETTY

EDUCATION'S price could place school and university education beyond the reach of many parents in the very near future.

Old Mutual says a three-year unit trust will cost R10 000 in 10 years' time, a substantial diploma will cost R10 000 (see accompanying article).

Mr. Shapiro says the best way to invest in unit trusts or endowment policies is to buy them with a large sum should buy a diploma. For example, if you have R20 000, a 10% annual return would mean you could invest about R10 000 over 10 years.

Mr. Shapiro says the ideal is a single-premium endowment policy applied to a unit trust.

Payments into funds are not tax deductible but neither are withdrawals from them taxable. Interest-free loans are not tax deductible.

Mr. Shapiro says another option is to place money on fixed deposit at a bank. Interest of more than R2 000 a year to full-time university and part-timers and R1 500 to two-year students who do not receive financial aid.

Benoni City Campus principal Mr. M. Kitz says thousands of bursaries are available. Benoni City Campus offers a bursary to students who apply for bursaries and fall in the category of needy university students may take a study loan from a bank.

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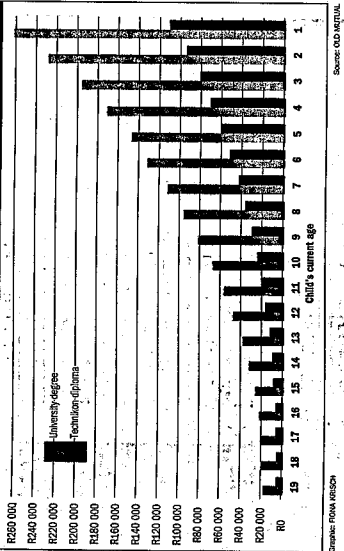
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Picture: CHRISTINE MESSBITT

ARI HATZ: Students should study the bursaries on offer

### University and technician fees Projected 3-year degree/diploma costs



Source: OLD ACTUAL

Graphic: RONA BOSCH

**Perstech Limited**  
Company registration number 29/06/87/018  
Incorporated in the Republic of South Africa

**PERSEUS**  
Corporate Systems

### Group Results and Dividends for the Year Ended 30 September 1993

**Turnover** 27%  
**Attributable earnings** 20%  
**Dividend per share** 16%

**Comments** In the volatile market, Perstech had invested substantially for growth. Software Connection, as well as pay-TV, are expected to continue to be strong. Systems and educational and financial media operations intransient.

As a result of recently acquired assets, the company's earnings per share increased by 15%, which led to the increase in growth in software. Perstech's position in the traditional markets. Perstech continued to dominate the market for software. The group's Namibia operation applied good results and Perstech build substantially on its investment market. Dividend declaration

The board has declared a final ordinary dividend of 77.65 cents.

Neobank charges first-year students a 10% interest rate and the interest is non-negotiable for undergraduates.

The student has to produce proof of income to qualify for the loan. Repayments take one and a half times the length of study.

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# Pupils and parents

## teargassed at school

By Barbara-Ann Boswell  
South

1911 - 23/1/73

made him say that the principal had touched him," said one of the protesters, Ms Sarah Arendse.

Bailey and a few other teachers have a different story. While they refused to comment on the allegations, they said the community supports the principal because he has a strong hold over them.

"He manipulates the people by giving them wine and money," claimed Bailey. "Two cases of sexual abuse were previously reported, but they were withdrawn because he bought the children. He hates us for exposing him, and he has transferred that hatred to the people."

More than 50 parents and pupils chanted slogans, put up barricades outside the school, and threatened to break down the school if Hans was not reinstated immediately.

PHILIPPI parents and pupils have demanded the reinstatement of a school principal who was suspended following allegations of sexual abuse.

Their protest on Tuesday was greeted with police teargas traps.

The primary school principal was suspended on Monday by the Department of Education and Culture in the House of Representatives, pending the outcome of an inquiry into allegation that he sexually abused two pupils.

The protesting parents believe that the accusations were the work of a teacher they believe has a grudge against the principal.

"I was in the room when a child told his mother that Mrs Bailey



**TEARGASSED:** Concerned onlookers revive a pupil who was overcome by teargas

PEOPLE'S LIVES 500 children crammed into two classrooms and four old buses

# TPA is blocking kids' education

Sowetan 7/12/93

## ■ RED TAPE Squatter camp school denied access to funding:



**M**ore than 500 children living in a squatter camp at Wierler's Farm near Gransere are crammed into two classrooms and four old buses for a school with unqualified teachers.

Despite the obvious need for a school, the children's desire to learn and the Wierler's Farm community's determination to educate their children, the school, called Rutsesechaba (teach the nation), receives no support from the Government. It is not that there are no funders that are willing to support the school. It is just that an enormous amount of Transvaal Provincial Administration red tape prevents the school from having access to funding, said community worker Father Emmanuel Lafont.

Lafont and the Wierler's Farm community have been battling, without success, to get the school registered.

It cannot be registered unless the TPA grants it permission, even temporarily, to exist. Without registration it will not receive the funding from the Department of Education and Training necessary for running costs and teachers' salaries.

**The community has been battling to get the school registered without success.**

Lafont showed *Sowetan* the impassioned letter he wrote to the TPA's MEC, Mr John Mavuso, pleading that the school be permitted to exist.

Wierler's Farm is an informal settlement that is not recognised by the TPA and therefore it does not enjoy the support and infrastructure that an official settlement would.

"I appeal to you today, as I do to the State President... there we are, with a community deprived by all standards and still wishing their children the little bit that can be done... and the red tape of the old fashioned administration is on their way. We know that eventually a decision can be taken," said Lafont in the letter to Mavuso.

The Wierler's Farm community had

already given an undertaking that they would publicly acknowledge, if the TPA were to permit the school to exist, that it would not be construed as a guarantee that the camp was a recognised and legal settlement.

Since the agreement, in February, however, further contact with TPA officials in Pretoria have not helped the Wierler's Farm community to run their school.

The school was founded in 1988 and then consisted of a large tin shack. Members of the community volunteered as teachers although they had no proper qualifications. Then, two years ago Lafont and a local doctor in the area raised funds and built two brick and mortar classrooms and threats from the TPA to destroy them.

The school had four teachers last year, three of whom left early this year because there were no funds to pay their salaries. This month the principal, and ten volunteer teachers had between themselves R5 000 to share as salaries, raised from funders by Lafont.



UNCOMFORTABLE TRIP TO EDUCATION... Pupils at Rutsesechaba School at Wierler's Farm cram into a disused bus.

EDUCATION — PRIMARY SCHOOLS

1994

# DEC and teachers set to clash in Worcester

South 211-261194

By Edwina Booysen

THE crisis in education spilled over into the new year for parents, teachers and pupils in Worcester when it was learnt that teachers from existing schools in the area will be transferred to staff a new school soon to be opened by the House of Representatives.

Members of the Worcester branch of the South African Democratic Teachers' Union (Sadtu) and the community are waiting to do battle when the Hex Park Primary School opens on April 1.

Last year Sadtu, in conjunction with the community, faxed the Department of Education and Culture (DEC) in the House of Representatives to demand new teachers when the school started.

The Worcester community was informed that the DEC would not employ new teachers for Hex Park Primary, despite the fact that several newly qualified and substitute teachers would be seeking posts in the new year.

The department plans to remove permanent teachers at existing schools and to withdraw pupils from other schools in the area to fill the new school.

A Sadtu Worcester branch spokesperson, Mr Max Strause, said Sadtu and the community have a plan of action when the school opens.

"Parents will gather at the school on April 1 with their children and teachers from other schools in the area are being asked to remain at

their present schools," he said.

"Newly qualified and substitute teachers will be used to see to the normal teaching programmes at Hex Park Primary.

"Substitute and newly qualified teachers have also been mobilised to report for duty on January 18 at all schools in the Worcester region," Strause said.

"The community will determine whether the current number of teachers are accepted."

Sadtu's Worcester branch also has to deal with a threat from the DEC to deduct money from 17 teachers in the region for participating in the union's strike last May.

"On the last school day of 1993, each of the 17 teachers received a letter from the department threatening deductions on the basis of no work, no pay," said Strause, who is one of the affected teachers.

"This cowardly act is a further attempt by the department to divide the members of Sadtu and to destabilise the teaching profession, and they informed us on the last day of the school year so that we wouldn't be able to take action.

"We have written individual letters to the department to say how unfair we feel the threats are," he said.

An emergency meeting of Sadtu members in the Worcester region is being held on Tuesday, January 18 and a community meeting is being held on Thursday, January 20.

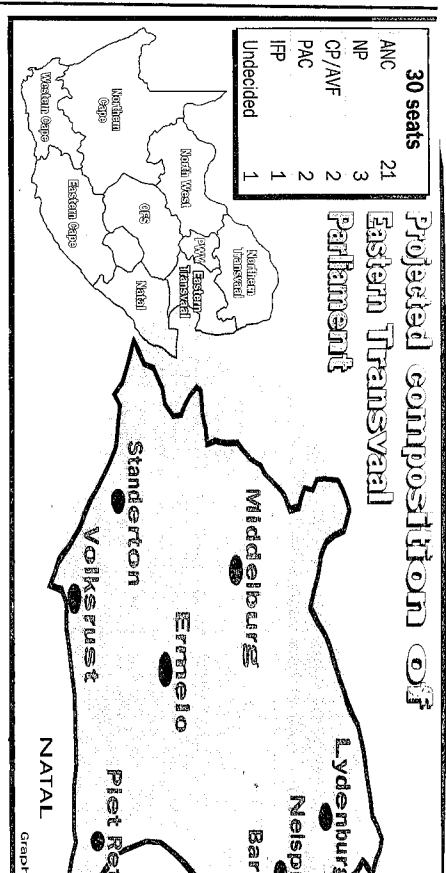
The DEC, after repeated attempts to contact them, did not comment.

# Down Barberton way, they're still slamming the door in the face of change

In the first of the Sunday Times election profiles of South Africa's new provinces, CLAIRE ROBERTSON reports from the Eastern Transvaal, where she found a white community both anxious and defiant and a black community brimming with expectations

81 Times 23/11/94

(51)



**F**ORTY-SIX years ago the headmaster of Barberton Primary School told Hennie Krizinger's father: "Boet! I do not want your child in my school."

Months later his father — a general in the pro-Nazi Ossewabrandwag — and fellow Boers triumphed in the 1948 election. They ran the country, let alone the education department.

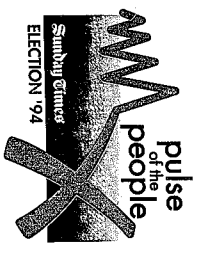
Last week Barberton Primary School did it again, this time refusing to admit black children months before the ANC is set to sweep into power.

The shortsightedness of the move has stung the mother of one of the children, Mrs Elsie Mhlongo, who fears the damage to her son Jabu will linger long after segregated schooling is gone. They have again sown seeds of bitterness that we were supposed to be eradicating with the ANC in the country.

Here in the country, proof that Krizinger is living through the personal pain and humiliation are often forged into a bitter political doctrine, today he is a grey-haired irritable old-school teacher for the Afrikaners. He asks him about the election is to invite a mime of wide-eyed bewilderment.

"What election? You don't go into an election when you will only get two percent of the vote."

"No. If we fight elections, they will be for our own legions, our referendums to see who wants to be part of the volksstaat." This was the day before

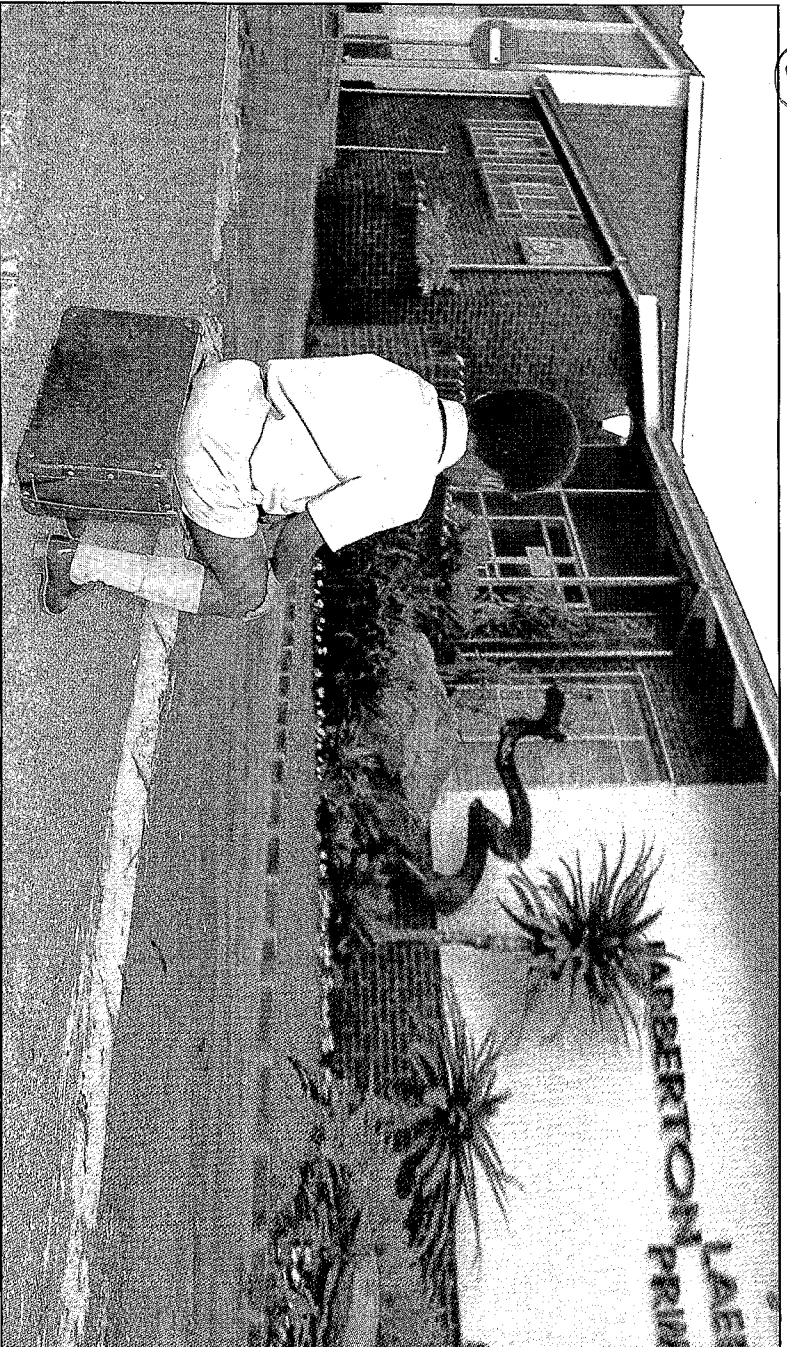


The far-flung nests of far-right support are well-known — Marble Hall, Groblersdal, Lydenburg and, of course, Barberton, where AFB loves lies physically threatened the school board into kicking out seven black children.

So far the fight is an irritation only. The NP, which the Sunday Times poll shows is running second to the ANC with the backing of almost half of white voters, is irritated that those 184 voters removed thousands of posters as soon as they were tied to lamp posts and pain centres about the Blight in so far as it compares mainly farmers who possess an almost feudal power to restrict the right of their workers to vote.

The most disturbing case so far noted by the ANC's Eastern Transvaal "voter education" (for which read campaigning) co-ordinator V V Windvoel is that of a farmer keeping the ID books of his workers under lock and key.

THE ANC is taking seriously the farm signs that read "Trespassers will be shot on sight" and



SHUT OUT: The headmaster of Barberton Primary School warned Jabu Mhlongo's mother her son would be physically removed

Conservative Party leader Ferdie Hartzenberg's announcement that this was indeed the white Right's strategy — to define geographical areas by their inhabitants and create the sort of chocolate chip cookie maps that Mr Kritzinger sketches as he outlines his party's plans for the Eastern Transvaal.

The Right, which the Sunday Times poll shows has the backing of seven percent of the voters in the region, may not campaign in this election, but there are real fears that individuals, at least, will do their best to disrupt it.

Observers, police, peace structures and political campaigners are grateful only that the Right is so scattered.

Although large red graffiti welcomes the visitor to the "Volkstaat" near Witbank, the province's largest town and gateway from the PWV, white voters — roughly 15 percent of the total — are not concentrated in one area.

feeling well clear of those farms until the Independent Electoral Commission's local structures are in place. Then, said ANC election co-ordinator Jackson Mthembu: "n Boer maak 'n plan".

Polls support the ANC's belief that the black vote — more than 80 percent of voters in the province — is neatly sewn up, except for small pockets of Inkatha support in Carolina and Ermelo to the south.

The ANC leadership's dismissal of suggestions of significant IFP support in these areas is not borne out by the fact that local cadres engage in running battles with IFP members there to the dismay of peace structures.

Finding a PAC presence in the area is difficult, but the Sunday Times poll suggests this is localised in Kangwane.

Mr Mthembu is dismissive of the Democratic Party, which showed no black support in the Sunday Times survey of this province: "They

have one woman and her daughter. These are their only black members."

He neglects to mention that the woman, recently-elected Eastern Transvaal DP chairman Venge Habile of Middelburg, is also mother-in-law of the ANC's candidate for provincial premier, Mr Matthew Phosa.

This is not the only uncomfortable political juxtaposition in the province: one of the clandestine ANC white members in Nelspruit is very close to Mr Kritzinger — unbeknown to the AVF office-bearer.

Confident of victory on April 27, ANC officials are looking beyond the election and concentrating their efforts on getting white voters to temper hostility towards their likely new rulers.

"We want their skills. We don't want destabilisation of the civil service. This target is not so much about numbers on April 27, but peace later,"

said Mr Mthembu, who has worked hard to create a small core of friendly farmers and a few secret sympathisers in the business community.

Most businessmen in the province back the NP and next week President FW de Klerk will be in Nelspruit to lunch with business leaders and bolster this support.

The NP's regional chairman, Transvaal MEC Lucas Nel, said the AVF and CP war talk was driving their supporters into the arms of the National Party.

In addition to drawing the support of whites, Dr Nel said, the party would spring a surprise by drawing significant support from blacks who live in Kangwane and Kwan-debele, the former homelands which fall in the new Eastern Transvaal province.

With this in mind, Mr de Klerk is to address the Kwan-debele legislative assembly this week.

But the ANC was there first.

**O**N Thursday, Mr Phosa spoke to kings Mabhoko II and Mako-sone II and 120 chiefs and indunas. They pledged their support, and the use of their vibrantly-painted kraals, to the ANC.

Similarly, in Kangwane, home of the Dangerous Darksies football team, the ruling Inyandza National Movement has entered an election pact with the ANC.

Mr Mthembu said the ANC planned to spend R3-million on its Eastern Transvaal campaign. It has ordered 20 limousines from abroad for countryside use by candidates who want to impress the masses.

Mr Mthembu took up street politics at an early age, and he is hugely amused that, as a candidate on the ANC's national list, he could well end up as "a fat chap sitting in the senate".

Doubtless one of his headaches then will be the unfulfilled expectations of his constituency. If whites in the Eastern Transvaal believe their order will topple as slowly as the leaning tower of Pisa — if at all — black voters seem to think all will suddenly be well on April 28.

Said Amos Sindani, a 32-year-old crane driver for Highveld Steel: "I will vote for Mandela, of course, because he will bring me money and freedom. Perhaps after the election I will get a big pile of money from Highveld."

And Mr Sindani is employed — at least 20 percent of blacks in the Eastern Transvaal are not.

S/ Times 23/1/94



# Court orders school to admit black pupils

ARL 26/11/94 (51)

The Argus Correspondent

PRETORIA — An order compelling an Eastern Transvaal primary school to admit seven pupils who were refused admission early this month, has been issued in the Pretoria Supreme Court.

Mr Justice F C L Roos yesterday ordered that Barberton Primary School admit Byrone Singaram, Cornelius Mhlongo, Innocentia Msibi, Francis Ndebele, Bodo Drews and Samantha Tumber.

The application against the school, its governing body and the Minister of Education and Culture was brought by the children's parents with the assistance of Lawyers for Human Rights.

One of the parents, Mrs Gladys May Singaram, of Barberton, said in an affidavit, the school and the Barberton Nursery School had until 1990 admitted white children only.

The school elected in 1990 to become a State subsidised school (also known as Model C) and be-

came entitled to admit children of other races.

Mrs Singaram said she and her husband decided to send Byrone to the primary school since the education provided there was superior to any other local school in Barberton.

During July last year the governing body decided to admit a limited number of children from other race groups.

Mrs Singaram said she applied to the school for Byrone's admission to Grade 1 at the beginning of this year and the application was accepted.

She was informed that the governing body sent letters to parents of children already attending the school saying that pupils from other education departments had been admitted.

Some parents objected to this and formed a Parents' Action Committee which opposed the admission of children who were not white, said Mrs Singaram.

## School ordered to accept black children

PRETORIA. — A former whites-only state-aided primary school in Barberton was ordered yesterday by the Supreme Court here to allow seven black children to attend the school.

Supreme Court judge Mr Justice F Roos ordered the school and its governing committee to do everything necessary to ensure that the children received education and training without discrimination based on race.

Opposition to the court order was withdrawn by Barberton Primary School's governing group.

After opposition by white parents, the board had reversed its decision to allow children of other race groups at the school. — Sapa

SD 126/194



**FORCED OUT ...** Lezelle has found shelter in her new school  
Picture: COBUS BODENSTEIN

## Mayor ousts black girl

By SHARON CHETTY

THE mayor of Middelburg has led a campaign to oust an Afrikaans-speaking coloured girl from an Afrikaans primary school in the town.

Now eight-year-old Lezelle Maroos has had to enrol at an English school.

As the first black pupil at the school, she soon charmed her way into the hearts of her classmates.

However, a group of "concerned" parents, led by the mayor, Mr Gerhard van Zyl, decided the girl was not welcome, and made their objections known to the Model C school's management committee.

The committee stood by its decision: Lezelle met all the criteria for admission and would stay at Laërskool Middelburg.

But last Thursday visitors bearing a sinister message called at the Maroos home and decided the Sid 1 pupil's fate. It was a cold and rainy night when three white men in an unmarked bakkie arrived in Nazaret township.

"They were really rude and aggressive at first, but I managed to calm them down," said Lezelle's father, Mr Nicholas Maroos.

"The men did not identify themselves,

but said they were unhappy about my daughter going to the same school as their children.

"I took Lezelle out of the school next day," said Mr Maroos.

"I cannot take any chances with my daughter's safety. I took the threat seriously," he said.

Now Lezelle has been placed in an English-medium school, which Mr Maroos fears will prove stressful, as Lezelle is more comfortable with Afrikaans.

For the bright young pupil the furor about her schooling has gone largely unnoticed.

"I know some people did not want me in my first school, but it doesn't matter — I have new friends now," she said, smiling shyly.

A spokesman for the Laërskool Middelburg management committee, Mr Abrie van Wyk, said he was extremely upset at the turn of events.

"Incidents like these just give our town a bad name," he said, adding that the school would remain open to black pupils.

Mr van Zyl refused to comment, saying the matter had been "sorted out" now that Lezelle had changed schools.

# Anger over ban on black pupils at Model C school

**GREG KNOWLER**

Weekend Argus Correspondent

DURBAN. — Angry parents have threatened court action to overturn a decision barring black children from the Model C Hluhluwe Primary School in Zululand.

While children of other races are being kept out, in terms of a decision taken by the school's conservative parents' committee, the all-white school operates at only half its pupil capacity and with combined classes. The children turned away travel long distances to schools in other areas.

A reason given by parents for barring black children has been fear of losing their "Afrikaner culture".

For the privilege of keeping the school all-white parents are paying fees of R900 a year, which would drop if pupil numbers increased.

Angry Hluhluwe businessman Creaben Moodley said the refusal to admit other children was costing him R300 a month to get his daughter to school in Mkuze, more than 50km away.

"Hluhluwe primary is less than five minutes' walk from where I live," Mr Moodley said.

"I will go to court. I will do anything because I am sick and tired of this nonsense.

"My daughter, who is only six-and-a-half, has to get up at 5am and gets home at 4.30pm.

"This is CP country and they are the parents."

Headmaster Paul Preston has found himself caught in the middle. Although he is happy to admit black children as it would fill his school and bolster flagging revenue, he has to abide by the parents' committee decision.

(SD ARG 12/2/94)  
"The law has not changed on paper and no-one from the National Education Department wants to put anything in writing that I can take to the parents and tell them to admit Indians," he said.

"I wanted to start admitting people of colour at Class 1 level last month to get rid of the racial discrimination tag. The whole thing could be worked in slowly with Class 2 next year and so on."

But Mr Preston's problem is the conservative attitude of parents.

"We are just teachers and if the parents don't want Indians here and we can't get NED clarity on the issue then there's nothing we can do."

The school has 110 pupils, 80 Afrikaans and 30 English-speakers, but can accommodate 200.

# Teen thugs bring school to standstill

By CHRIS BATEMAN

TEENAGE gangsters in Mitchells Plain finally crippled a violence-racked primary school yesterday when teachers downed tools to protest at the near-knifing of a colleague during a vicious classroom assault on a 13-year-old.

Four gangsters burst into a classroom at Littlewood Primary in Beacon Valley, singled out Jeremy Afrikaner and repeatedly kicked him after he tripped and fell, breaking his arm in two places.

When class teacher Mr Raymond Ross tried to intervene he was threatened with a knife.

Yesterday some 100 teachers and parents gathered outside the school planning to march to the local Department of Education and Culture offices to protest against the lack of security and the condition of the school.

Headmaster Mr Nathaniel Rasmus — who described his school as “not fit for humans to be in” — dissuaded them, saying he would give the DEC a deadline by which to respond.

The school has become an eyesore

from repeated vandalism attacks.

The administration block is blackened from a fire which gutted the infirmary in January.

Mr Rasmus cited 961 window panes broken, 12 window frames damaged, 295 door handles smashed or missing and nine light fittings stolen.

Both boys and girls toilets had no taps and most toilet seats were smashed or missing while nearly every room had gaping ceilings from holiday burglaries.

Teachers told stories of panga- or gun-wielding youths (some former pupils) chasing others through the school buildings or fights breaking out — one allegedly while a DEC inspector was present.

Mr Rasmus said repeated requests for security guards had been ignored.

“Parents and teachers are willing to donate money and to repair damage themselves — but without security things will get vandalised again.”

Jeremy said he thought the gang attacked him because he recently foiled an attempt to steal his satchel.

A DEC spokesman was unavailable for comment early last night.

(51) CT 25/2/94

# EDUCATION GOES UNDERGROUND

By **NOMVULA KHALO**

LIFE for 160 Niger primary school children is a terrible struggle as they try to get an education using a disused and rundown mine complex as their school.

The school, with only two teachers, has Sub As and Sub Bs sharing a class. Standards one and two also share, as do standards three, four and five. Not far away is a school with better facilities, but it stands empty.

When the headmaster of the rundown school, Khechi Komoka, together with a school inspector, Ntiko Mokhehi, tried to persuade Willem Bester, the caretaker of a disused school, to give the premises to them, he refused to do so. "Whenever we spoke to him,

## Pupils hold classes in disused mine

City Press 27/2/94

he would say, 'Julie gaan nie herule plek kry nie, en Julie moet nie hier weer kom nie. (You can't have this place, and don't come back here again).'

Komoka said.  
When asked to comment, Bester said he had nothing to say.  
Mokhehi has appeared to the public to rescue the pupils.  
A depressed Komoka, who is also a teacher at the school, said the school used to be accommodated on a farm belonging to a Mr. Brinkman, "but he got tired

of us and chased us away".

Brinkman was not on his farm when City Press tried to contact him.

The children and teachers moved to the mine-shaft last September and have not yet been able to find a better place for the school.

At night the school is home for caretakers Alfred and Leah Mochonto who volunteered to give up their make-shift quarters to give the children a chance to learn.  
In this strange school there

are no amenities for the three classes. There are no toilets, taps or windows. When the children feel the call of nature they have to use the surrounding fields.

At times the mine-shaft gets so stuffy that the children have to fight for breath. But few of them complain because there is nowhere else for them to go, and young as they are, they know the importance of education.

Komoka said that while farmers prayed for rain, the children and teachers prayed for fine weather, because if it rained they would have to wear raincoats in the classrooms.

"We can not even close the doors because it gets too dark when we do and we can hardly see each other," she said.



**PEER GROUP . . .** Pupils peer out through mine-shaft windows. ■ Pic: EVANS MOVEMENT

FEATURE *How committed parents and teachers help illiterate children learn the three Rs*

# The art of creating useful citizens

Sowetan 11/4/94

(51)

## ■ SMALL WAY

*One man without a penny makes a big difference.*

By Joe Mkhlela

**T**HIRISANDS of black children of school-going age have much to thank the efforts of stalwarts outside Government structures for the education they receive.

From Daveyton on the East Rand to Orange Farm squatter settlement in the Vaal Triangle, committed parents have taken into their own hands the fate of their children, and have often turned dire situations into success stories.

Even the noble pioneering work by Ms Jane Evans to establish pre-schools on farms across the country has been overshadowed by the great enthusiasm shown by black parents to cook a snack at the apartheid system's attempts to keep the black child down by doing something positive to improve their lot.

Parents, spearheaded by non-governmental organisations, are doing this to improve the quality of black life that has been shattered over the years by the apartheid laws.

Yet in many ways the world is aghast at the level of backwardness visited upon blacks by these laws, depriving them as they did of the right to decent education.

Apartheid, it is generally accepted by ordinary people, educationalists, politicians and economists, has contributed to many of the social ills that have seen to the devastation of black lives year after year since 1948.

The level of illiteracy among blacks is shocking, so that people like Evans in a small way, have made a sterling contribution to turning the tide and arresting the rot.

Out in the backwoods of Orange Farm, the school of hope which goes by a quaint name of Chicken Farms is churning out literate boys and girls who are expected to make a meaningful contribution in future. All this is through the efforts of Mr Mzwandile Khumalo.

### Sprawling settlement

Khumalo, unable to take kindly to the devastation he saw around him, set out to establish schools in the sprawling informal settlement, literally "without a penny."

For Khumalo chanting of slogans and stabbing the air with furious fists had no place, but would certainly not be good enough to solve the problem.

"A nuts and bolts" man, he was determined to take the bull by the horns and do something to help educate the children who were wallowing in ignorance.

He used his limited resources to help lift his own people from a situation of helplessness to that of hope.

Launched in surroundings of chicken runs in 1989, the school's aim was to prepare pupils to face up squarely to the future with the knowledge that they could be useful citizens of their country.



The desire to learn burns in the eyes of these pupils.

Utilising mostly unqualified teachers, Khumalo is confident that "the best teachers are not those with a string of qualifications, but dedicated people with a calling from God."

Out in Daveyton, a dedicated woman, Mrs Bukelwa Selema, became instrumental in establishing a pre-school and an after-school school which she aptly named Zama Care Centre.

These were established in 1988. "It was the parents who requested that I establish a pre-school," says Selema. Because the idea of pre-school was not a properly established concept among parents in the townships, they took it upon themselves to "steal ideas" from the neighbouring town of Benoni.

In no time pre-schools began to mushroom all over the townships.

The Zama Care Centre started in 1986 at house 4399 Mpendo Street, Daveyton.

Children would often arrive at Selema's home after school. She would entertain them with stories and a variety

of games, after which they would be given snacks.

"Because these children performed better at school, a formal request was made by parents, and Zama After-School Care was launched," says Selema. The school provides pre-school education care for 100 children.

She is proud to say that the education provided is of extremely high quality. "Children leaving since its inception have been accepted easily into private and Model C schools," she says.

Day care centres in Moshosho, Duruza, Watville, Tembisa, KwaThema, Ratanda, Ogies and Kaitleng are currently using Zama Pre-School as a model on which to shape their centres.

The farm schools, which are the brainchild of Evans, not only give hope for the future development of children staying on farms, but will also directly benefit the farming communities.

For more on community schooling, watch NNTV's programme *People to-night* at 9pm.



Mzwandile Khumalo, receiving an award for his commitment to education.

This space was made possible by the support of the Positive Development News Initiative, which seeks to document a unique development model that is evolving in South Africa where people from all walks of life — Business, Labour, Grassroots, Democratic Structures, Development Agencies and Communities — are coming together in focused alliances, to play a powerful role in reconstruction and reconciliation to build a common future that will provide the foundation of a peaceful and prosperous inclusive society in this wonderful land of ours.

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# Parties neglect pre-school kids

South 814-1214/94  
By Edwina Booysen

PRE-SCHOOL children might as well be second-class citizens. Only one of the major political parties, the ANC, has an education policy which provides for them.

"We sent a questionnaire to 13 political parties in the country, and only three of the parties responded," said Mr Eric Atmore, a member of the South African Congress of Early Childhood Development (Saceed) (51)

"Besides the ANC, which provides one year of free and compulsory educare within its 10-year education plan, the SACP said it has no policy concerning pre-school children and Inkatha said it would like to have an educare policy, but does not have the money. The other parties did not even bother to respond."

Atmore said there are nearly seven million children under the age of five in South Africa. Only nine per cent receive pre-school education.

"The present government spends less than one percent of the education budget on pre-school education and the little it provides is skewed in favour of white, economically advantaged families," he said.

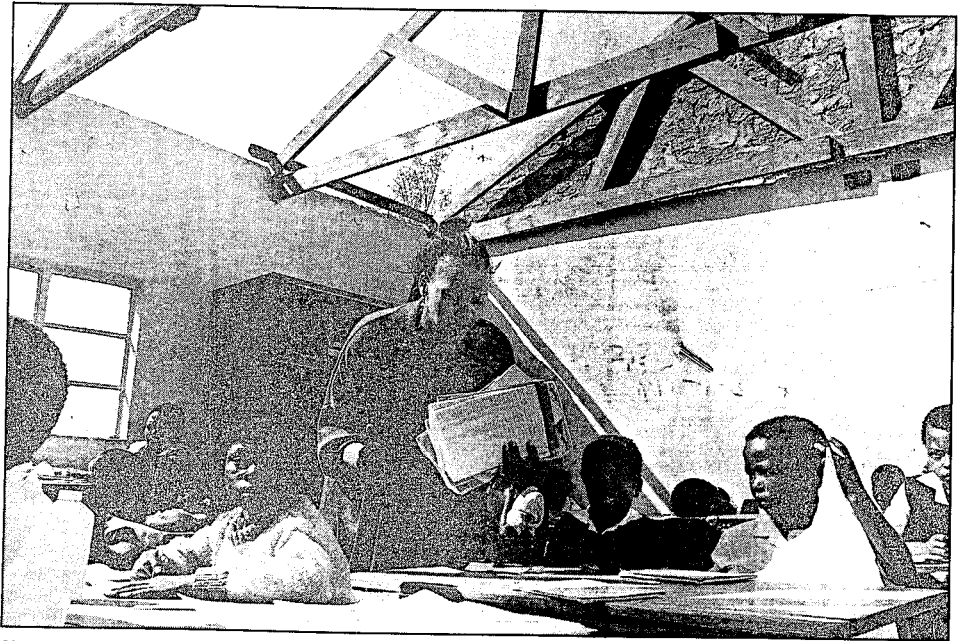
The ideal is to locate pre-school educare in a separate department in the education ministry, Atmore said.

"Educare is more than just education. It also involves health, nutrition and welfare. Research has shown that children who have been through quality pre-school education are more likely to adapt to formal schooling."

He said the children who had received pre-school education were better disciplined, were less likely to commit crimes or to fall pregnant as teenagers, and generally fared better at school than other children.

E Booysen, 76 Darling St Cape Town





Never mind the weather . . . Philena Farm School pupils in Knoppieslaagte, near Midrand, are hard at work even though a hurricane ripped off the school's roof three weeks ago.

PICTURE: JOHNNY ONVERWACHT

BY ABDUL MILAZI

## Learning freeze after storm

Tumo Motsumi (9) sits hunched over his school book, shivering uncontrollably from the winter chill coming through the gaping windows as his feet drum on the cold concrete floor.

Around him, more than 100 other pupils also sit shivering amid the rubble which was their school three weeks ago.

Tumo and the 400 other pupils at Philena Farm School in Knoppieslaagte, near Midrand, brave

the cold every day since their school was virtually destroyed by a hurricane which hit the area three weeks ago.

All that remained were gaping, roofless walls, offering no protection from the winter chill and the sun's harsh rays.

Headmaster Nicodemus Mphihwe (58) said the pupils were from poor families employed by

neighbouring farmers, who could not afford warm winter clothing for their children. (SD)

"We don't have money to repair the damaged classrooms and the present weather won't do their health any good," said Mphihwe.

The school was built by a farmer, Phillip Koekemoer, in the early '60s for the children of

his farmhands. By 1964 it had already absorbed hundreds of other children from neighbouring farms as well.

Pupils are charged a minimal school fee of R12 a year. Teachers' salaries and furniture is subsidised by the DET.

Mphihwe said: "We approached the DET to help repair the classrooms but they told us that they were waiting for tenders. This could take about a month and in the meantime pupils will have to brave the cold weather."

# Appeal to Model C schools to offer a united front

JOHN VILJOEN (51)  
Education Reporter, **ARR** 21/5/94

AN appeal has gone out to Western Cape Model C school governing bodies for join the seven other Regions represented by the South African Federation of State-Aided Schools.

Federation head Hennie van Deventer invited Western Cape schools this week to join his organisation so that the region could be represented in scheduled talks with the new Minister of Education.

Parents were uncertain about what the future held for their schools and it was time to "roll-up their sleeves" and present a united front to ensure stability and quality education, he told a meeting in Cape Town.

His federation had branches in seven regions — only Natal and the Western Cape were not represented.

The organisation would represent the interests of State-aided schools and be the mouthpiece of governing bodies. It aimed to bring parents together as a united front for the first

time in South African education history, he said.

The Cape Province Parents and Schools Association (Cappisa) has asked to have until August to weigh up whether to join the federation or not.

But, Dr Van Deventer warned that "time was of the essence".

Education Minister Sibusiso Bengu was proceeding with reconstruction faster than had been anticipated and had agreed for a meeting with the

federation next month, Dr Van Deventer said.

He was concerned that Western Cape Model C schools would not be represented then.

It was vital that Model C governing bodies had an association because this form of school was certain to be part of the new education system.

Although the African National Congress had said Model C would disappear once it came to power, this attitude had changed, he said.



**OSTRACISED . . . Abdur-Rahmaan Jogee in the playground of the school which has been closed by racism**  
Picture: JODI BIEBER

# Dream of multiracial school killed by racism

*Sunday Times 12/16/194*

By MONICA OOSTERBROEK

IT'S been a long and lonely month for a five-year-old Indian boy who has been isolated from his new schoolfriends because their racist parents removed their children from the pre-primary school in Kroonstad, forcing it to close.

The conservative community in the Free State has been thrown into the limelight after nearly all the parents took their children out of Rondonmalie pre-primary school when Abdur-Rahmaan Jogee was admitted in May.

The owner of the school, Mrs Anaat Maeder, has been shocked and terrified by the response of the community and has been receiving obscene and intimidating anonymous phone calls.

Her dream of establishing a multi-racial school for children so her own five children could learn to love everybody lies in tatters around her. Left with only six paying pupils, she not only had to close the school down, but has lost over R20 000 invested in her school.

The drama began when the son of businessman Shabbir Jogee was admitted to the pre-primary school.

Other parents then started approaching Mrs Maeder with excuses for removing the children, saying it was for financial or personal reasons. Only one parent told her directly that he did not want his child mixing with children from other races.

"I do not believe all these parents are racist - I think it was a few rightwingers who put pressure on the others to take their kids out, threatening to ostracise or harm them in some way," she said.

Little Abdur-Rahmaan Jogee, meanwhile, remains unaware that he has been the cause of such an uproar. He told the

Sunday Times that he thought all his friends had gone away on holiday.

But despite the attitude of the parents, neither Mrs Maeder nor the Jogee family would reveal the names of parents involved, as they do not want to create any further ill-feeling. (SD)

"I will not stoop to the indignity of fighting fire with fire and still want to protect children I had become very fond of. After all, it's not the children's fault," Mrs Maeder said.

Although Mrs Maeder is very shaken and upset by the uproar, she wants to fight back by attracting other parents who want their children to attend a multi-racial school where they will learn from the start to appreciate all cultures.

"Children do not see colour and some of those parents could have learnt a lot from their children, even though some of them were only toddlers," she said.

The irony is that many of the children are apparently now being kept at home to be looked after by a domestic worker from the local Maokeng township.

ANC senator for Kroonstad, Dennie Bloem, is organising a meeting with all parents and parties involved to discuss the problem and persuade parents to give the school a chance to arrive at an amicable solution.

He believes many whites in the town are equally dismayed by the turn of events, and some of the residents in the town told the Sunday Times they fully supported Mrs Maeder and what she was striving to do.

They also ensured that there was a spin-off for the work on construction of the school. Invoices for materials and the work done by members of the community were submitted to the Department of Education and Training, who settled the bills and then deducted R150,000 from the teachers' salaries over an eight-month period.

The sparkling concrete building is a beacon of hope from among the shacks — is a driving force for both pupils and teachers. The school replaced ship-tanner classrooms which were previously used.

"The past year has been a time of great struggle for the shack dwellers of surrounding areas. The new building is the highlight of the school year for both teachers and children. Entshona is a private school run by the community, most of whom helped erect the building.

"We want the children to grow up in a better environment — if they are happy at school, they'll be eager to learn."

He said teachers were all surprised when the children immediately agreed to cut short their three-week holiday and instead attended an extra week of school to make up for time lost while the school was being built.

"We have improved our own situation at school and the children now see that they can bring change," he said.

"That makes it all worthwhile."

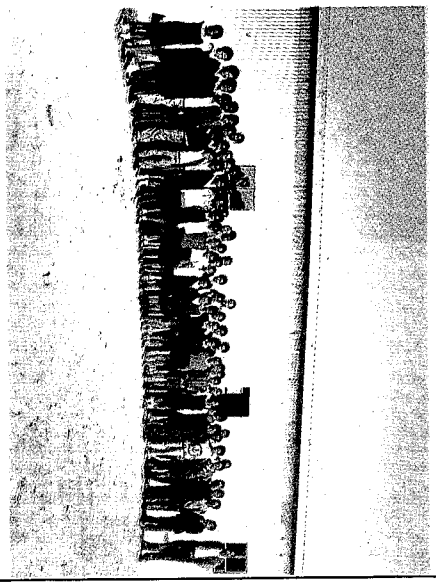


SHACKLANDS SCHOOL ... A sign of hope amid the squatter shacks of Phillippi, this sparkling new school was partly paid for by teachers and built by members of the local community

10/7/94

# Teachers' sacrifice brings new hope

(51)



PROUD PUPILS ... Entshona Primary School pupils outside their new school



SITINDO [C1 meters]

**By JESSICA BEZUIDENHOUT**

TEACHERS at a school in the heart of an impoverished squatter settlement have contributed more than R150 000 towards a new school building. Fifteen teachers at Enithona Primary School in Philippi, outraged at the conditions under which pupils were forced to study, undertook to cover all costs of the new building. They raised the money by donating a proportion of their monthly salaries over an eight-month

Type of toilet	W. Cape	N. Cape	E. Cape	Natal	O.F.S.	E. I.V.I	N. I.V.I	IV.W.	F.W.V.	A.W.
Flush toilet	64.71	.	76.09	69.22	.	.	.	.	87.98	82.93
Improved pit latrine	.	.	.	.	.	.	.	.	0.84	0.61
Other pit latrine	.	.	.	30.78	.	.	.	.	5.41	6.43
Bucket toilet	30.25	.	23.91	.	.	.	.	.	2.16	6.87
Chemical toilet	.	.	.	.	.	.	.	.	2.04	1.48
None	5.04	.	.	.	.	.	.	.	1.56	1.68
Total	100.00	.	100.00	100.00	.	.	.	.	100.00	100.00
Number	127 449	.	98 532	95 324	.	.	.	.	851 968	1 173 273

NOTE: Based on Questionnaire Section 2.3.1

# Plea to reduce number of teacher trainee applicants

□ More matrics apply than can be accommodated

ARC 11/17/84



**JOHN VILJOEN**  
Education Reporter  
PRINCIPALS and inspectors have been asked to help reduce the number of matrics applying to teacher-training colleges.

Education and Culture Services ex-House of Representatives executive director Awie Muller said in a circular his department was concerned that so many people applied for teacher training each year while only a limited number could be enrolled at colleges.

It was essential that the number of candidates approved for teacher training be reduced urgently, he said.

The circular was issued just two days before a senior analyst told a teachers' congress in Oudtshoorn there was little demand for "coloured" teachers.

Mr Muller said high school principals had to play a greater role in the selection of student teachers.

Principals were supposed to know their matrics and should be able to compile a confidential report on each one's capabilities, Mr Muller said.

They could interview prospective student teachers to ensure the reliability of these reports. The reports should place the pupils' academic accomplishments and personality under the spotlight.

Principals should assess the would-be teacher's self-confidence, positive attitude toward the profession, leadership qualities, willingness to accept responsibility and initiative.

Principals should rank all matrics keen on teaching in order of their abilities. The ranking would be "irrevocable" to inspectors meeting prospective

student-teachers. Inspectors would have to be strict when approving student-teachers — special attention should be given to applicants' abilities in English and Afrikaans "so that they will benefit from training".

A negative attitude toward authority was unacceptable, Mr Muller said.

## Give us your views about the new SA

**Education Reporter**  
HIGH SCHOOL pupils get your thinking caps on — we want to hear your views on the new South Africa.

The Argus and the University of the Western Cape's Mayibuye Centre invite Western Cape pupils to write essays describing their feelings about South Africa's new democracy.

All schools are invited to an



open day on July 23 at the Mayibuye Centre's Celebrating Democracy Festival.

To celebrate, The Argus and the Mayibuye Centre want pupils to write essays of about 300 words on "What the 1984

elections mean to me".

Five winning essays will be selected, with R1 000 worth of books from the Mayibuye Centre going to each of the star pupils' schools, with consolation prizes for 50 other essays.

Entries to: The Argus/Mayibuye Centre Competition, Private Bag X17, Bellville, 7535.

Quessie? Contact Mouravlia at 359 2954, or 359 2955.

## Schools must report signs of child abuse

**Education Reporter**  
TEACHING and support staff at schools have been reminded that the law compels them to report any sign of child abuse.

An official circular said the physical and sexual abuse of children had escalated and had become "an awesome societal problem".

Education and Culture Services ex-House of Representatives executive director Awie Muller sent the circular to principals, school psychologists, regional heads of education and inspectors.

Last year's Prevention of Family Violence Act compels anyone involved in child care or treatment to immediately report a suspicion that a child has been ill-treated or deliberately injured. ARC 11/17/84

Such a report must be made to a police officer or child welfare or social worker.

Teaching personnel were in daily contact with children and in the best position to identify those exposed to ill-treatment and exploitation.

By mandatory reporting of these cases it was hoped to identify the scope of the problem and to devise effective strategies to combat it, he said.

# SHAMEFUL SCHOOL

C/Rudd  
7/18/94

## Farm school kids' plight still ignored

Story and pictures by SIFPHO ZUNGU

CALL them God's step-children. For they are tossed this way and that, as if no one wants them. They struggle for education in shameful conditions.

Meanwhile, back in Jameson Park, situated near a mine on the border of Heidelberg and Nigel, Some of them have had to share a room for three classes — at night, that same room becomes a bedroom for Alfred and Leah Mophonlo.

Now all have to go, with no alternative shelter. Wits-Nigel, the owners of the mine, want the place back.

Principal of the farm school, Khetsi Komako, says she was told by the caretaker of the place, Leah, that the mine wanted to use the building for reconstruction and development projects.

Some of the children at Brinkman Primary, have to walk an hour in the morning to get to the school. It is not surprising too, to find an 11-year-old like Isaac Nkosi still doing his second year at school (Sub B).

Teachers moan because only a stone's throw away, "a school building stands almost empty — vacated by white school children whose families are gradually leaving the area.

They say they cannot occupy the building because one of the rooms is used as a private gym. Another is used as a creche for eight children. Presently only six children have been registered there.

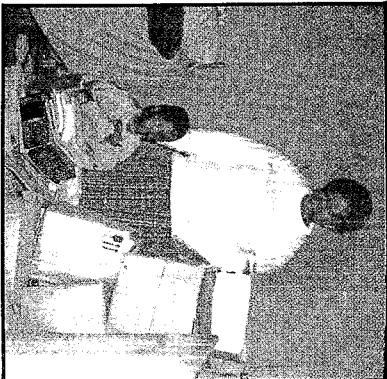
Meanwhile, back in their makeshift school — a disused mine — life is a grinding business — literally for some, like the boy who was injured in one of the classrooms when a rod fell from the ceiling.

There is only one toilet and the children prefer to use the open veld, for the toilet does not flush. It has not been functioning for as long as they have been there. If one does use it, one has to flush it by using a bucket.

But Willie Dreyer, chairman of the local community authority, says the community needs one school to cater for both black and white children.

"The building the teachers speak about is a municipal building. It is used as a storeroom for a variety of items, as a clinic in one section and the hall is used as a gymnasium three times a week for two hours.

"The community of Jameson Park is far too poor to finance projects like schools. That is not the problem of the community. We are living in a democratic society now. We are not looking at



**NO COMFORT ... Elias Nkosi measures the class used by Std 3 and 4. (Inset) Ntombi Noywam in the storeroom.**



problems as a white problem or a black problem.

"Jameson Park has no school at all. There are 100 white children who travel to Nigel or Heidelberg to go to school. The Brinkman Primary School, which is presently black, has 180 children," Dreyer said.

According to Dreyer, an ANC man in Duduza near Nigel, Alex Montoedi, said he had brought the matter to the attention of Mary Metcalfe, the MEC for Education in the PWV.

He has been waiting to hear from Metcalfe ever since, he said. The teachers also point

fingers at Metcalfe and PWV Premier Tokyo Sexwale. They say Metcalfe has been on record as saying that when she visits a school, she checks the toilets first.

And that is what she has to see at their dreary school.

"Tokyo (Sexwale) should forget about Thokoza for a bit and come and see these conditions. In the new order they always say education is the priority.

"This should be seen as such," Komako said. School inspector N N Mokegath said officials of the Department of Education and Training

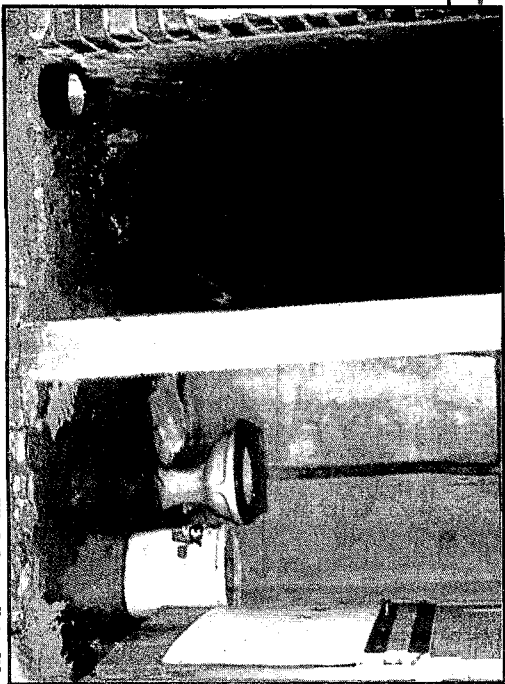
(S)

would come flooding to a place in their expensive cars when asked to come to the opening of a school. But when it was a problem school like this, they wouldn't come even if they were dragged.

"Why doesn't the MEC of Education come here? We have tried to get her here to no avail," Mokegath said.

Komako had an answer to that: "Farm children are neglected. Children in town are taken into consideration."

Mary Metcalfe, MEC for Education in the PWV area, could not be reached at the time of going to press.



**NO RELIEF ... Children have to use the veld or fill this toilet with water from a bucket if they wish to flush it.**

NEWS DET turns blind eye to children's plight • Police suspect undertaker of theft

# 200 pupils facing bleak future

By Bongani Mawuso

**A**bout 200 pupils of Brinkman Primary School, housed in a disused mining compound at Jameson Park near Nigel, face a bleak future after a company threatened to evict them from their dilapidated classrooms.

The school, which was started in 1990, falls under the Department of

## ■ EVICTION THREAT Forced to

### leave school at disused compound:

Education and Training. The department has repeatedly turned a "blind eye" to their plight, principal Miss Kinshel Komako said yesterday.

"DET inspectors say they cannot help. They said there was no land avail-

able in the area on which to build a school," she said. Spokesmen for the Highveld region of the DET which is responsible for the area could not be reached for comment yesterday.

The school moved to its present

premises after a farmer had evicted them from his property in the area.

About a month ago a man claiming to be from a mining company came and told them about the eviction because "the land belonged to the company", Komako said.

"If the school is forced to close down, the teachers can get paid elsewhere, but what about the children? Where will they go to get an education?"

Three teachers, including Komako,

teach the pupils whose ages range from six to 15 years. Sub A and Sub B pupils share a "classroom" which is used as a bedroom at night.

During the day, the occupant of the room, Mrs Leah Mhonto, does her household chores in the kitchen, while children are being taught in the adjacent

room. The rooms are divided by a board which is used as a blackboard. There are no windows.

(51)



# 'Outrageous rents for homes'

BY ALEXANDER COSS

September 9 to September 13 1994

**THE community at Site 5 in Kommetjie would not have a school, if it were not for the efforts of an exceptionally dedicated woman.**

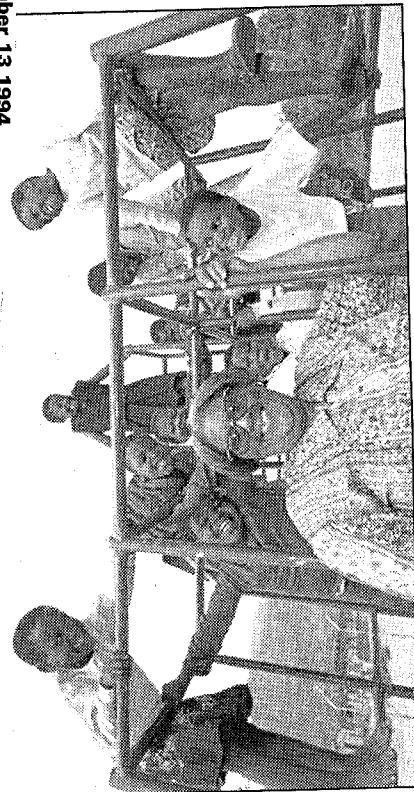
When Mrs Niki Ndyalwan answered an advertisement for an experienced teacher, she had no idea what she was letting herself in for. After a successful interview she discovered the job involved single-handedly teaching 98 pupils — including Sub A to Std2 — in a small bungalow.

But Mrs Ndyalwan's husband had just been transferred from Worcester, and she desperately needed a job in Cape Town.

And, she was taken by the plight of the community of former squatters who had recently been resettled in Site 5 but had not been given a school. And they could not afford to send their children to schools in other townships.

Mrs Ndyalwan took the job, although it involved a daily journey of two hours by taxi and train from her home in Mandaleay, near Mitchells Plain.

Eighteen months later, she sits in



**OPENING UP THE DOORS OF LEARNING: Mrs Niki Ndyalwan with the children of Ukhanyo Primary School in Kommetjie**  
Photo: Yunus Mohamed

a light, airy office in a newly built structure that accommodates over 100 sub A pupils.

Additional classroom space at Ukhanyo Primary School is provided by two bungalows and three containers. There is now a staff of five.

All of this was achieved by Mrs Ndyalwan, with the help of sympathetic people from the surrounding

communities of Noordhoek, Sun Valley and Fish Hoek.

She started by seeking voluntary assistance from retired teachers and advertising for cash donations.

The money was used to hire a qualified teacher in February 1993. They split the Sub As into two

groups who were taught from 8am until 10.30am. Then from 11am until 2pm, Ms Linda Nyengane

taught the Sub Bs, while Mrs Ndyalwan taught the Std 1 and 2s.

The DET now pays the salary of all five staff members.

They also agreed to pay Mrs Ndyalwan, whose salary was originally covered by the Catholic Welfare Department.

There are now five teachers responsible for 346 pupils. It is still not enough, but the DET says it

us are the DESS, DOORS, and ourselves," Mrs Ndyalwan said.

The DET has not bought the land on which the school stands and is only considering building a permanent structure in 1996, she added.

"We have written, faxed, phoned, but nobody from the DET has even visited the school. They don't know what we need or how far we've gone."

But Mrs Ndyalwan is not discouraged. "One day I am going to be proud thinking where I have come with this school," she said.

The community cannot believe how much their principal has already done for them.

Ms Joyce Deniso, whose daughter is in Sub B, said: "Since Mrs Ndyalwan started the school, there has been a difference in the children — in their attitude and behaviour."

"She has collected clothes for the children who came in rags to school and were freezing on cold days with no jerseys."

"She has been of great help to the community."

The IDT supports people who make a difference

# Schooling in squalor for kids

SITimes [C] Metro

By GARY COLLINS

GETTING educated is a battle against all odds for pupils at the Stormond Madubela primary school in KTC squatter camp near Cape Town.

Their classrooms consists of several rusted tin shacks, which swelter in the summer heat and leak through large holes in the roof in winter.

Even the food rationed daily to the children was stolen by gangsters, leaving nothing for school breaks.

"Because most of the children's parents are unemployed we try to make sure they have something to eat and we try to give them a cup of soup and a peanut butter sandwich daily," said school principal Mrs Nontombeko Steleki.

"But unfortunately gangsters stole the stock of food from my home, so we cannot feed them until the Peninsula Feeding Scheme sends more". 4/2/94

She said: "In summer it gets very hot and the children faint. In winter the rain falls through the holes in the roof and the books get wet".

But makeshift classrooms are just one of the daily problems the pupils must overcome.

"We have no facilities, we have no toilets or stationery at the school, we have nothing," Mrs Steleki said. "But what we need most of all are proper classrooms for our pupils."

The school, which teaches pupils from Sub A to Standard Five, has one teacher for every 70 students. Its 630 pupils are crammed into nine buildings.

Mrs Steleki said the school survived on a small annual grant and a tiny monthly allowance paid by the former Department of Education and Training. The students also pay R7 a year "school fees".

"We are in desperate need of chalkboards and teaching aids for our maths and science classes as well as chairs for our kids to sit on," she said.

Miss Nomthendazo Ngwebeni, who teaches Standard Two pupils, said: "Our Sub As don't even have any chairs to sit on".

# Pathways back to school

BY EDWINA BOOYSEN

*Southeaster Camp to*

**MORE than three million children of primary school age and older did not attend school in 1991 — and that figure has probably doubled by now, say the Primary Open Learning Pathway Trust, a project which works with out-of-school children.**

Their work began in the KTC squatter camp in 1986 when they were asked to help establish a school.

"We realised that there were a lot of illiterate older children," said Ms Jean Pease, the project's director.

"Some had never been to school, others were forced to leave school for various reasons. At that time there was no compulsory schooling for black children and, as is still the case, not enough schools. 9112-131127"

It wasn't simply a matter of placing children back into the school system. "In community schools parents placed children into classes according to age and most still couldn't read or write at the end of a year," Ms Pease said.

Pathways decided to use the children's experiences when teaching,

which happened in the squatter camp, and then developed a reader from the story," Ms Pease said. "Within four weeks, most of them could read."

After the KTC success Pathways was overwhelmed with requests to train community members. They developed a five-month course. *South*

"We have trained 15 people from affected communities in this country and Namibia to organise, set up and teach basic mother-tongue and English literacy and numeracy to out-of-school children," Ms Pease said.

"Some have set up literacy classes in their communities. The training continues through contact fieldwork, short vacation courses and advice."

The syllabus is designed to prepare out-of-school children for re-entry into formal schooling. (31)

The syllabus's main aim is to adapt the classrooms to the needs of the children, instead of children moulded to schools," Ms Pease said.

"Let us make schools a pleasant place of learning and safety — where children will want to be."

● For more information, please call 448-2729.

EDUCATION - PRIMARY

1996 - 1999

# R14-m UK fillip for primary education

By JOVIAL RANTAO  
Political Reporter

More than 1 600 Mpumalanga primary school teachers are to undergo an extensive training programme in mathematics, science, technology and English through a R14-million three-year project funded by the British government.

British Overseas Development Minister, Baroness Lynda Chalker, at the weekend presented Mpumalanga Premier Mathews Phosa with the cheque for a province-wide primary schools initiative aimed at improving the quality of primary school teaching.

The initiative would be implemented with the Mpumalanga department of education and would finance in-service and pre-service training, consultancies, study visits and an institutional link, in addition to study materials, books and equipment, said Phosa.

He said five colleges of edu-

cation, and teacher training centres would be used to train serving primary teachers. Training would be undertaken by non-governmental bodies in conjunction with subject specialists.

"I want to emphasise the long-term benefits for our children, our society and our province. In today's world we lean heavily on technology. It's therefore not by chance that science and technology, mathematics and English have been targeted.

"We would like to see this province develop into self-sufficiency. Human resources are our most valuable asset in this province and through this capacity-building programme we hope to see, in the long term, entrepreneurs, job and wealth creators, emanating from the school system," Phosa said.

Education Minister Sibusiso Bengu, who attended the presentation, praised the initiative as a concrete example of the importance of investing in human re-

sources. He said it was imperative that both national and provincial governments formed constructive funding partnerships that would help to create major improvements in the quality of the system and set up new frameworks to improve the provision of essential human resource development.

"It's important to stress that a partnership is not a merger and certainly not a takeover bid. The partners in any meaningful partnership must always be able to preserve full freedom of decision and action in their own spheres. I'm fully satisfied that this partnership is based on a commitment to equity and redress, access and democracy, as well as the RDP, and it has our fullest support," Bengu said.

He slammed the racist incidents that have occurred at some schools, emphasising the Government's goal of transforming the education system into a "just, equitable and nonracial one".

(51) Star 6/2/96

# 80 percent enrolled at primary <sup>(51)</sup> schools

*Sowetan 22/2/96*

**By Claire Keeton**  
Education Correspondent

PRIMARY school enrolment in Africa has risen during the 1990s, reversing the trend of the previous decade, and statistics indicate over 80 percent of South African children are at primary school.

This was told to more than a dozen African countries attending a four-day Education For All (EFA) conference in Midrand yesterday.

The conference, called a "Mid-Decade Review of Progress towards EFA in Africa", follows a world summit on EFA held in 1990 in Thailand.

Education Minister Sibusiso Bengu opened the proceedings, saying it was the first time that United Nations agencies had hosted an international education conference in South Africa since its liberation in April 1994.

He said it was fitting that the conference was held in 1996, which was designated the "Year of Education in Africa" by the Organisation of African Unity.

Bengu said South Africa's contribution to this year would be marked by three events, starting with the EFA conference.

In April the Education and Labour Ministries will hold a conference on the National Qualifications Framework to which international guests will be invited.

This will celebrate the launch of the new South African Qualifications Authority, which will bridge the gap between formal and non-formal education.

Thirdly, South Africa may host a special conference for African ministers responsible for higher education later this year, if the OAU Council of Ministers agree.

Bengu said the Ministry was hosting a local conference on higher education this weekend to allow major stakeholders to develop a broad framework for transformation.

He expressed concern at the ongoing disruptions of tertiary education, in particular the present upheaval at Free State Technikon.

South Africa's "most important obligation is to ensure that we succeed in making democracy, non-racialism, non-tribalism and non-sexism work in this country", Bengu said.

# Mandela launches R3,7m primary school plan at Ikhutseng township

(9) 20 2/27 9/96  
Bonile Ngqiyaza

PRESIDENT Nelson Mandela launched a R3,7m primary school in Ikhutseng, Warrenton, in the Northern Cape at the weekend.

The plan for the school, which is a presidential project, began after Mandela approached Shell SA to donate funds to build a 25-classroom primary school.

Addressing about 5 000 people at the local rugby stadium, Mandela said the critical shortage of school buildings meant that 60% of the province's young people were not at school and for the rest the learning conditions were so bad that the annual matriculation exemption hovered at about 10%.

He urged the community and the private sector to address problems jointly. "Government cannot solve problems on its own."

Warrenton was hit by an education crisis earlier this year when thousands of pupils and teachers from three schools from nearby Ikhutseng township took to the streets in protest against overcrowding in their schools.

The protesters claimed that the education authorities had failed to fulfil promises of building extra schools in the greater Ikhutseng townships. They also pointed out that the Model C schools in the suburb were relatively empty.

As a short-term solution to the crisis, the governing bodies of Warrenton's Model C schools agreed to enrol 100 pupils from Ikhutseng primary schools.

Another 60 were registered at Warrenton Hoërskool, with a further 600 attending classes at a high school hostel that was converted into classrooms.



LIBLIFE STRAT  
INVESTMENTS I

# Mandela launches primary school plan in Northern Cape

(51) Star 2/9/96

By JUSTICE MALALA  
Provincial Correspondent

It was a scene more suited to the days before April 27 1994. The pupils had crammed into buses and travelled more than 80km from Ikhutseng township to Kimberley, the Northern Cape provincial capital, to protest against overcrowding in their schools.

As the protesters became more vociferous while gathering at the provincial legislature buildings, police were called in and started using teargas to disperse the marchers. Several pupils were injured.

The incident happened in February this year, and sent a clear message to political lead-

ers that the time had come for them to start delivering.

On Friday, using the red soil of Ikhutseng, President Nelson Mandela laid a brick at the Rolihlahla Primary School in the township. It was the first school to be built in the area, which has about 26 000 people, since 1983.

The 25-classroom school will be completed in June next year, and its launch on Friday by Mandela capped a series of events which started last year when he approached an international oil conglomerate to fund one of his presidential lead projects.

The violent incidents in Ikhutseng this year led to the building of a school being the first project it would fund, and construction began

in June after consultation with Premier Mame Dipico, community organisations and the company.

In his speech, Mandela highlighted the province's plight: a severe shortage of school buildings and qualified teachers, and close to 60% of children not attending school.

"In the past, many teachers quit local farm schools here because of transportation and accommodation problems. Consequently, most pupils had to make do with unqualified teachers," he said.

"But blaming things on the past does not make them better. Our immediate task is to provide our young ones with proper education."



# Pre-school tuition makes a difference

Nov 23/1916

(5)

If children were better prepared, the present grade one failure rate of 22% could be reduced

By Winnie Graham

Some 21.8% of South Africa's grade one pupils fail their first year in primary school, according to research commissioned by the Joint Educational Trust and conducted by the University of the Free State's psychology department.

This frightening statistic however, does not tell the entire story. Children who cannot cope during their first year often drop out, their self-esteem suffers and they develop negative feelings towards schooling and learning.

Dr Ingrid Herbst, a senior lecturer in the department of psychology at the University of the Free State, says in her report that black and white children about to start school differ in their level of school readiness. The most important and far-reaching problem involves the ability to cope with scholastic material.

She records: "Black school beginners are superior in activities

requiring gross motor skills such as running, jumping and soccer playing, while their white peers are much more skilled when it comes to fine motor abilities such as those used for writing, cutting and colouring-in."

She believes that these "developmental differences" can be largely diminished through appropriate early intervention. The pre-school child, she says, should be prepared for school by the laying of an appropriate foundation for the work he or she will have to manage.

Her report shows that failure rates are highest in the Free State where 27% of rural and 26% of urban children fail their first year at school.

Her researchers also investigated the Ntatisa Early Childhood Development Programme, a project initiated by Jane Evans, a farmer's wife in the Viljoenskrans area. 13 years ago, the programme was designed to cater for the specific needs of rural chil-

dren. Communities identify women to teach pre-school children and empower them through training to act as educators of pre-schoolers.

Herbst and her team tested and matched groups of grade one children on a range of skills. Her report concluded: "The

## Ntatisa

### programme was designed to cater for special needs

statistical results were extremely positive in that the investigation showed that the Ntatisa programme is very effective in raising the level of school readiness in black pre-school children.

"It was further found that not only were the quality of the developmental tasks of children attend-

ing the Ntatisa programmes better but that these children were generally speaking more confident and involved during testing."

The study further showed that the Ntatisa programme is equally effective for rural, farm and township children. The assortment of basic skills the Ntatisa programme teaches are regarded as "most effective" in preparing young children for a successful school career.

Jane Evans, the director of Ntatisa, said that while the findings were consistent with research in other parts of the world, the most startling aspect was that this early intervention was being provided by women with minimal education.

"Most of the Ntatisa pre-school teachers have not had the opportunity of completing primary school themselves," she said. "The study shows that Ntatisa-trained pre-school teachers are effective and that the pre-schools

they run are making a significant impact on children's success in their first grade of primary school."

On the basis of this research, she believes that non-formally trained pre-school teachers should be seriously considered to run reception-year classes when the Government introduces these. Research results also make it clear that such training deserves wider recognition and that certificates of competence issued by organisations such as Ntatisa should not be ignored.

She added: "These teachers can and do make a difference to the successful development of South Africa's young children by providing a stimulating, supportive environment for three to six-year-olds."

In 1991 nearly 1 000 women from 571 farms and community pre-schools and play groups, representing 20 463 children, took part in Ntatisa workshop programmes.



School-ready ... these children have had some pre-school education which raised the quality of their developmental tasks.

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## A quarter of school children drop out

(51)  
BISHO — A quarter of black children dropped out of primary school after just one year, because as toddlers they were not offered proper day care, the provincial legislature heard last night.

Amid lamentations about the inadequate education budget and the almost hopeless classroom shortage, African National Congress MEC Hope Malgas said there were 1-million Eastern Cape children under six years old, 83% in rural areas.

She said the lack of pre-primary classes, educare centres, creches and child-minding facilities contributed to over 25% of black children dropping out of primary schools after one year.

Malgas, however, praised the provincial and national education departments for 11 pilot projects to prepare six-year-olds for primary school.

Malgas told the legislature a survey in April last year showed teacher:pupil ratios in the province varying from 1:29 in the Port Elizabeth region to 1:88 in the Transkei region.

She said that the province would need about R500m a year for the next 10 years to eliminate the backlog of classrooms.

As this year's budget slashed available building capital by a third, Malgas accused the department of "incorrect and irresponsible planning". — Ecna.

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6D 16/5 197

# Zambian deal lands in Nedlac's lap

John Dlodlu

THE dispute between government and the clothing and textile industries over the state's intention to grant trade concessions to Zambia has been taken to the National Economic, Development and Labour Council (Nedlac).

Labour and business constituencies at the statutory negotiating forum have expressed "serious concern" at the proliferation of bilateral trade arrangements in southern Africa, prompted by what some see as "political expedience" on the part of government.

Business sources who attended last Friday's meeting at Nedlac say the matter will be raised with Trade and Industry Minister Alec Erwin at a meeting planned for next month.

SA and its customs union part-

ners Botswana, Lesotho, Namibia and Swaziland have agreed to grant better access to their markets for Zambian products, but Pretoria is having problems selling the deal to industry federations Clofed and Texfed, as well as the SA Clothing and Textile Workers' Union (Sactwu).

A source close to the process said Nedlac had not been properly informed by government on its approach to bilateral trade deals in the region. Sactwu general secretary Jabu Ngcobo confirmed this yesterday, saying the union had "a problem with bilaterals".

At the heart of industry and union opposition to the mooted deal lies concern that bilaterals would complicate the move towards a multilateral liberalisation pact under the SA-led Southern African Development Commu-

nity. The community wants to free all trade exchanges within the next eight years.

"It appears that very little thought went into the proposal (to the Zambians)," a source said yesterday after concerns from business that the deal would also harm local electrical cable manufacturers. SA trade negotiators, who are expecting Erwin to unveil draft proposals to the Zambians next week, have said this might have to be done regardless of industry opposition.

There was some confusion yesterday as to whether Sactwu had sought a meeting with Erwin, and whether he would meet them. But at a recent meeting with government, the union walked out without considering the department's offer, which is understood to have contained import quotas.



**FROM WASHERWOMAN TO COUNTESS:** The Countess of Stamford, Martha Grey, who founded Battswood Primary School, poses for a picture with her children, John and Mary.

# Earl and the washerwoman

CT 28/10/97

## — Battswood's fairytale start

### TRØYE LUND

AFTER a meteoric rise from washerwoman to countess, Martha Grey started Battswood Primary in Wynberg, the Western Cape's first non-racial school, in 1860.

While washing clothes one summer's day on the banks of the Constantia River, Martha noticed a well-dressed British gentleman lying in the bushes. He had a high fever.

She rescued the man and took him to her Wynberg cottage — in the area strictly reserved for people of colour — and nursed him back to health.

The British gentleman turned out to be Harry Grey, great-nephew of the Earl of Stamford and an Oxford scholar notorious for conduct out of the bounds of Victorian morality.

Harry's penchant for too many an embarrassing tippie prompted his father, a clergyman, to send him to

Cape Town, where his brother-in-law, then headmaster of Diocesan College, could keep an eye on him.

The weeks Grey spent in Martha's home sparked a love that later defied the ruling conventions for marriage.

When he had recovered from his illness, Harry asked Martha to work for him and his sickly wife, Annie.

Harry and Annie were childless but by the time Annie died Harry and Martha already had a son, John. Three years later, in 1877, they were married.

It was not long before Harry inherited the title Earl of Stamford and the considerable fortune that went with it. But, instead of living up to the grandeur of her title, Martha refused to be known as anything but "Ta' Martha" and continued to wear her *doek* instead of a hat.

Harry did not return to England to occupy his seat in the House of Lords nor to live on the family estate but he

did buy several Cape Town properties in Martha's name.

Despite his parentage, John was accepted at the all-white Wynberg Boys' School. Society, however, was not so forgiving toward the Greys' daughter, Mary, who had to be sent to school in England.

After her husband died in 1883, Martha gave her piece of land in Gosport Road to the Dutch Reformed Mission Church. There the school called *Martha se saal* was built and it later became Battswood Primary.

On the eve of the school's closure 83-year-old Sylvia Hourald, who was nine-years-old when her mother first took her to Martha Grey's grave and told her the story, said: "It will be a tragedy if this school closes. Not only is it one of the oldest schools, it is a symbol (of the fact) that white and non-white people started coming together before the 20th Century."

NO PREMISES FOR PUPILS

# School may sue department over its closure

CT 28/10/97

(51)

**A DOOR TO SURVIVAL** has been closed to Battswood Primary School with the Athlone Technical College's refusal to share its premises. Education Writer **TROYE LUND** reports.

**B**ATTSWOOD Primary School's 106 years of life and status as the Western Cape's first non-racial school cannot save it: the school has no choice but to close its doors at the end of this term.

Because the other public schools in the area are full and suitable premises have not been found for Battswood, most of its 506 pupils say they will have to stay at home.

Teachers and parent bodies have vowed to take the Western Cape Education Department to court because it has failed to find a suitable building to which the school can move.

"The department has declined every invitation to explain to parents what is going on," said Battswood Primary School teacher Ms Cathy Hendricks.

"It is the only one with answers and has been evasive."

The department was given notice in August that the land on which the school stood had been sold by the owner, the United Reform Church, for R1 million.

"Parents and teachers have vowed not to stand quietly while the school dies," Hendricks said.

"The department must find us suitable premises in the Wynberg area by Friday or serve us an official letter of closure so we can take it to court on Monday."

The principal, Mr Gavin Thomas, said it was essential, if the school survived, that it remain in Wynberg as most of its pupils were from Khayelitsha.

"Most parents are domestic workers in the area," he said. "It is the only way they can work and drop their children off at a school where there are also a pre-school and after-care facilities."

The St George's and Al Maun children's homes also depended on Battswood, Thomas said.

Staff had tried to keep parents calm so that a solution could be found amicably, but the matter had reached an "unacceptable point".

"The end of the year is six weeks away," Thomas said. "What do we tell parents? What do we tell the floods of

new applicants for next year?"

If the children have to go to a school in one of the townships, they will have problems not only with transport but also with the medium of instruction.

Township schools use Xhosa, which most pupils at Battswood do not speak.

Not only this, but township schools are full and many are already "doubling up" — with sessions in the morning and in the afternoon to accommodate the numbers.

All other schools in the Wynberg area are overcrowded and have long waiting lists.

Thomas emphasised that the Department of Education "couldn't have chosen a worse area" in which to close a school.

"The department has confirmed that headmasters in the Wynberg area are battling with 50 pupils in one class. Schools in Khayelitsha are overflowing."

The only public schools that had vacancies were the Wynberg Girls' School and Wynberg Boys' School.

"There is no way that any of our parents can afford to pay the thousands each year that these schools charge. Many battle to make the R150 a year for Battswood," Thomas said.

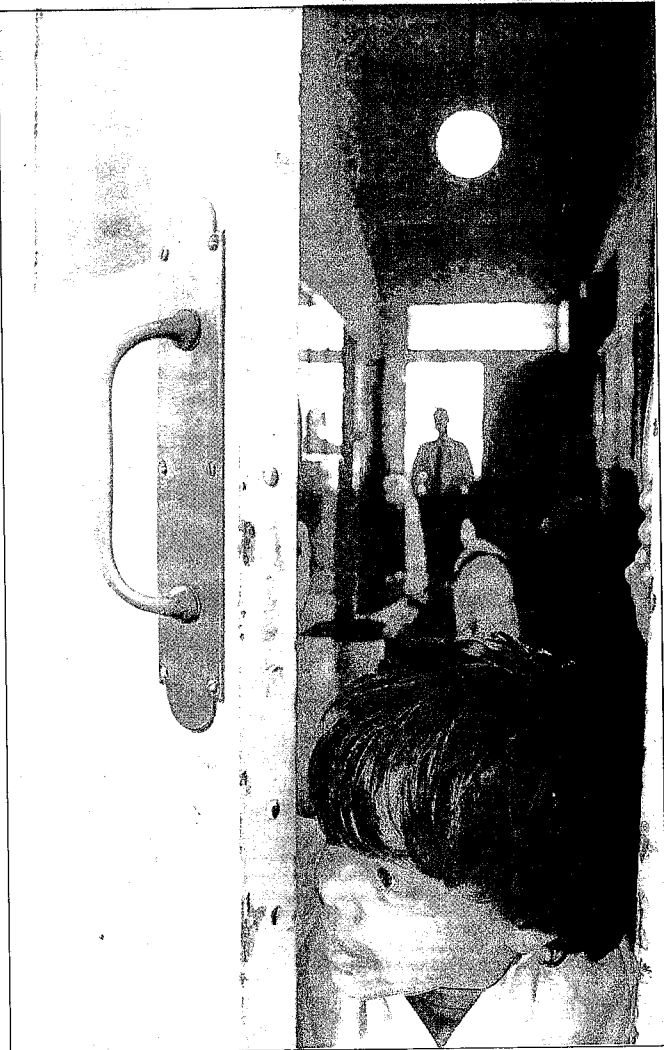
In August, the United Reform Church gave the Department of Education notice that the buildings would have to be vacated by December 31.

Parents and the school's 16 teachers have since held several meetings with the department, but say no firm answers have been forthcoming.

One of the most viable options offered by the department was ruled out yesterday when Mr Leon Beech, principal of the Athlone Technical College in Broad Road, said there was no way the school could share the college's premises.

Parents had been told in September that the college, which occupied the former Hewat Teachers' Training College and House of Representatives buildings, had space to accommodate the school.

However, at a meeting yesterday



**WHAT'S AROUND THE CORNER?** Naasief Williams is one of 506 pupils who will have to find another school next year if the Department of Education fails to find other premises for the Battswood Primary School. All other schools in the Wynberg area are full.

PICTURE: KAREN RETIEF

Beech was immovable: Battswood Primary School could not share the buildings because the college expected a significant increase in its student enrolment next year.

The department's representative, Mr Dave Shepherd, promised Battswood's irate teachers and parents that he would meet them for further discussions today.

Members of the department were to meet urgently last night. The department could not be reached for comment after yesterday's meeting.

Pupils at Battswood Primary School begin writing their exams on November 17 — and the December holidays are six weeks away.

'OWNERSHIP THE ANSWER'

# Grassy Park school 'rules' over vandalism

**ABOUT R28 MILLION**—enough to build 10 schools—is spent every year on fixing vandalised education facilities. One school has found the answer. **TROYE LUND** reports.

**P**ASTEL pinks and sea greens bring classroom walls back to life from their former dead government brown. Blooming purple and red, terraced gardens are nurtured by parents on weekends.

White burglar bars and reinforced ceilings keep vandals out and preserve sparkling windows and carpets that have been laid in storerooms being transformed into computer centres.

Sid G Rule Primary in Grassy Park has found the answer to the vandalism plaguing schools on the Cape Flats—without needing an extra cent from the Western Cape Education Department (WCED).

This solution also has the "inevitable effect" of improving the quality of education, claims principal Mr Greg Vlotman.

"It is not important that schools provide secure or good learning environments. It's important to have the best services and

best learning environment. This boosts the community enormously," he said.

But, how does a state school like Sid G Rule get to be the best in the face of dwindling government subsidies and when annual school fees are only R100 per family?

According to Vlotman, the community, parents, pupils and teachers have to buy into the school by contributing to facility improvement and to "general beautification".

A year ago, instead of being defeated by the incidence of one burglary every two weeks that left classrooms trashed, teachers at Sid G Rule Primary decided not to "wallow in self pity" and to "take the bull by the horns".

In one year, the 26 classrooms and administrative blocks have been freshly coated in pastel and bright primary colours, courtyards have been paved, carpets laid, new cal-

ings put in, store rooms have been converted to computer rooms and burglar bars have been installed.

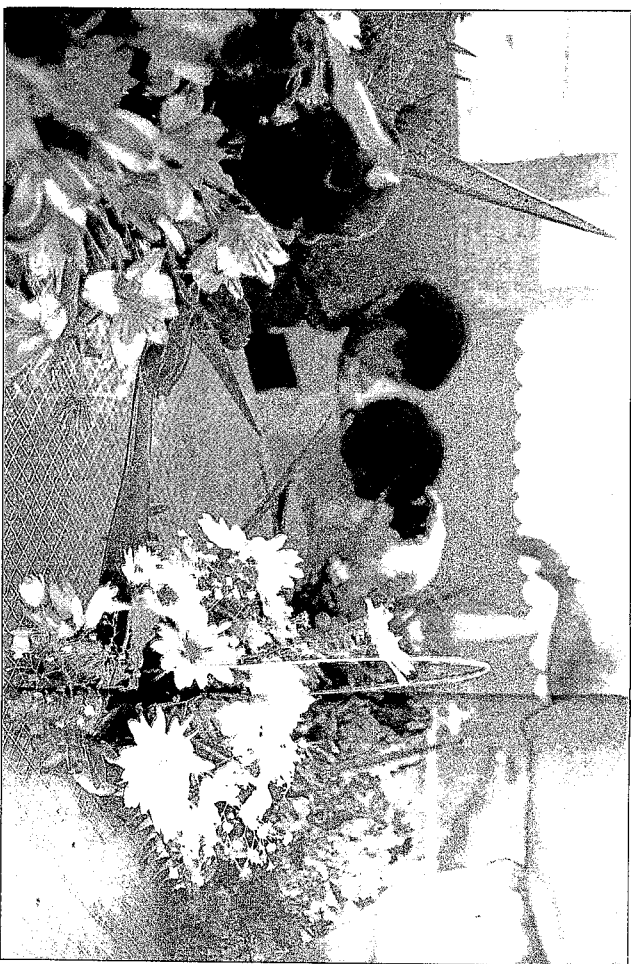
Although the security bars make it more difficult to break into the school, Vlotman and his teachers are convinced that giving communities and pupils a stake in the school has more effectively reduced burglaries and vandalism.

In the past six months there have only been three break-in attempts at the school, but nothing was vandalised or stolen.

Part of Vlotman's "Internal RDP plan" at the beginning of this year was to ask each of the 26 teachers and their classes to identify projects to improve the school. Each teacher was given a float of R100 with which to raise more money.

Aside from money generated by fundraising initiatives, parents donated costly materials like stone, cement, transport, labour and carpets. Teachers made up curricula for every room in the school.

In Tuesday skills courses, pupils also do the physical work themselves — at the same time as learning a useful manual skill.



**BRIGHT IDEAS.** Learning and teaching is more fun with bright walls. Sid G Rule Primary School has embarked on a campaign to improve school facilities and beauty. The grounds without asking for any money from the education department.

It is not an uncommon sight to see staff, pupils and parents working at the school on weekends.

"Once people buy in, the programme is self-generating. And when the learning environment is good, it translates into good educa-

tion — teachers and pupils are inspired," said Vlotman.

Schools a few kilometres away from Sid G Rule are completely dilapidated. Every window is broken and de-motivated teachers have to either lock classroom

equipment up in safes or take it home every day to save it from being stolen or destroyed.

What is the difference? WCED director Mr Brian O'Connell said overcoming vandalism in schools, which cost

the department R28 million a year, was not about money. It was about communities "taking ownership".

School vandalism was a consequence of the country's past. Communities still perceived schools as places of struggle, he said.

PICTURE: KAREN HETZER

CT 29/10/97

# Primary schools (5) swamped

Sowetan 14/1/1998

MANY primary schools were swamped by last-minute registrations when schools in Gauteng, North West, Mpumalanga and Northern Province opened for the first day of schooling yesterday.

Schools in the remaining provinces will open next week.

Mpumalanga education department spokesman Mr Peter Maminza said he visited a primary school in Nelspruit yesterday morning and Grade 1 pupils were still being registered. He said he expected the process to continue for the rest of the week.

Gauteng education department spokesman Mr Aubrey Matshiqi said it was too early to estimate the number of newcomers to schools. An accurate estimate of the number of new arrivals would only be made after 10 days.

North West Premier Popo Molefe said everyone had to work hard this year to counter last year's disappointing matric results.

"All of us in the province need to make a deed assessment of these matric results," Molefe said in a statement.

He said the country was indebted to people who had sacrificed their lives in the fight for a free and equal education, and said the province could only emulate their examples by producing better results in schools.

"May 1998 be the year of great success and determination," he said.

Education Minister Sibusiso Bengu was scheduled to visit four schools in Northern Province this week.

At Hebron College near Mabopane, scores of prospective students hoping to register were turned away yesterday because of delays in the release of 1997 examinations results.

College registrar Mr Stoffel Manne said the institution would put the registration of new students on hold until the results were available.

He appealed to applicants and students already registered to be patient.

Meanwhile, the United Democratic Movement yesterday called on Bengu to make 1998 the year of delivery in schools and not a year of threats and hollow promises. - *Sapa*.





# s drop-out crisis

**MAKING THE PROCESS OF LEARNING** to read and write more accessible to children from illiterate backgrounds is the main focus of the new education curriculum. Education Writer **TROYE LUND** reports.



CT 2/4/98

(51)

**O**NE quarter of South African pupils drop out of school in their first year, a reality that is breeding gangsters and fuelling social decay, research by education experts and non-government organisations (NGOs) has revealed.

A lack of early childhood development, especially in poor communities where violence and crime are dominant, is the main focus of a revamped curriculum and increased government spending.

A vicious poverty-and-crime cycle begins when children enter the school system after spending the first five years of their lives — when children learn more than they do for the rest of their lives — in poor, often negative conditions.

Pens and books, and their uses in life, will be alien to about 90% of the six million children who are now under the age of six, when they start school, the studies show.

These children arrive at school from partially literate or illiterate homes, and are confronted by daily doses of phonetic and handwriting exercises — an alienating experience for children who haven't worked out that reading and writing can be meaningful and exciting.

Boredom and frustration develop along with feelings of being stupid. Self-confidence dwindles as these children lag behind their classmates, leading them to drop out of school.

The life of 15-year-old Mitchell's Plain boy, Mike Simmonds (not his real name), who was recently arrested in connection with murder and several armed robberies, serves as a good example of the findings of the research done by University of Cape Town academics and the Witwatersrand's Education Policy Unit.

Simmonds left school in Grade 1 because his teacher told him he was stupid and his family "needed money more than books".

"I couldn't do any of the stuff. I started bunking classes and then stopped going altogether ... I told my mother I had part-time work to help her support us. But I was stealing for this other man ... that's how it all began," said Simmonds, a boy tested to have higher than average intelligence.

Research by the Early Learning Resource Unit of South Africa shows a lack of early childhood development is inextricably linked to school drop-out rates, crime, unemployment, dysfunctional adults,

tion in South Africa (Praesa), an NGO based at UCT, said: "The first five years of life are the most crucial for school success and in later life. For many children in poverty-stricken communities, early experiences are not healthy or positive ones."

South Africa had been isolated from the latest literacy innovations — which emphasise meaning and communication rather than separate the different aspects of language, she said.

"Many classrooms still reflect practices which concentrate on breaking up component parts of literacy. This is alienating for children with no previous experience of reading and writing ... first encounters with language must be positive ones that give children control over life."

Equally important is that first literacy encounters be in a language that children know and use.

The social consequences of dropping out of school are more evident now because the focus previously concentrated on privileged schools with pupils from families that use reading, writing and storytelling in daily life, Bloch said.

"In a sense the system has relied on non-formal literacy experiences, without recognising that they are crucial steps to becoming literate," she said.

The light ahead lies with Curriculum 2005 which was introduced into Grade 1 this year.

Curriculum 2005 promotes the latest learning concepts and is designed to accommodate children at different levels of development in the same class. But Bloch and Atmore warn: If teachers are not trained to understand the concepts that underpin Curriculum 2005, particularly the literacy/learning process, they will continue with the methods they know.

Studies show that 71% of adults working with children are under- or untrained.

The WCED said "vibrant teacher training" programmes were in place and would be increased this year because teaching teachers was a prerequisite to solving social problems started by illiteracy. The government has divided R50 million (one percent of the education budget) among NGOs to help address the problem.

Educationalists say this is not enough. Parliamentary education portfolio committee chairperson Dr Blade Nzimande agreed the money was not enough, but welcomed the R50m as a "significant start". Before 1994, he said, virtually nothing was spent on early child development.

Restructuring spending was a goal and it would be reached but, not overnight.

**INSIGHT**  
**MORE REPORTS,**  
**PICTURES**  
**PAGE 13**

Children drop out.  
PHOTO BY GARTH STEAD

# INSIGHT

THURSDAY APRIL 2, 1998

## Educators call for a new approach to early learning.

(S1)



**SINGLED OUT TO SUCCEED:** Maxine Randopp (4) flops down after a morning's pre-school activity. Early childhood development is crucial for the making of functional and productive adults, and ultimately a society that has less crime and fewer social problems. **PICTURE: GARY STREIB**

findings about learning and  
For this reason, emphasis in the

What can I do for my

# Get a life infomercials, you've outlived your sell-by dates

**A**N ARTICLE about placement products reminded me about a scene from the movie *Chinatown* when Jack Nicholson's character exclaims in disgust, "My Florems!" after he is drenched. You would have been forgiven for thinking he was referring to his pants. Having worked at an outfitting shop, I knew about Florems shoes. Yes, I agree it was a minor detail that was on my list on many people unless they were aware about these rather expensive imported-from-America footwear.

But product placements ensure that the message is not confused or lost. And that it comes out loud and clear.

Product placement is described in a weekend magazine article as a soft-sell approach to selling products which will see advertising woven into the story line.

The article was talking about SABCC's new TV drama series called *Horizon Deep* that opens on July 7 and in which a character will down a pint of a product and wax lyrical about it.

On a somewhat different note the new Bond movie had its opening last week. But advance media hype kept us well informed about the products that were going to be used in it, and it was interesting to see the "big bond" of the movie, the "big bond" of the movie, the "big bond" of the movie.

BMW car would get up to. And you learn that, for Omega watches, Tomorrow Never Dies. If the Avis scene was smashing then Smirnoff was great shakes.

A local tyre retailer got on to the Bondwagon with offers of free tickets to see the movie, and the chance of a free trip overseas for lucky customers.

But back to tomorrow, when this nightshift worker will wake up to infomercials on TV because the road works that have been going on for three months or so my street have woken me early again.

The local tyre retailer switched to the nightshift worker, and the chance of a free trip overseas for lucky customers.

**BABS**  
**BABBLE**

email: babs@independent.co.za

knives the sushihite is demonstrative and do some damage to...  
And just when I thought this advertising would drive me crazy, I got to thinking that perhaps there is a niche market to plug in to and a market of money men — like a

really dramatic series with a story line weaving in all the products featured in the mornings.

The first episode will start in a court where I — as judge, jury and executioner — hand down life sentences to all those responsible for making these ads.

They can stay home but as punishment must report to their nearest police station for a daily four-hour dose of returns of the infomercials they were responsible for creating over the years.

But, to borrow a catchphrase from a long run, "that's not all" — the gym equipment that's thrust upon us will ensure that the person in the lead role stays healthy and trim. The lead role stays healthy and trim. The lead role stays healthy and trim.

into infomercials.

Each episode will be told through the eyes of one of the creators of the ads.

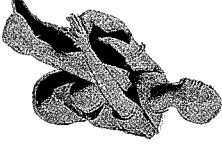
This should ensure that we get entertained daily in a style that we'd perhaps like to get accustomed to. It would turn out to be quite profitable for the advertiser and the SABC could also rake in piles of money.

With, among other things, knives that last for ever and can cut through almost anything and oil that prolongs engine life, the series is assured a long run.

knives can always make a return as protectors of the hero/heroine. Yes, but that's not all. As a cherry on the top the cons have to weave into their story line that dreaded catch line, "but that's not all" in an intelligent, clever and witty manner. Now that would spell the death of infomercials.

Then again, the chances of selling the idea to these advertisers is as good as trying to break with newspaper tradition and have Bond read Babs Babble for clues in the next 007 movie.

At least the noise will be over something soon and I can go back to sleeping through the ads...  
But wait there's more...



decoding and they will be ready for school when they get there. If this is to do for children need remedial attention."

The Centre for Early Childhood Development has been contracted to implement the project in the Western Cape.

This MO aims to train about 200 child-care workers in the province to have little or no training, and to create 220 new pre-primary sites.

Parents with children who could benefit from this should contact the Centre for Early Childhood Development at (021) 683-2420.

five and six in the Western Cape, provinces like the Eastern Cape have fewer than 70.

Of the Western Cape's allocation, R900 000 will go towards training child-care workers and the remaining R2.3 million will subsidise 5 870 of the most needy children between the ages of five and six.

Western Cape Education Department ECD Director, Mr Dave Shepherd said: "Children will be given more than just safety and care, the child-caregivers will be taught how to develop social, motor and language skills. Children will start the

involved — at an early age can also be of great assistance in a system that is more flexible with regard to what young children need for reading and writing.

"Talking about, and looking at books together, being told stories, as well as having street signs and notices pointed out, all lead to an understanding of what reading and writing are for," said Bloch.

It was these kinds of activities, she said, which were the "basics" for literacy, for motivated learners and for productive adults.

Global progress in early literacy is based on findings that children learn to read and write in a way similar to the way in which they learn to speak.

Many classroom situations are help-bent on destroying any intrinsic or motivated learners. Many teachers feel there is no time for scores and play because they are pressured to teach the "basics".

In South Africa today these basics, which have already earned the label of "instructional non-sense" by an American researcher, are taught in a second or third language. It is little wonder that young children sometimes tune out and turn off."

**A**part from a quarter of South Africa's children drop out of school in their first year, early learning experts say.

Overly formal teaching, which fragments language teaching into "dry", tedious bits, must be replaced by reading and storytelling which would develop children's vocabulary, motivate them to learn and make them understand why language is important, claim NGOs like the Centre for Early Childhood Development.

This would be achieved by teachers who understood the latest

## Why early dropout rate is 25% in the first year of school

Treat the cause of galactism, not the problem

- 1. Comes from a poor, partially or totally illiterate home with no early childhood development experiences
- 2. Exposed to unhealthy, non-positive early experiences
- 3. Faced with a formal, foreign, literate school environment
- 4. Confronted with doses of phonetics and handwriting — an alienating experience
- 5. Leads to frustration and a loss of self-confidence
- 6. And drops out of school

**Now**

Children are hell bent on making sense of the world and must not be demotivated by formal fragmented teaching that presumes children have previously explored literacy.

New Curriculum 2005 and government funds are geared to overcome this and put SA education in the line with the rest of the world so that reading and writing are taught with an understanding that children learn to read and write in ways similar to those in which they learn to speak.

Graphic: Meltyss Moss • Capé Times

self-expression and purposeful exploration of the uses of oral and written language. This is seen to be of great value to South Africa, which already has a developed oral tradition. Giving children an overall picture of the meaning of reading and writing allows them to use it to make sense of their lives.

The system for teaching literacy under apartheid was not questioned, as it is now, because children from different language and cultural backgrounds were taught separately and teachers from the divided departments could have more or less the same expectations of their pupils.

Apart from the importance of teachers changing over to the latest methods, Bloch added, it was even more important that classrooms became places which provide opportunities for young children.

They must engage with language with real printed materials they encounter in their lives, like the labels on chips or cereal packets."

The basics of literacy and the creation of motivated learners lie in the latest education innovations that underpin the new Curriculum 2005, implemented in Grade 1 this year.

But parental and community involvement — regardless of literacy levels — at an early age can also be of great assistance in a system that is more flexible with regard to what young children need for reading and writing.

**TROYE LUND**  
**reports.** (51)  
**CT 2/4/98**

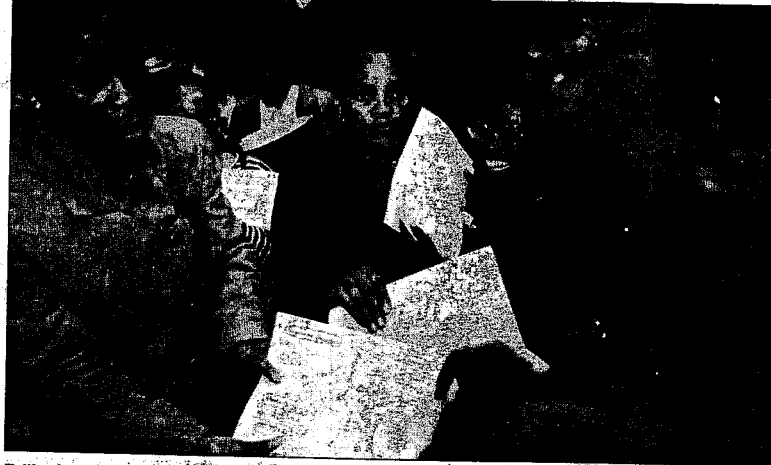
**A**NEW approach to early learning is needed to rebuild the culture of learning destroyed by apartheid — to the extent that a quarter of South Africa's children drop out of school in their first year, early learning experts say.

Overly formal teaching, which fragments language teaching into "dry", tedious bits, must be replaced by reading and storytelling which would develop children's vocabulary, motivate them to learn and make them understand why language is important, claim NGOs like the Centre for Early Childhood Development.

This would be achieved by teachers who understood the latest

### child's development? 7 steps for parents

1. Motivation is half the battle - early reading and writing should not be a battle. It should be an unpressured, loving and fun experience.
2. Read and tell stories and rhymes regularly - even babies are not too young to have stories told to them.
3. Listen to stories told by your child.
4. Discuss stories.
5. Use the local library - outings to the library with your child must be a regular and special outing that gets the child involved in choosing books.
6. Point out print in their everyday environment - like the writing on road signs, the packaging of cereal and washing powder. Children must be exposed to a range of interaction with print.
7. Never neglect the mother tongue. Tell and read stories in mother tongue as well as in other languages with which children will have to engage later.



Falling behind: Despite emergency training and materials, 20 000 targeted primary schools missed the launch of Curriculum 2005. PHOTOGRAPH: DANNY HOFFMAN

# Curriculum 2005 falls further behind

Andy Duffy

**T**he government is poised to again delay the introduction of the new school curriculum after its launch earlier this year missed at least 20 000 primary schools, one in five of the schools targeted.

Provincial report-backs for the first term of the school year show that up to half of the primary schools in some provinces had ignored the launch of Curriculum 2005.

The blow is all the more bitter because the national education department had attempted to kickstart the phase-in. It provided emergency training and materials to ensure all the provinces could at least all start from the same footing.

But Department of Education Deputy Director General Ihron Rensburg says several provinces had failed to implement the emergency plans. The worst culprits were the Free State, KwaZulu-Natal, the Northern Province and North West.

The start-up scheme, initially costed at R25-million and slated to run for just three months, may now run for the entire school year and cost up to R80-million. In the meantime, the department is considering

delaying the curriculum's introduction in other grades for another year.

Another, less-favoured option would be to allow those provinces that are doing well, such as Gauteng and the Western Cape, to stick to the original timetable.

Rensburg says the department's decision to seek maximum involvement from the provinces in the launch has probably backfired. The department's options now include cutting out provincial departments by arranging for textbook publishers to deal directly with schools. Rensburg adds, however, that this proposal is also dangerous, given the lack of management capacity at school level and the vulnerability of such a set-up to fraud. The department is also seeking to draft in NGOs to help provide teacher training and support.

Teaching unions have been warning for months that the curriculum's launch would hit problems at provincial level. Provinces spend the bulk of their education budgets on personnel, leaving little for expenditure on training or textbooks.

Education in the North West and Free State has also been hampered by chaotic management. Both provinces have fired education MECs recently.

Such obstacles forced Minister of Education Sibusiso Bengu last July to limit the curriculum's launch to just grade one, with the phase-in for additional grades running from 1999.

Rensburg says the phase-in for grade two can probably go ahead as planned next year, but that the launch in grades three and seven will probably have to be delayed for another year. He remains confident that the curriculum will be fully in place by 2005. Much hinges, however, on the funds the department can raise for training and materials.

Rensburg reckons the total cost this year could be about R80-million. Some of the cash will come from a recently established department policy reserve, but the department will also look to the president's education fund for further support.

The National Professional Teachers' Organisation of South Africa says schools in areas such as Gauteng are doing well with the new curriculum, but these are "isolated cases". "We've realised all along the magnitude of the task ahead," says representative Andrew Ppyer. "One has to be realistic. There are few materials and it is physically impossible to train so many people so quickly."

(71) M/G 3-8/4/98

# Huge school failure rate costs the government millions

By WINNIE GOSWAMI

The enormous number of grade 1 pupils who fail their first year at school is imposing a growing financial burden on the State.

Reports indicate that grade 1 "over-enrolment" - children repeating their first year - averages 67%, but in a province such as Mpumalanga it could be as high as 100%, costing the country around R1-billion a year.

These facts emerge in a submission prepared by the READ (Read, Educate and Develop) organisation "to all involved in the education of South Africa's children".

The document quotes two top SA researchers, Dr Luis Crouch and Thabo Mabogane, who found that it takes the SA education system 18 school years to produce one matriculant - and that on average each African child spends 15 years at school.

The submission emphasises that the "repeater fac-

tor" is particularly significant in the light of the extremely high matric failure rate in South Africa. The official 1997 matric results released by the Department of Education showed that 62,9% failed their final school examination.

Crouch, a consultant to both the National Department of Education and the Education Foundation, and Mabogane, a researcher with the Education Foundation, say the "repeater rate" had grown from 13% in grade 8 in the early 1980s to 22% today and from 19% to 40% in matric (grade 12).

"Such repeater rates place an enormous financial burden on the state," the submission states. "If one uses the 20% repeater rate as a yardstick, in Mpumalanga alone the pupils who repeated in 1996 cost the province R884,3-million. The 162 255 repeating pupils took up some 5 106 classrooms and



teachers."

If the failure rate could be reduced, fewer classrooms and teachers would be needed and substantial funds from the education budget could be released for more effective spending.

Recent tests conducted by independent evaluators revealed that on average, students entering grade 8 (formerly Std 6) in the rural areas had a reading level of 7.6 years while their actual age was 14,4 years.

"Since secondary school textbooks are written at about a 16-year language level, the pupils are unable to access the information in the text books," the submission continues.

"They are therefore liable to fail their examinations or pass through using mindless

rote-learning techniques which do not stand them in good stead in the future."

The national audit of school needs published in August last year, it continues, showed that 63% of schools had no media equipment, 72% had no media collections and no equipment, 69% had no materials, 36% had no (or inadequate) stationery and 52% had no (or inadequate) textbooks.

Compled with this information comes an evaluation of a READ programme in the Umkhata region, where pupils were found to have gained dramatically in reading and writing skills.

"Grade 5 pupils in rural schools who have been on the programme for two years show they have gained at least two years in terms of

reading age and four years in writing skills," the submission says.

It makes these points:

- A book-based approach to teaching English as a second-language had major benefits for pupils in terms of their communicative skills in using English as a second language.
- There was a very high correlation between the pupils' reading skills and their ability to write good English. Children who read well could write well. Conversely to improve writing skills, reading skills needed to improve.
- The role of the teacher in a book-based approach could not be over-estimated. The most successful schools assessed in terms of results were those with committed teachers who had received sound in-service training and back-up.
- Reading and writing formed the basis of learning in the SA education system. The report continues:

"The findings of READ's independent evaluations show that the provision of proper resources and adequate teacher training are at the heart of successful and effective schooling, particularly in the primary phase. Taken further, pupils who are not well taught in the basics of language have a very poor comprehension of maths and science problems when these are presented as 'story' or 'word' sums.

"Resource provision and teacher training are at the heart of Curriculum 2005."

Cynthia Hugo, the national director of READ, said a solid grounding in reading and writing would help pupils pass their exams.

"Independent evaluations prove READ's assertion that its reading, writing and language development programme can bridge the gap between rural and suburban schools effectively and create a platform for Curriculum 2005," she said.

# Cost of first-year school failure

## Huge grade one repeat rate sets scene for poor

**VIHQUE GASHAM**  
Special Correspondent

The enormous number of grade one pupils who fail their first year at school is imposing a growing financial burden on the state.

Reports indicate that grade one "over-enrolment" - children repeating their first year - averages 67% but in a province such as Mpumalanga could be as high as 100%, costing the country about R1.5 billion a year.

These facts emerge in a submission prepared by the Read, Educate and Develop (READ) organisation. The document quotes two top South African researchers, Dr Luis Crouch and Phabo Mbogwane, who found that on average, each African child spent 15 years at school.

Western Cape co-ordinator Brian Preen said many high school children with whom he worked "could not string a sentence together".

"Teachers should know that just reading a child a story can make a huge difference," he said.

The READ submission emphasises that the "repeat factor" is of particular significance in light of the extremely high matric failure rate in South Africa. The official 1997 matric results showed by the Department of Education that 52.9% - or 298 867 pupils - failed.

Mr Preen said: "By the time they reach high school, it's too late. The basics for a good education have to be laid when children are very young."

Ms Crouch, a consultant to both the National Department of Education and the Education Foundation, and Mr Mbogwane, a researcher with the Education Foundation, found that the "repeat rate" had grown from 13% in grade eight in the early 1980s to 22% today, and from 19% to 40% in matric.

Such repeat rates place an enormous financial burden on the

state," the submission states. "If one uses the 20% repeat rate as a yardstick, in Mpumalanga alone the pupils who repeated in 1996 cost the province R384.3 million. The 182 235 repeating pupils took up about 5 105 classrooms and teachers."

If the repeat rate could be reduced, fewer classrooms and teachers would be needed and substantial funds could be released for more effective spending.

Independent evaluations have revealed that, on average, students entering grade eight (formerly standard six) in the rural areas had a reading level of 7.6 years while their chronological age was about 14.4 years.

"These secondary school textbooks are written on about a 16-year language level, the pupils are unable to access the information in the textbooks," continues the submission.

"They are therefore liable to fail their examinations or pass through

using mindless rote-learning techniques which do not stand them in good stead in the future."

The national audit of school needs published in August last year, it continues, showed that 82% of the country's schools had no media equipment, 72% had no media collections and no equipment, 65% had no materials, 36% had no (or inadequate) stationery and 52% had no (or inadequate) textbooks.

Coupled with this information, comes an evaluation of a READ programme in the Umhlanga region where pupils were found to have gained dramatically in reading and writing skills.

"Grade five pupils in rural schools who have been on the programme for two years show they have gained at least two years in terms of reading age and four years in writing skills."

It makes these points:

■ A book-based approach to teaching English as a second language had

major benefits for pupils in terms of their communicative skills in using English as second language.

■ There was a high correlation between reading skills and pupils' ability to write good English. Children who read well, wrote well. Conversely, to improve writing skills, reading skills needed to improve.

■ The role of the teacher in a book-based approach could not be over-estimated. The most successful schools assessed in terms of results were those with committed teachers who had received sound in-service training and back-up.

■ Reading and writing formed the basis of learning in the South African education system.

The report continues: "The findings of Read's independent evaluations show that the provision of popular resources and adequate teacher training are at the heart of successful and effective schooling, particularly in the primary phase.

"Taken from the report, pupils not well taught in the areas of language have a very poor command of maths and science problems when these are presented as 'story' or 'word' sums. Resources provision and teacher training are at the heart of Curriculum 2005."

Hugo said a solid grounding in reading and writing would help pupils pass their exams.

"Independent evaluations prove programme can bridge the gap between rural and suburban schools. Reading and language development, writing and create a platform for Curriculum 2005," she said.

"If pupils can read and write confidently, they are more likely to comprehend maths and science problems. The cost of improving reading and writing skills was estimated at R50 a pupil a year."

Results later

Results later

# Curriculum 2005 fails Grade 1

Five months into the year, education authorities have yet to deliver textbooks for their new syllabus

TIME is running out for South Africa's Grade 1 pupils. Five months into the school year, they are still waiting for textbooks from which to learn Curriculum 2005 — the new syllabus that was supposed to take them into the future.

The national Department of Education official in charge of spearheading its implementation, Salama Hendricks, said this week provincial budgets had been a major stumbling block.

"Ideally, provinces should have bought the curriculum material last year, but tight budgets forced most to wait for this year's budget allocations," she said.

Despite reassurances this week from provincial education departments and in Parliament last month from the Minister of Education, Mr. Professor Sibusiso Bengtli, a survey of schools this week found there were still many Grade 1s who had not received any Curriculum 2005 material. The poorest schools have been hit hardest.

Provincial departments were supposed to provide primary schools with textbooks and other support material at the beginning of the year. But budgetary problems forced the national department to step in during the first term until the provincial departments could come up with the goods.

The back-up material included:

- Three workbooks for every learner to work in.
- Guides for every Grade 1 teacher to show them how to use the books provided to the children; and
- Learning programmes for the teaching of literacy, numeracy and life skills in Grade 1.

Teachers said they were uncertain what to use when these were exhausted, and many complained of poor communication with the provincial education departments.

At Mostert Lower Primary in the North West town of Vryburg, 252 Grade 1 pupils had been waiting for workbooks since January, said a teacher, Hilda Moeng.

Earlier this year, 15 Kwazulu Natal schools surveyed about Curriculum 2005 said they had not received any textbooks or stationery. This week they were still waiting.

Nine schools in the province said they had received workbooks for the first term, but the material was unsuitable for Grade 1s.

In rural areas in Northern Province, teachers have only backup material. A teacher at Mankopane Primary School in Apel, Malesele Phladi, said they had already completed all the work in the workbooks.

"We were told the material was only for the first three months. Now we are lacking material."



HARD KNOCKS: Pupils at overcrowded Tseke Primary School in Northern Province, where teachers are forced to give lessons in the open

Picture: ZOE SELSKY

But Hendricks said the material was meant to last for up to six months. She also said teachers should remember they could still use material from the old syllabus.

"But we know there are great inequalities in our schools. There are schools in some provinces that don't have any books, but there are also schools which have proved what can be done without books," she said.

The Education Department was developing more curriculum material which would be provided to schools later in the year, she said. Teachers around the country said their training for the new syllabus had been inadequate.

Many said department officials did not make follow-up visits or called on sporadically.

A teacher at Sivabula Primary in Langa in the Western Cape, Sheila Gato, said: "We are doing the best we can. The only problem is we don't know if we are doing things the right way."

Her school's dilemma was echoed by teachers everywhere.

At some schools, teachers said the curriculum material was too advanced for the children.

A teacher at Bhekobhele Primary in Durban, Sebenzile Dladla, said Curriculum 2005 had failed in her school. Teachers at Mochibong Combined School in Ikgang in the North West were not using the new curriculum because the children — mostly from a neighbouring squatter camp — lacked basic skills, said teacher Mphram Molekane.

"We are struggling," she said. Hendricks said her department was

In March last year the government announced the arrival of Curriculum 2005 and outcomes-based education. Pupils were to be taught how to apply knowledge to real life.

More than a year later, the implementation of the system is still going through serious teething problems, especially in poor areas. CORNIA PRETORIUS, PREGA GOVENDER, AYESHA ISMAIL and HENRY LUDSKI report



LET THE LESSONS BEGIN: At last, eager Grade 1 pupils are able to start work on their new syllabus, thanks to the Sunday Times

## Sunday Times to the rescue in classrooms

ON MARCH 1, the Sunday Times, after consultation with the national Department of Education, published the first of three Teacher guides and pupil workbooks prescribed as the first term's syllabus for grade 1 in the new Curriculum 2005.

A four-year survey by the Sunday Times had not reached the material needed to begin the government's outcomes-based education programme.

One of the most neglected areas was Northern Province. On March 5, two Sunday Times staff members delivered 12 000 newspapers to schools in the province's Apelo and Nqubo regions. Liberty Life Foundation bought 75 000 copies of the Sunday Times for delivery to the schools most in need. Principals at those schools welcomed the bundles of newspapers with relief. But, in the second term, they are still waiting for the booklets for phase 2 of the Grade 1 syllabus.

### WHAT PEOPLE ARE SAYING

The phased introduction of Curriculum 2005 is proceeding in a reasonable manner — Education Minister Sibusiso Bengu in the debate on his budget in Parliament this week

Whatever the obstacles, these learners and teachers should not be distracted from the historic nature of their journey — Ifron Rensburg, education deputy director-general

Putting our education system right, and positioning it for the next century, is a formidable task, and not one for the faint-hearted — Bengu in the debate on his budget

It is in the poor and middle-class areas that the price for Curriculum 2005 will be paid — National Party leader Marthinus van Schalkwyk

How does the ANC reconcile Curriculum 2005 with the massive retrenchments we are now seeing? — Van Schalkwyk

The catastrophic Curriculum 2005 did much to hasten the process of administrative disintegration — Democratic Party education spokesman Mike Ellis

The more things change, the more they remain the same — Pan-Africanist Congress leader Bishop Stanley Mqogoba

## What is 2005?

CURRICULUM 2005 is the government's flagship education plan, which it has promised to implement from grade 1 to 12 by the year 2005.

The curriculum was developed to overhaul completely the present education system and to rid South Africa of the legacy of Bantu education.

Through an "outcomes-based" approach, the government wants schoolchildren to move away from rote learning, where children simply memorise what they have been taught, to a system that teaches them to think critically.

This year, grade 1 and 1st pupils were supposed to be the first beneficiaries of the curriculum. But several problems, including a shortage of money, have forced the national Department of Education to postpone the implementation to next year. The system will be implemented in grade 2 (and thus reach the children in grade 1 this year). The implementation of the system for grade 7 pupils has been postponed till 2000.

# The school with pupils on the outside looking in

PRINCIPAL Ramadimeje Nchabeleng doesn't ask for much — only an extra classroom. Electricity, running water and a phone would be luxuries.

This week, half of her school's 512 pupils were sitting outside learning in Northern Province's heat and dust. Nchabeleng, a Grade 1 teacher and acting principal of Tsheke Primary, said: "Being outside is part of the life of our school."

Tsheke is the Apelo area of the province. It is 90 minutes' drive from Pieterburg. A circle of stones, four

upright toilets, five brick classrooms — one roofless — two soccer posts and a play area are the only clues that Tsheke exists.

The principal and her 12 colleagues are fighting bravely. Tsheke's first three classrooms were built in 1991, but they were soon overcrowded. Parents who pay school fees of R5 when they can have built two more brick classrooms and two wooden structures, one of which passes as a staff room. Lessons are conducted on a rotation basis — most classes are taught

outdoors, but each gets a chance to go inside and use the blackboard. When the bell rings, children sitting outside rush to change places with those in one of the classrooms.

"They have chairs, but no desks — their laps are their desks," Nchabeleng said. In the grade 1 classroom, furniture was visible, but the classes were too crowded for desks. Nchabeleng said she had written to local government, businesses and donors for help, but had received no replies. Nchabeleng had to start implement-

ing Curriculum 2005's outcomes-based education this year. Unlike teachers at other schools in the province who said they lacked resources, Nchabeleng uses what she finds in the environment.

"I use the school environment to the fullest. I start in the classroom — the children are taught that their heads are round, the windows are square and the table rectangular. Once they learn to count, they can count the goats in the area," she said.

Something worrying her, she added, was that she had nearly finished working through the material the national Department of Education had provided to implement Curriculum 2005.

"I will need more material before the end of the year," she said. When asked what else the school needed to implement the curriculum, Nchabeleng had a modest request: "We need desks to protect our work properly. The classrooms are too crowded to put our work on the furniture. Who can help us?"

Small Maputa, the principal of Strydakraal Primary School, said a storm in February had ripped the roof off a wing of classrooms.

Classes at these rural schools are still full to overflowing. Strydakraal's Grade 1 class has 51 pupils. Nkwane School has 68 children in one class. Jacob Marwale has 80 and Tsheke has 90.

Some schools have two teachers for large classes, but they still have to share the same cramped classroom. Teachers said the large numbers of children in classes had made it difficult to teach the new curriculum.

While the Northern Province battles to cut salary costs, schools have been forced to seek relief elsewhere. Principal Phadi Mantsho said: "We desperately need furniture." He pulled out a list of 40 to 50 possible donors — so far his inquiries have been fruitless.

All the teachers said they had used the Sunday Times material, and some naked ladies," said principal Roseline Debelia.

At this school things were happening. Phakwaga had used not only the pages containing the material, every shred of every page of the newspaper was a valuable resource. In her classroom the walls were plastered with cuttings the children had made from pictures and advertisements in the past.

Phakwaga teachers at Ramphelani school used even material that had received departmental approval.

Teachers like Gloria Phakwaga were more, said Malesela Pujad. Some "Learners like it and we like it more material or would soon run out. They were trying their best to implement the new curriculum."

Many said they already needed more material or would soon run out. They were trying their best to implement the new curriculum.

Although they have since received departmental workbooks, every school visited this week said, "It helped us a lot."

For from the department. What these schools had been waiting for in the Sunday Times in March was Curriculum 2005. The material published

for implementation of the new Curriculum 2005 provided with material. It was schools like these that needed — like a few desks and chairs.

Teachers' salaries this financial year barely any money to provide for other learning schools like Moengane with their R5-billion education budget on of its R5.6-billion education budget on the province will spend R5.1-billion

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Children learning to get by on the bare minimum





**Making decisions:** Chumisa Primary school principal Nat Bongo (left), governing body secretary Nomazazi Mpokela and chairman Wellington Mente talk about school issues

## Parents start to take charge

**CAROL CAMPBELL**  
Special Writer

In the heart of the Khayelitsha shackland, in an area called Harry Gwala, the grey corridors of the local primary school resound with song and the care-free screams of children at play.

The principal is in his office discussing school issues with members of the governing body, and the other parents regularly pop their heads around his door to say "hello" or to ask a question about a school activity.

It is Sunday.

The school is Chumisa Primary and the people singing are members of 22 savings, burial and church clubs who hire the classrooms for their weekly meetings.

Nat Bongo, the principal, is discussing a request by a housing association to use school facilities for their meetings with parents Wellington Mente, the chairman of the governing body and Nomazazi Mpokela, the secretary.

They also have a request from the area councillor Fundile Matoto to hire office space because he lives in a shack and can't work at home.

"We rent out the classrooms for R40 a day and R100 overnight to raise for the school. It's one of our major fundraisers," said Mr Bongo.

Fundraising for this school's governing body is a big issue because most of the parents are unemployed or in low-income jobs.

"But we pay school fees," says Mr Mente, who works as a sales assistant and shop steward at Dunes Bakery in Cape Town.

This year the parents voted to increase school fees from R20 to R80 a year - to raise enough money to pay a portion of their municipal costs, which the Education Department cannot afford. Recently they were given R11 486 by the department to make repairs to the school.

"We paid parents to do the work, so the money stayed in the community," said Mr Mente.

They also found a sponsor to pay R100 000 for the dusty playground to be walled after a child was killed when a car skidded on sand which had blown from the playing field into the street.

"Residents were also complaining that sand from the school was blowing into their shacks and making a mess," said Mr Bongo.

This year parents will try to raise R50 000 in sponsorships to lay grass on the field in time for the school's 10th anniversary celebrations next March.

The parents at Chumisa may not be highly-paid professionals but they have embraced the idea of being involved in their children's education. They have written a mission statement and a constitution, have worked out a code of conduct for the pupils and have a clear vision of where they would like to be in the next century.

Of the parents on the governing structure one is unemployed, another is a domestic worker, one is a community health worker and Mrs Mpokela is an educare assistant.

Although none of the parents have received any formal training on how to work on a governing body, they have taken the lead from Mr Bongo, who is directing the governing body must be effective.

Already parents and the teacher representatives have made fundamental decisions about the curriculum; all pupils must study English and Afrikaans because both languages are widely spoken in the Western Cape.

Parents are also trying to coax teachers at Chumisa to extend their day by an hour.

"The teachers don't want us to change their working hours because they say they work for the Government, not the parents, but we did try to negotiate with them," says Mrs Mpokela.

The governing body also wants to raise money for a computer centre.

"We like knowing how money is being spent on the school and we like being involved in making decisions. This is not a state school any more. This is our school," she said.

(51)

ARG 21/5/98

# Numbers in Grade 1

## set to drop

CT 24/11/99

**ROBERT BRAND**

PARLIAMENTARY BUREAU

(51)

THE government is expecting a drop of as much as 45% in enrolments at primary schools in some provinces because of the new policy that children may not enter Grade 1 until the year in which they turn seven, Education Minister Kader Asmal told Parliament yesterday.

Teaching posts could be declared "in excess" as a result of the fall in pupil numbers, but this did not "necessarily" mean teachers would lose their jobs, Asmal said in a written reply to a question by Democratic Party MP Richard Ntuli.

In KwaZulu-Natal, the government expected a decrease of 134 523 (44,9%) in primary school enrolments next year as a result of the new admissions policy.

Enrolment in the Western Cape expected to drop by 25 800 pupils (30%), in the Northern Cape by 6 173 (25,9%) and in Mpumalanga by 40 324 (7,23%).

Asmal said that although he did not expect any teachers to be made redundant, teaching posts could be declared "in excess" after taking into account the needs of all schools in each province. Education MECs would first have to decide on the teaching requirements for schools in their provinces.

Once the overall teaching requirements had been established, provincial education department heads would allocate teachers to each school.

Excess teachers would be dealt with in terms of departmental regulations, Asmal said.