EDUCATION

APRIL   MAY
Grim scenario for national education

The Department of Education (DoE) has raised concerns about the financial crisis facing the education sector, with funds dwindling rapidly. The DoE has warned that the current funding levels are not sustainable and that drastic action is needed to prevent a crisis in the education system.

According to the DoE, the funding crisis is primarily due to a combination of factors, including a decrease in donor funding, a rise in operational costs, and a decrease in enrollment numbers. The DoE has estimated that the education sector requires an additional $500 million in funding to operate effectively.

The DoE has called on the government to prioritize education funding and to explore alternative sources of funding, such as partnerships with private sector organizations. The DoE has also called for a review of the existing education system to identify areas where costs can be reduced.

The DoE has emphasized the importance of education in shaping the future of the country, and warns that a lack of investment in education could have serious consequences for the country's development.

The DoE has called for urgent action to address the funding crisis, and has urged all stakeholders to work together to ensure that education remains a priority.
Azasco puts focus on education

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

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

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

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

The myth of democratising universities has to be debunked, Maseko said, adding that a distinction has to be made between true democratisation which comes after freedom and tokenism which comes before freedom.

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

Subsidy

"Such an appointment is meant to blunt the contradictions in education. "We believe no institution in this country can be democratised before political, social and economic change has transpired," Maseko said.

He said the manner in which the Government pursues subsidy cuts shows that the interests of black students is a notion which is unknown to this white Government."
TEACH fund to build library for school

By Phil Molefe
Education Reporter

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

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

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

Presenting a bouquet of flowers and a silver-plated trophy to Mr Nuttall for his "meritorious contribution" to black education, Std 8 pupil Allan Lenua (13) said parents, teachers and pupils appreciated Mr Nuttall's good work and association with the school.

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

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

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

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

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

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

He said The Star had had a vision and had invested in black education before several major South African companies became involved after the 1976 Soweto uprisings.
NECC called in over pupils' 'pathetic' conditions

By Musa Ndwandwe

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

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

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

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

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

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

Settle

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

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

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

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

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

Attempts by a delegation of parents who had travelled to Cape Town on a "fact-finding mission" to find Van Wyk were unsuccessful. SOUTH was also unable to locate him.
A PRISON school, the first of its kind in the country, has been started at St Albans jail in Port Elizabeth.

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

The school, which goes up to matric, can accommodate up to 500 “pupils”. Skills training in various trades is also offered. The teaching staff comprises Department of Correctional Services officials, assisted by four qualified teachers.

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

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

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

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

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

Of the more than 5 000 prisoners at St Albans, about 425 are receiving training at the training centre. – PEN
A long-term view of SA’s future

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

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

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

Eskom’s involvement in tertiary education spreads across the board, to encompass students at technical colleges, technikons and universities. And although quality is a factor in determining who qualifies for assistance, Ms Cohn comments: "Eskom employs 54,000 people — they can’t all be so-called ‘superior’ students."

"We take a holistic approach in selecting our bursars. Our requirements, in terms of their interests and training, are very focussed."

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

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

"We do a great deal to upgrade the quality of students entering the tertiary education system before they are in a position to apply for bursaries," she adds.

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

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

That the programme is a success with students is demonstrated by the loyalty Eskom command. Ms Cohn adds that direct educational enrichment activities are only a small portion of the corporation’s education-oriented corporate responsibility programme. "We support programmes like Protea and Read, as well as the bridging programmes at the universities of the Witwatersrand, Cape Town and Natal — and we sponsor student teachers in science, maths and communication skills."

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

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

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

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

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

"And teachers these days, through no fault of their own, find themselves between the devil and the deep blue sea. On the one side parents and principals expect them to follow traditional methods and still produce good results; on the other, they face defiant pupils."

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

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

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

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

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

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

ZINGISA MKHUMA
Soweto pupils rescued from scam school

By GLENDA DANIELS

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

At the beginning of the year Antony van Wyk put an advertisement in Johannesburg newspapers promising pupils a "trouble free education" in Cape Town and accommodation at Strandfontein beach houses. It would cost their parents R250 a year.

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

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

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

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

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

Baron said the NECC is "merely assisting concerned parents and is in no way involved in providing accommodation or schools for the children."
Soweto kids moved back to Philippi

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

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

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

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

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

Parents

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

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

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

Standard

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

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

Majority lauds Learning Nation as...

LEARNING: Students making use of one of New Nation

Learning material...
Sharing Literacy

"We learners are shy, we pretend we know how to read and write. When we need in class, we know we are not able. We have stepped out of the shadows - we are making our voices heard." (Johanna Khosa - September 1998).

Do you know that 9 million people in South Africa cannot read or write? If we take the South African population as 35 million and take away children under the age of six years, we can give a rough estimate that 65% of all adult South Africans are illiterate.

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

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

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

The racial breakdown in these statistics is necessary in order to draw attention to the fact that they directly reflect government policy of expenditure in education.

For many decades the government spent approximately ten times more on white education than on black education.

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

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

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

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

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

Resources

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

Their address is:

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

Alternatively, if you live in the Johannesburg area you can write to:

English Language Project
314 Dunwell House
33 Jorrette Street
Braamfontein 2017
Phone: (011)233-2964
Fax: (011)268-4056

If you are in the Cape Town area, you can contact USWE:

Using Spoken and Written English
(USWE)
314 Dunwell House
1 Struben Road
Mowbray 7700
Phone: (021)689-4056

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

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

Writing a formal letter of inquiry

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

Try this model

(Your postal address)

(Date)

(Address of the organisation you are writing to)

Dear ...

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

Paragraph two - state your business/inquiry.

Paragraph three - conclusion/thank you.

Yours faithfully

Name

Does your letter look something like this?

30 January Street
Kraaifontein
0000

20 February 1991

Dear reader,

Recently I had another struggle to the Learning House. They were able to answer my address for the ongoing literacy classes.

I am writing on behalf of my friends who would like to join a literacy programme. We live in Kraaifontein near the污水处理厂.

Can you please give me information about literacy classes in our area?

Thank you.

Yours faithfully,

J Khanala

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

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

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

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

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

**Advise**

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

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

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

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

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

**Exciting**

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

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

It said workshops for preschool teachers were occasionally run and outside experts in the field were brought in to lead the discussions.
Annual Report shocks teachers

The Department of Education and Training's (DET) last year's annual report has taken several educationists by surprise since it appeared to lack objectivity in many areas.

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

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

The department claims a teacher-pupil ratio of 1 to 34.5 in 474 public schools, a figure which appears not to correspond with the reality of overcrowded classrooms and shortage of teachers throughout the areas under the jurisdiction of the DET.

Blamed

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

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

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

However, the document does not explain how those pupils happened to be in those standards. It simply expresses concern that "such pupils" presumably play a significant part in the disruption of their colleague's learning opportunities.

"The great demand for education places standards under pressure," said the report. "However, this is the one area in which, in the interests of all, no compromises are possible."

The report categorically states that standards may not "in any area whatsoever" be lowered. It, however, does not suggest what needs to be done or what it will do to preserve high standards and meet the great demand for education.

Nowhere in the mammoth document can one read about the youth camps scandal at a commission which enquired about then. A thorough reading of the document clearly suggest that the DET is itself in crisis and unable to give proper account on the crisis education.

Mamelodi schools in turmoil

Schools in some areas of the troubled Northern Transvaal region failed to reopen for the second term this week.

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

Demand

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

In Atteridgeville, the spokesperson said, pamphlets were distributed last weekend among students not to report to school on opening day.

Attendance was poor in Soshanguve township, north of Pretoria.

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

The threat was made shortly before the beginning of the term and it was to be carried out if the headmen were not allowed to resume their duties.
DESTROYING PRIDE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Besides teachers, even the private sector is realising the importance of the preschool years, and increasingly more funding is going in this direction. Many argue that getting preprimary education right might be the only way of normalising education in SA.

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

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

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

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

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

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

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

As the FM has argued before (Leaders January 25), it is time for the State President to put a halt to the destruction of some of the country’s best education resources.
Government no closer to bridging the education gap

By MONDULI MAKHANYA

EXPENDITURE on education in this year’s Budget showed no real increase and will not significantly lessen the gap between white and black education. In fact, some educationists contend that when inflation and population growth are taken into account the budgeted expenditure for 1991/1992 is a decrease on last year’s expenditure.

The allocation to education in the Budget is R14,946-billion but additional appropriations bring this figure to nearly R16-billion. Finance Minister Barend du Plessis added R362-million which remained from last year’s additional appropriation to black education and added another R212-million specifically for black education.

According to Democratic Party finance spokesman Ken Andrew, at a projected inflation rate of 14,5 percent for this year and a population growth of two percent, expenditure on social services has remained static while education in particular has shrunk slightly.

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

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

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

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

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

The head of the Wits University Education Policy Unit, Nick Taylor, said while the non-increase in real terms in this year’s Budget could be attributed to economic conditions, budgetary constraints could easily be removed by unifying education departments.
Riots and protests marked the first school term of the year. Will the second be any better? Many organisations are trying hard to make it so.

**Time for a new education deal**

By LEN KALANE

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

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

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

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

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

When schools went into recess for the Easter holidays, these problems remained unresolved and might well still be a feature of the second term.

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

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

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

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

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

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

Others end up in many of the scores of "private schools" in the cities, only to find out they are illegal and not registered in accordance with the Education and Training Amendment Act of 1984.

By the time this is discovered, valuable time has already been lost.

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

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

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

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

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

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

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

The MINISTER OF EDUCATION AND TRAINING.

(a) 1.2%: Note: Includes all educators on post levels 6 and 7.

(b) 1.8%: Note: Includes all staff above the level of Deputy-Director (Admin) and post level 5.

Teachers' salaries outstanding

*20. Mr R M BURROWS asked the Minister of Education and Training: Whether, further to his reply to Question No. 91 on 8 March 1991, the teachers whose salaries were outstanding for longer than one month have been paid, if not, why not?

The MINISTER OF EDUCATION AND TRAINING.

(a) 35 Teachers. A quota of 1,225 pupils was allocated to this school, for which number 35 teachers are sufficient. The quota was exceeded due to the influx of 640 pupils. Funds are not available for the creation of a further 35 teaching posts for the pupils by which the quota has been exceeded.

(b) 50 Pupils. If the 640 pupils by which the quota has been exceeded are omitted, the average class size is 35 pupils.

(c) 21 March 1991

(2) Yes. The school is equipped to accommodate 1,225 pupils. Funds, as well as space are not available for the purchase and placement of desks, chairs, laboratory equipment for the number of pupils by which the quota has been exceeded.

(3) No

Dr Nelson R Mandela High School

*21. Mr R M BURROWS asked the Minister of Education and Training: Whether he has, in accordance with the applicable quotas, supplied the number of teachers required to staff fully the Dr Nelson R Mandela High School in Crossroads; if not, why not; if so, (a) how many teachers have been supplied, (b) what is the average class size at the school and (c) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND TRAINING.

(a) 35 Teachers. A quota of 1,225 pupils was allocated to this school, for which number 35 teachers are sufficient. The quota was exceeded due to the influx of 640 pupils. Funds are not available for the creation of a further 35 teaching posts for the pupils by which the quota has been exceeded.

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(c) 21 March 1991

(2) Yes. The school is equipped to accommodate 1,225 pupils. Funds, as well as space are not available for the purchase and placement of desks, chairs, laboratory equipment for the number of pupils by which the quota has been exceeded.

(3) No

Pipeline effluent

*22. Mr M J ELLIS asked the Minister of Water Affairs and Forestry: Whether the effluent from the pipeline referred to in his reply to Question No. 7 on 12 March 1991 is being monitored, if not, why not, if so, (a) what is the frequency of this monitoring and (b) by whom is it being monitored?

(2) Not at this stage.

The MINISTER OF WATER AFFAIRS AND FORESTRY.

(a) Yes.

(2) Not at this stage.

The MINISTER OF NATIONAL HEALTH.

(1) No

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

SABC: educational television service

*23. Mrs C H CHARLEWOOD asked the Minister of Education and Training: Whether his Department has taken any steps to establish, through the South African Broadcasting Corporation, an educational television service to Black schools throughout the country, if not, why not, if so, (a) what steps and (b) when is it anticipated that this service will commence.

The MINISTER OF EDUCATION AND TRAINING.

(1) The Department participates in an inter-departmental pilot project in cooperation with the SABC, through which an educational TV-programme series is planned.

(b) It is planned that broadcasts of the programmes will commence on Monday 1 July 1991.

The MINISTER OF NATIONAL HEALTH.

(1) No

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

**25. Mr E K MOORCROFT asked the Minister of Environment Affairs: Whether any reports of cases of copper poisoning in animals in the vicinity of Phalaborwa have been received from the Kruger National Park, if so,

(1) Whether any reports of cases of copper poisoning in animals in the vicinity of Phalaborwa have been received from the Kruger National Park, if so,

(2) whether the source of the poisoning has been traced, if so, what are the relevant details.

(3) whether any steps have been taken to prevent such poisoning from occurring, if not, why not, if so, what steps.

The MINISTER OF EDUCATION AND TRAINING.

(1) Yes.

(2) Yes.
More private cash for education aid

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

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

Of this, 56% would be spent on education, 7% on environmental conservation, 7% on health services and 6% on welfare. The other 14% would be split among general community projects, small business development, art and culture and housing.

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

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

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

Of the money spent by the private sector on education, 38% will be in bursary grants and donations to tertiary institutions. Government education is supported through supplementary education programmes.

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

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

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

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

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

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

Of those interviewed, 98% of black consumer respondents mentioned education as a major priority. Other priorities were housing, job creation and health.
The Minister of Planning, Housing and Works

The Minister of Planning, Housing and Works is responsible for:

(1) The provision of planning and development services to the public.
(2) The provision of housing and works services to the public.
(3) The provision of education and cultural services to the public.

Questions:

(1) How many students are enrolled in the University of Cape Town?
(2) What is the budget for the Ministry of Planning, Housing and Works?
(3) What is the budget for the Ministry of Education and Cultural Affairs?

House of Assembly

Wednesday, 28 November 1990

The House of Assembly met at 2:00 p.m.

The Minister of Planning, Housing and Works said:

(1) The provision of planning and development services to the public.
(2) The provision of housing and works services to the public.
(3) The provision of education and cultural services to the public.

The Minister of Education and Cultural Affairs said:

(1) The provision of education and cultural services to the public.
(2) The provision of planning and development services to the public.
ONE of South Africa's largest supermarket chains has donated R200 000 towards this year's Readathon, the annual fund raising project of READ Educational Trust.

This donation was announced by Checkers' managing director, Mr. Sergio Martinengo, at a function to launch the event. Millions of pupils from schools throughout South Africa and Namibia are expected to take part in the 1991 Checkers Readathon, set for September 6 this year, by reading for sponsorship between 10:30am and 11am on that day.

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

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

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

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

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

Privilege

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

"Gestures of confidence mean a great deal to us.

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

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

Entries for participation in the Readathon will be accepted by READ until June 10.
THE MINISTRY OF EDUCATION AND CULTURE

Mr. J. C. J. van der Waal, Under-secretary for Education and Cultural Affairs

Additional education and cultural policies

Address of the Ministry of Education, Culture and Science

Van der Kampsplein 12
2645 AM Den Haag

Phone: 070-3265111
Fax: 070-3265110

The minister of Education, Culture and Science is responsible for:

- Formulating and implementing the national education policy
- Monitoring and evaluating the implementation of the education policy
- Overseeing the educational services provided by the government
- Coordinating the work of the various educational authorities
- Ensuring the quality of education

The minister is assisted by the following education authorities:

- The Flemish Community
- The Walloon Region
- The Brussels-Capital Region

The minister also oversees the cultural affairs of the country, including:

- The promotion and protection of Dutch culture
- The support of cultural activities
- The management of cultural heritage
- The promotion of cultural education

The minister of Education, Culture and Science is accountable to the Dutch Parliament.

The Minister of Education, Culture and Science is:

- Mr. J. C. J. van der Waal
- Under-secretary for Education and Cultural Affairs

The ministry is responsible for:

- Formulating and implementing policies for education and culture
- Coordinating the work of educational authorities
- Overseeing the quality of education and cultural activities

The ministry is accountable to the Dutch Parliament.

The ministry is located at:

Van der Kampsplein 12
2645 AM Den Haag

Phone: 070-3265111
Fax: 070-3265110
No educational 'quick fix'

GERALD REILLY

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

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

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

Education's future would be on the negotiating agenda.

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

SA already had an over-arching Department of National Education, he said.
Toast to mind of man: let us celebrate how we cerebrate

As a second-year student, I taught hospital employees to read and write. Some 80 to 90 hospital cleaning staff were taught each evening and I had my first encounter with the avid thirst of the illiterate to become literate.

The school lasted several years until the change of government in 1984 around the death knell of the night-school movement.

There was a change in educational ethos devoted to the South African student and the need for students to earn their own way was nearly out of the question.

A cry for change from South Africa in the last decade of the 20th century and on into the 21st is a question of the adult education movement and an intensified programme to spread literacy and raise the average level of education.

Years later, I found myself checking manuscripts and draft theses of students and lecturers working under my supervision. No fewer than 90 percent of the mistakes were errors of English grammar, usage, idiom, choice of words, spelling and even punctuation.

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

The crassness of knowledge, pursued with such tireless energy, has led to a dusty cul-de-sac of narrow and often blurred specialization, sadly as needed for health-giving contact with one another.

Sadly, specialization of research techniques and goals has brought in its wake specialization of minds.

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

In his address Mr Hofmeyr reminded us of the four freedoms of the Atlantic Charter: the freedom of speech and expression; freedom of religion; freedom of worship; freedom from want and the freedom from fear.

To these four freedoms, Mr Hofmeyr proposed a fifth freedom: freedom from prejudice.

"The chief cause of our... failure to realize the idea of freedom in our land is the strength of prejudice - race prejudice and colour prejudice."

Looking back after just under 50 years, I have no doubt that Raymond Dart (the man who discovered the so-called "missing link" - the Taung ape child) was the biggest single influence in my life. It was Professor Dart's qualities as a human being rather than his scientific work which had the greatest impact on me.

One memory in my first year as a medical student stands out. The entire student body of the Medical School foregathered in this Great Hall to hear the president of the students' medical council convey their tribute to Professor Raymond Dart. When he accepted the students' gift, a set of Encyclopaedia Britannica, I had my first experience of seeing a grown-up man crying in public. It was touching and spell-binding and unforgettable.

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

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

Appallingly little when one contemplates our bodies, so puny and pitiful; our teeth, receded as they are to decoder teeth-jawing destructors; our vertebral columns, so prone to slipping discs, backaches, our posture, crookedness and other signs of uprightness; our coronary arteries clogged with the contorted tendency to our spindly, herculean, middle-aged spread, pot-bellies and hernia.

Then there are the seemingly well-barked heads with neck space headaches, wry-neck, cervicostoasis and other pains, prices we pay for persevering in propping them precarious paws on a pathetically potted pillar, our ungraceful, twinged stance and gait with its fast, varicose veins, bunions, plantar warts, sprained ankles and torn cartilages in our knees.

I give a toast to the man of man. Long may we cerebrate how we cerebrate...
SA education needs help urgently, Americans told

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

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

They are in the United States to brief American educators, government officials and donor groups on the status of education and to establish links with US colleges and universities.

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

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

The delegation was hoping to elicit financial and academic support from American organisations.
WASHINGTON — Unless the reconstruction of South Africa's education system started immediately, the issue of political negotiations would be almost meaningless, a delegation of South African educationists is telling American groups.

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

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

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

Havoc

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

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

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

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

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

The traditionally black universities needed a lot more resources to cope with the expected demand for higher education and training.
It is generally acknowledged that illiteracy in South Africa is the single most important factor that restricts economic growth and general well-being.

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

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

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

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

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

Having completed this course, the learners are taught survival English. Here they start to read and write in English. This course focuses on the learner’s interactions in daily life.

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

Operational English deals mainly with English usage that is appropriate to vocational, economic and social environments.

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

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

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

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

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

170. Mr M J ELLIS asked the Minister of Education and Training:

(1) Whether his Department is involved in drawing up an Aids education programme for use in schools under its control; if not, why not; if so, (a) in which categories of education will this programme be used, (b) who will be expected to present it to the pupils and (c) who is responsible for drawing up this programme;

(2) whether it will be compulsory to use this programme in the categories referred to above; if not, why not?

The Minister of Education and Training:

(1) Yes.

(a) The target population for these programmes is the teenage school population.

(b) The programmes are presented by deputy chief education specialists and School Guidance Teachers of the Department, as well as by officials of the Provincial Administrations.

(c) The sexual guidance programme has been drawn up by officials of the Department of National Health and Population Development and the video programme on AIDs by experts of the Department of Education and Training.

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

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

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

The Minister of Education and Training:

(1) Yes.

(a) (i) Schools
(b) (i) Standards
(c) (ii) Numbers of pupils
(d) (iii) Numbers of class groups

<table>
<thead>
<tr>
<th>VISITING SCHOOL</th>
<th>STANDARDS PLATOONING</th>
<th>NUMBERS OF PUPILS PLATOONING</th>
<th>NUMBERS OF CLASS GROUPS INVOLVED</th>
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<td>A, B, 1, 2, 3, 4, 5</td>
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<td>Ikwezilele</td>
<td>A, B, 1, 2</td>
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222. Mr M E TRENTE asked the Minister of Education and Training:

Whether any schools falling under his control in the Port Elizabeth/Ibhayi area operate on a platoon system; if so, (a) which schools and (b) whether any of them have high accommodation problems, and (c) what are the reasons for the school's operating on a platoon system.
HOUSE OF ASSEMBLY

Education Act, 1953

Resolved that the Governor-General in Council be and is hereby requested to authorize education committees in each province to make recommendations to the House of Assembly on the subject of education on the lines of the recommendations of the Committee of National Education. The Governor-General in Council is requested to authorize the establishment of education committees in each province to make recommendations to the House of Assembly on the subject of education on the lines of the recommendations of the Committee of National Education.

The MINISTRY OF NATIONAL EDUCATION

The Minister of National Education is authorized to make recommendations to the House of Assembly on the subject of education on the lines of the recommendations of the Committee of National Education.

The MINISTRY OF DEFENCE

The Minister of Defence is authorized to make recommendations to the House of Assembly on the subject of defence on the lines of the recommendations of the Committee of National Defence.

THE MINISTRY OF FINANCE

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THE MINISTRY OF JUSTICE

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THE MINISTRY OF PUBLIC HEALTH

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THE MINISTRY OF LABOUR

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THE MINISTRY OF LABOUR AND TRADE

The Minister of Labour and Trade is authorized to make recommendations to the House of Assembly on the subject of labour and trade on the lines of the recommendations of the Committee of National Labour and Trade.

THE MINISTRY OF INDUSTRY

The Minister of Industry is authorized to make recommendations to the House of Assembly on the subject of industry on the lines of the recommendations of the Committee of National Industry.

THE MINISTRY OF AGRICULTURE

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THE MINISTRY OF MINERALS

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THE MINISTRY OF TRANSPORT

The Minister of Transport is authorized to make recommendations to the House of Assembly on the subject of transport on the lines of the recommendations of the Committee of National Transport.

THE MINISTRY OF COMMUNICATIONS

The Minister of Communications is authorized to make recommendations to the House of Assembly on the subject of communications on the lines of the recommendations of the Committee of National Communications.

THE MINISTRY OF POSTS

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THE MINISTRY OF TELEGRAPH

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THE MINISTRY OF TELEPHONE

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THE MINISTRY OF MILITARY

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THE MINISTRY OF EDUCATION AND CULTURE

The Minister of Education and Culture is authorized to make recommendations to the House of Assembly on the subject of education and culture on the lines of the recommendations of the Committee of National Education and Culture.

THE MINISTRY OF LOCAL GOVERNMENT

The Minister of Local Government is authorized to make recommendations to the House of Assembly on the subject of local government on the lines of the recommendations of the Committee of National Local Government.

THE MINISTRY OF JUSTICE AND PUBLIC ORDER

The Minister of Justice and Public Order is authorized to make recommendations to the House of Assembly on the subject of justice and public order on the lines of the recommendations of the Committee of National Justice and Public Order.

THE MINISTRY OF LAND REFORM

The Minister of Land Reform is authorized to make recommendations to the House of Assembly on the subject of land reform on the lines of the recommendations of the Committee of National Land Reform.

THE MINISTRY OF PUBLIC WORKS

The Minister of Public Works is authorized to make recommendations to the House of Assembly on the subject of public works on the lines of the recommendations of the Committee of National Public Works.

THE MINISTRY OF Education

The Minister of Education is authorized to make recommendations to the House of Assembly on the subject of education on the lines of the recommendations of the Committee of National Education.

THE MINISTRY OF Health

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THE MINISTRY OF Agriculture

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THE MINISTRY OF Industry

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THE MINISTRY OF Minerals

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THE MINISTRY OF Transport

The Minister of Transport is authorized to make recommendations to the House of Assembly on the subject of transport on the lines of the recommendations of the Committee of National Transport.

THE MINISTRY OF Communications

The Minister of Communications is authorized to make recommendations to the House of Assembly on the subject of communications on the lines of the recommendations of the Committee of National Communications.

THE MINISTRY OF Posts

The Minister of Posts is authorized to make recommendations to the House of Assembly on the subject of posts on the lines of the recommendations of the Committee of National Posts.

THE MINISTRY OF Telegraph

The Minister of Telegraph is authorized to make recommendations to the House of Assembly on the subject of telegraph on the lines of the recommendations of the Committee of National Telegraph.

THE MINISTRY OF Telephone

The Minister of Telephone is authorized to make recommendations to the House of Assembly on the subject of telephone on the lines of the recommendations of the Committee of National Telephone.

THE MINISTRY OF Military

The Minister of Military is authorized to make recommendations to the House of Assembly on the subject of military on the lines of the recommendations of the Committee of National Military.

THE MINISTRY OF Education and Culture

The Minister of Education and Culture is authorized to make recommendations to the House of Assembly on the subject of education and culture on the lines of the recommendations of the Committee of National Education and Culture.

THE MINISTRY OF Local Government

The Minister of Local Government is authorized to make recommendations to the House of Assembly on the subject of local government on the lines of the recommendations of the Committee of National Local Government.

THE MINISTRY OF Justice and Public Order

The Minister of Justice and Public Order is authorized to make recommendations to the House of Assembly on the subject of justice and public order on the lines of the recommendations of the Committee of National Justice and Public Order.

THE MINISTRY OF Land Reform

The Minister of Land Reform is authorized to make recommendations to the House of Assembly on the subject of land reform on the lines of the recommendations of the Committee of National Land Reform.

THE MINISTRY OF Public Works

The Minister of Public Works is authorized to make recommendations to the House of Assembly on the subject of public works on the lines of the recommendations of the Committee of National Public Works.

THE MINISTRY OF Education

The Minister of Education is authorized to make recommendations to the House of Assembly on the subject of education on the lines of the recommendations of the Committee of National Education.

THE MINISTRY OF Health

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THE MINISTRY OF Agriculture

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THE MINISTRY OF Industry

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THE MINISTRY OF Minerals

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THE MINISTRY OF Transport

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THE MINISTRY OF Communications

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THE MINISTRY OF Posts

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THE MINISTRY OF Telegraph

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THE MINISTRY OF Military

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THE MINISTRY OF Education and Culture

The Minister of Education and Culture is authorized to make recommendations to the House of Assembly on the subject of education and culture on the lines of the recommendations of the Committee of National Education and Culture.
NEDCC races against time to aid matrics

By PORTIA MAURICE

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

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

The Intensive Learning Campaign (ILC) was established late last year in the wake of the dismal 36.4 percent pass rate in African schools. It aims to prepare students to pass their supplementary exams through providing secondary alternative resources such as study centres, tutorials and learning aids, as well as to pressurise the state to provide “basic tools of education”.

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

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

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

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

Anyone able to assist with the Intensive Learning Campaign should telephone Sipho Blose (NEDCC head office) at (011) 836-4726.
Education breakdown is the result of lack of order

LACK of discipline and the absence of parental control had led to the breakdown in black education.

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

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

It was also attended by Mr Bunu Mzinyana of the USB and Mr George Ngcaba of the Black Managers Forum.

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

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

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

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

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

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

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

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

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

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

Skills

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

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

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

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

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

Parents 'have lost control'

By DON SEOKANE

From this assertion, Dooms said the crisis really started in 1953 when Bantu Education was introduced.

One of its major aims was to manipulate the minds of young people.

Mzinyana said this was the contradiction of capitalism because it had not provided the incentive to learn.

The school, Althusser takes it further, teaches knowledge but in forms which ensure subjectification to the ruling ideology.

All the agents of production - education, exploitation and repression - and what Karl Marx referred to as "the professional of ideology" must be stopped in this ideology to perform their tasks "consciously".

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

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

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

"Effects of Bantu Education has been disastrous"...

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

That probably had been the reason why the De Lange Report was halted by big business and rejected by extra-parliamentary groups as returning apartheid education, he said.

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

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

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

If black education has experienced a crisis, it is certainly was breakdown.

However, it does not seem proper to say that the breakdown was only on the part of family control, the education system on the whole is breaking down.
Consisting of representatives of the Congress of South African Trade Unions, the South African Democratic Teachers' Union, the ANC, the Congress of South African Students and the Edendale Landowners' Association, the commission is expected to report on its progress tomorrow.

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

The teachers were dismissed by KwaZulu's Department of Education and Culture last August for staying away from school in protest against inadequate security after political violence had spilled over into schools.

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

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

Each of the dismissed teachers received R2 370 last August.

Frontline comment and rewrite by:
K. Shibya, headline and sub-editing
by B. Brown, both of 2 Brotch Street,
Johannesburg.
Renewed calls for learning as kids go back to school

By LULAMA LUTI

THOUSANDS of Transvaal children are due to return to school tomorrow amid renewed calls for them to ensure that effective learning takes place.

Last term learning was hit by a lack of teachers in schools under the Department of Education and Training.

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

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

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

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

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

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

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

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

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

Sipho Maseko... we don't want the circus we had last time.
As thousands of black pupils head back to school today for the second quarter of the year, they leave behind three months which did not live up to the call for "effective teaching and serious learning" in 1991.

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

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

Mamelodi schools have been without principals since January after the local branch of the Congress of SA Students (Cosas) had instructed them not to return to school until the Department of Education and Training (DET) had responded "positively" to demands of improved learning conditions.

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

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

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

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

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

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

Vaal Triangle schools opened to a slow start at the beginning of the year because of anxiety that accompanies the current spiral of violence as well as grievances by students that serious learning could take place only if the DET improved conditions in schools.

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

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

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

DET spokesman Corrie Radebrewer said the situation in the first quarter was "not bad" compared with the corresponding period last year.
Electricity to schools disconnected

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

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

Schools affected by the electricity cuts included 13 in Jouberton, near Klerksdorp; six in Khuwa; three in Tseweleng; two at Kgakala, one at Borolelo, six at Mzinoni, and four secondary and 12 primary schools at Okoza near Alberton. - Sapa
Nothing seems to have changed...

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

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

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

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

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

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

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

More extraordinary about this historical volume is that nothing seems to change.
(v) imprisonment for four to six years, (vi) imprisonment for six to eight years, (vii) imprisonment for eight to 10 years and (viii) imprisonment for more than 10 years in each province in 1989 and 1990, respectively?

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

<table>
<thead>
<tr>
<th>Year</th>
<th>1988</th>
<th>1989</th>
<th>30/6/89</th>
<th>30/6/90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder</td>
<td>Cape Province</td>
<td>760</td>
<td>921</td>
<td>760</td>
</tr>
<tr>
<td>Natal</td>
<td>578</td>
<td>548</td>
<td>578</td>
<td>548</td>
</tr>
<tr>
<td>Transvaal</td>
<td>1,066</td>
<td>1,010</td>
<td>1,066</td>
<td>1,010</td>
</tr>
<tr>
<td>Orange Free State</td>
<td>290</td>
<td>240</td>
<td>290</td>
<td>240</td>
</tr>
</tbody>
</table>

(b) Rape

<table>
<thead>
<tr>
<th>Year</th>
<th>1988</th>
<th>1989</th>
<th>30/6/89</th>
<th>30/6/90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cape Province</td>
<td>1,956</td>
<td>1,842</td>
<td>1,956</td>
<td>1,842</td>
</tr>
<tr>
<td>Natal</td>
<td>551</td>
<td>559</td>
<td>551</td>
<td>559</td>
</tr>
<tr>
<td>Transvaal</td>
<td>2,211</td>
<td>2,121</td>
<td>2,211</td>
<td>2,121</td>
</tr>
<tr>
<td>Orange Free State</td>
<td>442</td>
<td>469</td>
<td>442</td>
<td>469</td>
</tr>
</tbody>
</table>

(c) Car theft

<table>
<thead>
<tr>
<th>Year</th>
<th>1988</th>
<th>1989</th>
<th>30/6/89</th>
<th>30/6/90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cape Province</td>
<td>1,381</td>
<td>1,175</td>
<td>1,381</td>
<td>1,175</td>
</tr>
<tr>
<td>Natal</td>
<td>705</td>
<td>678</td>
<td>705</td>
<td>678</td>
</tr>
<tr>
<td>Transvaal</td>
<td>2,316</td>
<td>2,289</td>
<td>2,316</td>
<td>2,289</td>
</tr>
<tr>
<td>Orange Free State</td>
<td>219</td>
<td>241</td>
<td>219</td>
<td>241</td>
</tr>
</tbody>
</table>

(d) Assault with the intent to do grievous bodily harm

<table>
<thead>
<tr>
<th>Year</th>
<th>1988</th>
<th>1989</th>
<th>30/6/89</th>
<th>30/6/90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cape Province</td>
<td>20,755</td>
<td>19,441</td>
<td>20,755</td>
<td>19,441</td>
</tr>
<tr>
<td>Natal</td>
<td>6,569</td>
<td>5,544</td>
<td>6,569</td>
<td>5,544</td>
</tr>
<tr>
<td>Transvaal</td>
<td>19,365</td>
<td>17,730</td>
<td>19,365</td>
<td>17,730</td>
</tr>
<tr>
<td>Orange Free State</td>
<td>3,934</td>
<td>3,601</td>
<td>3,934</td>
<td>3,601</td>
</tr>
</tbody>
</table>

The MINISTER OF JUSTICE:
The required information is not readily available. To obtain the information all court records pertaining to the cases concerned will have to be examined, which is not economically feasible.

Own Affairs:

Pre-primary schools: subsidies

33. Mr R M BURROWS asked the Minister of Education and Culture: (a) What amount was provided in each provincial education department for subsidies to pre-primary schools in 1990, (b) how many schools in each province received such subsidies in that year and (c) what policy was followed in each of these departments regarding the payment of this subsidy?

The MINISTER OF EDUCATION AND CULTURE:

<table>
<thead>
<tr>
<th>Department</th>
<th>Amount (R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPE</td>
<td>14,911,000</td>
</tr>
<tr>
<td>NATAL</td>
<td>14,780,000</td>
</tr>
<tr>
<td>OFS</td>
<td>7,749,000</td>
</tr>
<tr>
<td>TRANSVAAL</td>
<td>4,840,137</td>
</tr>
</tbody>
</table>

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

*private pre-primary schools only.

Closure/amalgamation of schools: planning programmes

60. Mr R M BURROWS asked the Minister of Education and Culture: (a)

(1) Whether the Executive Director of the Cape Education Department has instituted planning programmes for the (a)
Shortage of books as pupils stream back

By Phil Molefe
Education Reporter

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

Dr Louw said the DET was engaged in finding ways to finance more textbooks.

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

"The book shortage was caused by the fact that principals had been forced by pressure of numbers to admit more pupils than their schools could accept under normal circumstances," said Dr Louw.

National Education Co-ordinating Committee general secretary Ithon Rensburg said the DET should be blamed for the crisis because the authorities had been warned in advance to make provision for the increased pupil numbers.
Squatters our top priority, says DET

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

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

Protest marches

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

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

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

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

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

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

It cited protest marches and sit-ins as activities which contributed to this breakdown.
(1) Whether his Department has investigated, or has ordered an investigation into, the possible conversion of the Vaal Triangle campus of the Potchefstroomse Universiteit vir Christelike Hoër Onderwys into a university for Blacks;

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

Eastern Cape School: principal's letter to parents

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

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

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

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

The MINISTER OF EDUCATION AND CULTURE:

(a) 87%,
(b) 0.15%

In respect of public ordinary school education.

Schools: new model

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

Whether, since his reply to Question No 5 on 12 February 1991, any additional schools that have voted on one of the new models and have subsequently requested permission to adopt a new model, have been refused permission to do so; if so, (a) which schools, (b) why and (c) when?

The MINISTER OF EDUCATION AND CULTURE:

Yes,

(a) Clapham High School,

(b) the required percentage of votes in favour of an alternative model was not obtained,

(c) 13 March 1991.

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

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

EXPENDITURE ON PERSONNEL

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

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

The MINISTER OF EDUCATION AND CULTURE:

(a) 87%,
(b) 0.15%

In respect of public ordinary school education.

QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

Hospitals: beds/wards not utilised

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

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

The MINISTER OF HEALTH SERVICES

Natal

(a) Beds (b) Wards

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

Orange Free State

Voorstrekker Hospital 0 0
Bethlehem Hospital 0 0
Sasolburg Hospital 0 0
Jagersfontein Hospital 0 0
Zastron Hospital 0 0

Cape Province

P E Hospital 135 4 wards
Volks Hospital 0 0
Jagersfontein Hospital 0 0

Hospitals not used:

William Slater Hospital 0 0

Walvisbay Hospital 0 0
Transvaal

Andrew Mcolm Hospital 66 3
Bernice Samuel Hospital 8 0
Bloomhof Hospital 0 0
Brits Hospital 0 0
Delareyville Hospital 0 0
Duivelskloof Hospital 0 0
Edendale Hospital 52 1
Elsie Ballot Hospital 0 0
Evander Hospital 0 0
F H Odendaal Hospital 0 0
Gen. de la Rey Hospital 0 0
Groblersdal Hospital 0 0
H A Grove Hospital 0 0
Hendrik v. d. Bijl Hospital 0 0
J G Strijdom Hospital 98 4
Kempton Park Hospital 166 4
Louis Trichardt Memorial Hospital 0 0
Ontdekkers Memorial Hospital 20 1
Piardekraal Hospital 69 2
Phalaborwa Hospital 0 0
Preto na West Hospital 36 1
Sunneshof Hospital 0 0
South Rand Hospital 130 4
Sybrand van Nicker Hospital 142 6
Vanderbijlpark Hospital 0 0
Vereeniging Hospital 40 1
Far East Rand Hospital 111 5

HOUSE OF ASSEMBLY
**HOUSE OF ASSEMBLY**

**QUESTIONS**

Indicates translated version.

For written reply:

**General Affairs**

Teacher/pupil ratio: effect

173. Mr R. M. BURROWS asked the Minister of National Education: [Receivw] [9/4/91]

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

2. whether he will make a statement on the matter? [So] [B477E]

The MINISTER OF NATIONAL EDUCATION:

1. The formula for ordinary school education which is currently being used as a guide-line for the distribution of funds for education (excluding universities, technikons, and private ordinary school education), assumes a pupil-teacher ratio of 30:1 for primary and junior secondary education and 20:1 for senior secondary education. Provisional scales for CS educators are however, determined by each Department of State responsible for education, taking into account the norms for the post-level ratios which are determined as general policy by me and which have been set out in the report NATED 102-142(90/84). In view of the above-mentioned my Department has not yet determined the probable effect that the application of a ratio of 1 CS educator to 30 pupils will have on the CS educators, as such calculations are not needed for general policy purposes. These are the typical calculations linked to the management function of Departments of State responsible for education and to whom this question should be directed.

(a) Lapses [So] [8/4/91]

(b) Lapses [So] [8/4/91]

(2) No.

**House of Finance**

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

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

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

The MINISTER OF FINANCE:

1. No;

(a) and (b) fall away;

2. (a) R2 520 066 850;

(b) R176 322 589;

(c) R346 112 480;

(ii) R1 987 761 974;

(d) R977 868 038;

(e) 31 December 1990.

**QUESTIONS**

Indicates translated version.

For oral reply:

**General Affairs**

Death of member for Alfa Park: Investigation

1. Mr W. J. DIETRICH asked the Minister of Law and Order:

- Whether, since his reply to Question No 2 on 18 April 1990, any progress has been made in regard to the police investigation into the death of the late member for Alfa Park; if not, why not;
- whether any persons have been charged with offences relating to the late member’s death; if so, what are the relevant details;
- whether any other steps have been taken in regard to this matter; if so, what steps;
- whether he will make a statement on the matter?

The DEPUTY MINISTER OF LAW AND ORDER:

1. and (2)

Yes, a person was arrested and charged with the murder. However, due to a lack of sufficient evidence, the Attorney-General provisionally withdrew the charge against the accused. The case docket is at present in the possession of the senior public prosecutor for the holding of an inquest.

3. No.

(4) Yes, the South African Police will welcome any further information which will contribute to the just settlement of the case. I, therefore, wish to make an appeal to persons, if they have any information which has a bearing on the matter, to bring such information to the attention of the Police forthwith.

**HOUSE OF REPRESENTATIVES**

**QUESTIONS**

Indicates translated version.

For oral reply:

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(4) Yes, the South African Police will welcome any further information which will contribute to the just settlement of the case. I, therefore, wish to make an appeal to persons, if they have any information which has a bearing on the matter, to bring such information to the attention of the Police forthwith.

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

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

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

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

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

The DEPUTY MINISTER: Mr Chairman, it is not clear to me why a reward would be offered in this case.

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

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

The DEPUTY MINISTER: Yes, Sir.

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

The DEPUTY MINISTER: Mr Chairman, it is not known to me who is handling the case at present, but the normal procedure is that the case is referred to the section head of the relevant branch as soon as the Attorney-General has taken the decision that he refuses to prosecute, as in this case. Of course when new evidence comes to light, it is probable that the
No education revamp before new deal – Clase

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

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

Redundant

The department could not depend on an Education Renewal Strategy (ERS) nor would any change of education policy be made as soon as the ERS report was completed.

The solution did not lie in transferring redundant teachers to other departments.

Occupancy rates in schools administered by departments of education and culture in the Houses of Representatives and Delegates were about the same as those in House of Assembly schools: 70 percent.

Mr Burrows said 33 schools in Natal and 30 in the Cape would have to close at the end of the 1991 school year. He suggested they be used by other population groups.

Mr Clase said this had been done as a matter of course when the closed schools were transferred to the Department of Home Affairs.

Mr Burrows said the crisis in education could be seen from daily reports in newspapers.

Instead of closing country schools, they should be opened up to all. — Sapa.
Register of sponsors is 'biggest yet'

A bursary register, annually updated and bearing information about some 50 percent of the bursaries offered by a host of South African organisations, is available from the Education Information Centre (EIC) in Johannesburg.

The EIC is an independent, non-profit service organisation which provides career information and guidance to underprivileged students.

Its bursary register is comprehensive, including bursaries for schools, commercial and secretarial courses, correspondence studies, teacher training colleges, technical colleges and technikons.

"The list this year is our biggest yet," comments bursary compiler Rita Levin.

"Bursaries have been offered by a huge number of organisations, ranging from major institutions such as the mining houses, to black scholarship programmes such as the Educational Opportunities Council and Africa Scholarship Programme, and church and community organisations, such as the SA Council of Churches.

In addition, bursaries offered for university study are organised into categories such as university preparedness, a list of 37 faculties and post graduate studies.

A new section, on medical and paramedical studies, has also been added this year.

A section on bursaries available for overseas study is also included, and a complete list of all universities and technikons in Southern Africa has been incorporated.

The register is aimed specifically at students. More than 30,000 lists are distributed each year.
A steady flow of staff

Bursaries must be planned to help meet expected staff needs, say planners at the Council for Scientific and Industrial Research (CSIR).

A major bursary donor, the CSIR currently sponsors about 245 students at technikons and universities.

Its bursaries vary from year to year and are planned to ensure a steady inflow of qualified staff to meet specific projected needs.

"From the start, our bursars are allocated to specific divisions or strategic units, within which they are earmarked for specific lines of research," explains executive vice-president (human resources) Fred Camphor.

"Our aim is to provide the right manpower for our medium- to long-term needs. But we aren't too rigid to accommodate change -- not all students can be expected to know early in their studies exactly which field they wish to enter as a career."

This year bursary funding is down due to budget restrictions. But finance is still available for the right students.

"We are not always able to allocate each of our bursaries — our needs are usually quite specific: a certain combination of majors together with the necessary range of interests.

"And we look for certain personal qualities in our applicants — they need to be energetic, bright and dedicated, and able to fit in with our dynamic, 'can do' style of operation."

School marks provide an indication of suitability, with at least a higher grade B in physics required for university bursaries or C for technikon students.
Language a barrier to many

In spite of the huge sums of money that remain available for bursaries and scholarships, and the widespread policy of favouring black applicants wherever possible, the language gap remains a major stumbling block to would-be university entrants.

"Some children are refused bursaries simply on the basis of their written applications — they don't even get to first base," says Protea National Post-School and Placement Co-ordinator Bertha Mosupye.

"Most of these children have never been told how to apply, or what information to provide.

"When I meet many of them afterwards, it is clear they would be quite able to cope with a university course — but their communication skills are considered too poor even to get them an interview with the bursary officer."

The problem, says educationalist Elizabeth Burroughs of the Human Sciences Research Council, is fundamental to the policy of introducing education in the pupil's second language far too early.

'Impossible'

"Everyone has a right to education in his home language — right up to and including university level," she says.

English is introduced into black schools at early primary level, and the result of this, says Ms Burroughs, is a complete breakdown in the educational development of the individual.

"Cognitive skills — the ability to think and reason — develop primarily at this stage, and only in the home language. Teaching a child in a second language makes this development impossible.

"Current predictions are that by 2000, 90 percent of pupils will be black.

"Yet, under the present system, for every 10,000 black school entrants, only 113 matriculate, a mere 27 of them with matric exemption and only one with exemption in mathematics and science."

She points out that more than half the pupils who enter primary school drop out — simply because the strain of suddenly switching from the home culture to the completely different approach of school is too great.

"What can this mean for the future of South Africa? We face a critical shortage in technical skills, which will never be met by the present black education system because the children it produces lack cognitive skills."

The quote at the top is aged 50 years, which may indicate an oversight or a comment on the situation's longevity.
Return to school, says Sisulu

ANC Women’s League leader Albertina Sisulu yesterday called on all pupils to return to classrooms and to stop “undermining” teachers.

Speaking at the opening of the Alexandra Teachers’ Centre, Sisulu said today’s students would be tomorrow’s leaders and no country could be governed by the illiterate.

“Education is the one weapon in all our hands, black and white. It is the one weapon which will uplift the nation,” she said.

Sisulu said the league called on parents to form education watches in every township street to ensure all children attended classes and did their homework. Parents had to speak to principals about discipline and sex education for pupils.

Sisulu called on teachers to rededicate themselves to educating their pupils as if they were their own children.

“It is painful that when we are preparing to govern a future SA there are uneducated children roaming the streets.”

The centre, established by the private non-racial Sagewood Education Trust and sponsored by P G Glass, will be a venue for teachers in and around Alexandra to hold seminars and workshops, upgrade their teaching skills, provide support for each other and pool resources.

Alexandra Civic Organisation chairman Moses Mayekiso, athlete Bruce Fordyce and ANC Women’s League member Albertina Sisulu at the opening of the Alexandra Teachers’ Centre yesterday.
Parents are urged to link up with teachers

THE education of the child requires the active participation of the parent, both within home and in co-operation with the teaching staff of the school. 

This is the opening statement of the document outlining the Parent-Teacher Partnership project.

The already on-going project, an attempt by the Johannesburg Region Management Council “to bring the education back to the community”, has been drawn by Prof D C Badenhorst and Prof Elizabeth Dekker, both of Unisa, while Mr Steve Ramoetsane, chairman of the region and Mr Placid Johannes Kunaru, a senior lecturer at the Mamelodi branch of Vista University liaise with the community.

“We have had the first workshop at Jabulani Technical School after a parents’ meeting held in March,” Ramoetsane said. 

The second one will be at Senyamo Primary School in Dobsonville on April 21.

“We expected the first stage to last for two years and then allow those fully trained to engage in training others for the next two years.

“In that way we achieve the multiplier effect to reach everyone.”

The document accused parents of not being fully involved in supporting education among things that have attributed to the current disintegration of the black education.

It also accused inadequate preparation of teachers to foster and utilise parents as partners in education.

“Therefore, there is a need to devise a training programme to prepare parents and teachers to act as partners in support of the child’s education,” stated the pre-amble.

This idea was mooted last September at the meeting of the Unisa’s Department of Comparative Education and Educational Management with Soweto community leaders and those interested in education.

The project seeks to change parental attitudes towards school activities, educate them for effective parenting; create awareness of parental rights and responsibilities and prepare them to participate in formal and informal activities by parent organisation.

Parents to help

On the other hand it aims to equip teachers with knowledge for an understanding of parent involvement in education and for managing and implementing parent involvement.

The project is divided into two programmes.

1. The first consisting of training given by Unisa professors in four phases to the community. It is estimated for the four phases to be finished in two years at the cost of more than R200 000.

In the second programme parents and teachers, who have been fully trained, will continue to reach those who were left out in the next two years.

The project’s main objective is to train 170 000 teachers and 200 000 parents in 21 000 schools through 50 000 trainers from the community.
ANC urges halt to schools stayaway

JOHANNESBURG. — The ANC's PWV branch has reiterated its call for students and teachers to return to school following stayaways during the first two days of the second term.

"While the ANC appreciates conditions in African community schools are not conducive to learning, it is our belief these problems are not problems of a particular education sector, but of the community as a whole," ANC media officer Mr Ronnie Maamoepa said in a statement.

He blamed the government for not normalising the situation and said responsibility lay with the government to bring about a climate conducive for learning.

However "our communities are not without blame," he said.

Schools in Mamelodi, Atteridgeville, Soshanguve and Moutse are back to normal, Department of Education and Training (DET) spokesman Mr Job Schoeman said yesterday. — Sapa
Teachers attacked at schools on the Reek
Annual Report shocks teachers

The Department of Education and Training’s (DET) last year’s annual report has taken several educationists by surprise since it appeared to lack objectivity in many areas.

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

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

The department claims a teacher-pupil ratio of 1 to 34.5 in 474 public schools, a figure which appears not to correspond with the reality of overcrowded classrooms and shortage of schools throughout the areas under the jurisdiction of the DET.

Blamed

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

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

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

However, the document does not explain how those pupils happened to be in those standards. It simply expresses concern that “such pupils” presumably play a significant part in the disruption of their colleague’s learning opportunities.

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

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

The report categorically states that standards may not “in any area whatsoever” be lowered. It, however, does not suggest what needs to be done or what it will do to preserve high standards and meet the great demand for education.

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

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

Mamelodi schools in turmoil

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

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

Demand

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

In Atteridgeville, the spokesperson said, a pamphlet was distributed last weekend urging students not to report to school on the opening day.

Attendance was poor in Soshangwe township, north of Pretoria.

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

The threat was made shortly before the end of the first term and it was to be carried out at the beginning of this term if the headmasters were not allowed to resume their duties.
concerned our international isolation is over. We now need to create a climate that will encourage investors to come here.”

EDUCATION Fm 17/4/91

LOOMING DESPAIR

If ever President F W de Klerk needed to boost the reform process he has set in motion with firm action, it is now, before the country’s education system breaks down beyond repair.

Minister of National Education Louis Pienaar has washed his hands of the drastic teacher cutbacks which come into effect at the beginning of next year, telling the FM (Leaders January 25) he is only responsible for “general policy.”

At the same time the minister responsible for the white Department of Education & Culture, Piet Clase, seems determined to push ahead with his rationalisation process, despite numerous appeals and warnings of the consequences. Many educationists are convinced his department is working off a white education rationalisation plan drawn up in 1984, which ignores the certainty of a future single ministry of education. De Klerk and ANC deputy president Nelson Mandela agreed on this when they met last month to discuss education.

Late last year the Natal Teachers’ Society wrote to De Klerk to ask him to intervene in the education crisis and call a moratorium on teacher cutbacks and the closing of facilities while the whole matter was investigated as a national issue. They are still waiting for a reply. NTS executive director Dave Ryman finds this disappointing.

As has been argued before, the destruction of the white education system is not about entrenching white privilege nor maintaining the status quo. Well-qualified teachers and good facilities lost now will not be able to be replaced when the country converts to some form of equal national education.

It is unlikely that education for all children will get anywhere near equal with the brunt of the cutbacks falling on pre-school education.

The hard reality of the 50% cut in preschool teachers hit home last week. Principals in Natal were officially informed by the Natal Education Department (NED) of the consequences of the cutbacks — on average, a big school (140 pupils) now employing six teachers and a principal will have to lose four teachers; a smaller school with a principal and two teachers will be left with only a principal next year.

Many of the 95 provincially controlled pre-primary schools in Natal will try to keep teachers marked for retrenchment — which, depending on the size of the school, will mean fee increases ranging between 40% and 100%.

In poorer areas, where parents cannot afford the increases, there are two options — the school will have to close or de-register as a pre-primary school and become a play school. Present regulations require a pre-primary school to have a ratio of 25 pupils to one qualified teacher to be registered as an educational institution.

The play school route could prove more expensive as Carolyn Robinson, of the Natal Preprimary Teachers’ Association, points out. When VAT is introduced this year registered preprimary schools will be exempt but not play schools.

It seems certain that a number of pre-primary schools will close next year. Many teachers — in Natal they have a four-year tertiary qualification in preprimary education, compared to three years in other provinces — will be lost to the profession for good.

The consequence: despite Clase arguing that the cutbacks are to try to equalise funding between white and black education, will be that preschool education becomes elitist.

The Natal Preprimary Teachers’ Association put out a memorandum last week spelling out the importance of formative phase education in dealing with the education crisis. One example: it finds that despite concern at poor black matric results there is a far more serious drop-out problem lower down the system, with more than 40% of children never attaining basic literacy and numeracy.

With 300 primary and high school teachers facing the axe in Natal this year, it is reliably learned that 25 primary and high schools in the province have been earmarked for closure over the next three years.

While this is going on, neighbouring KwaZulu needs an estimated 23 000 qualified teachers and hundreds of schools.

If de Klerk does not do something soon, the country might find it does not have an education system to equalise when the time comes.
Classrooms 'wasted'

By CAS ST LEGER

ANOTHER 85 white schools are due to close in 1991, bringing to 163 the number of schools lost to education.

"The cost wastage to the taxpayer is staggeringly high," said the Democratic Party's Roger Burrows this week.

Due to close this year, said Mr Burrows, were 33 Cape schools, 30 or more in Natal and 22 in the Transvaal.

"The minister has proved incompetent in taking into consideration the changing nature of South African society and its needs and should immediately be turning over empty places and vacant classrooms to use by all South Africa's children.

"Only a strong, single, central ministry can do this," he said.

Minister of Education and Culture Piet Claus has produced figures in Parliament that show there are now 142,811 empty places in white schools, with an enrolment of 963,648 against a capacity of 1,046,459.

According to research by the SA Institute of Race Relations, only 65 percent of black children between the ages of five and 19 are at school. More than 1 million black children are without school places.
The MINISTER OF MANPOWER:
(a) Yes — 2
(b) Yes — 7 728

Education authorities: amounts allocated

284 Mr R M BURROWS asked the Minister of National Education:

(1) Whether he or his Department has been granted powers or additional powers in order to oversee or control the amounts of money allocated by his Department to the various education authorities; if not, by what mechanism will spending be limited to the allocation; if so, what is the nature of the powers granted;

(2) whether any of the existing education authorities exceeded the allocation made to it by his Department in any of the past three financial years; if so, (a) which authorities exceeded their allocation and (b) by what sum did they exceed it;

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

The MINISTER OF NATIONAL EDUCATION:

(1) No. Control over the amount of money allocated to the various education authorities is carried out in terms of the Exchequer and Audit Act, 1975 (Act 66 of 1975). The accounting officers of the various Education departments and Administrations are in the first place responsible that the amounts budgeted are not exceeded. Appropriation accounts of departments must be audited by the Auditor-General each year.

(2) The heads of the Education departments and Administrations concerned are accountable for their department's allocated funds. The information requested in (a) and (b) should therefore be obtained from their respective Ministries.

Nurses: new salary scales

310 Miss M SMUTS asked the Minister of State Expenditure and for Regional Development:

Whether new salary scales for nurses were introduced with effect from 1 July 1990 or a later date; if so, (a) what are these scales and (b) when were they introduced?

The MINISTER OF STATE EXPENDITURE AND FOR REGIONAL DEVELOPMENT:

Yes;

(a) see attached Annexure

(b) new salary scales were introduced for nurses with effect from 1 July 1990.

Annexure

The salary scales are as follows:

- Student Nurse: R7 011.99 9997 410-12 429 + 10% non-pensionable allowance
- Professional Nurse: R17 403-25 584 + 10% non-pensionable allowance
- Senior Professional Nurse: R23 766-30 561 + 10% non-pensionable allowance
- Chief Professional Nurse: R31 917-37 341 + 10% non-pensionable allowance
- Nursing Service Manager: R37 341-43 335 + 10% non-pensionable allowance
- Senior Nursing Service Manager: R41 694-48 258 + 10% non-pensionable allowance
- Chief Nursing Service Manager: R48 258-56 217 + 10% non-pensionable allowance
- Deputy Director: Nursing Services: R58 323-68 763 + 10% non-pensionable allowance
only sub-division (2) of Question 14 can be answered. 
(1) No. (Vested in Administration: House of Assembly) This question relates to Question 2 in the House of Assembly.
(2) Yes, the area in question was proclaimed a nature area in 1984. The nature area was not deplored. On 6 August 1985 a permit for the use of land (75 ha) within a nature area was granted by the Department of Environment Affairs. A further permit for 50 ha was granted by the Cape Provincial Administration on 3 September 1990, this permit was issued because the changed land-use is more acceptable from an environmental point of view.
(3), (4) and (5) Vested in the Administration: House of Assembly.

**Schools in Lindaleni area: transfer**

*15. Mr R M BURROWS asked the Minister of Education and Training:
(1) Whether a decision was taken to transfer his Department schools currently falling under the KwaZulu department of education in the area of Lindaleni near Durban; if so, (a) when, (b) by whom and (c) why;
(2) whether it is his intention to proceed with this transfer; if not, why not; if so, when will the transfer be effected;
(3) whether he will make a statement on the matter?*

**The MINISTER OF EDUCATION AND TRAINING:**

(1) No
(a) Falls away.
(b) Falls away.
(c) Falls away.
(2) No.
The area falls under the jurisdiction of KwaZulu.
(3) No.

**The MINISTER OF NATIONAL EDUCATION:**

(1) The Integrating Committee was established by the Committee of Heads of Education Departments.
(a) (i) 5 August 1990.
(ii) The members are:
- Dr J G Garbers (Chairman)
- Dr J Blignaut
- Dr P H Bredenkamp
- Dr E H Davies
- Prof J P de Lange
- Prof J W Groebelaar
- Dr F L Knoetze
- Dr K R Pain
- Mr B Phillips
- Mr W H Smit
- Dr A G W Steyn
- Prof J F Steyn
- Dr H J Stone
- Dr H H Stumpf
- Dr S W Walters
- Dr H H Wiid.
(iii) The Education Departments, the Universities and Technikons Advisory Council, the Teaching Profession, the Private Sector, the Committee of University Principals, and the Committee of Technikon Principals.
(b) It is anticipated that the Integrating Committee will report to the relevant principal during the present session.
(2) No.

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**Lakehaven Children's Home: placement denied**

*17. Mr M J ELLIS asked the Minister of Planning, Provincial Affairs and National Housing:
(1) Whether the Natal Provincial Administration recently denied three children, whose names have been furnished to the Minister for the purpose of his reply, placement in the Lakehaven Children’s Home; if so, (a) when and (b) on what grounds;
(2) whether representations in regard to this matter were made to the said Administration by a certain social workers’ association in Durban, the name of which has also been furnished to the Minister’s Department; if so, (a) when and (b) what is the name of this association;
(3) whether the Administration has responded to these representations; if not, why not; if so, what was the response?*

**The MINISTER OF NATIONAL HEALTH:**

(1) Yes.
(a) During November 1990.
(b) The Lakehaven Children’s Home is registered with the Department of Health and Welfare: House of Delegates and not with the Natal Provincial Administration. The Natal Provincial Administration has no jurisdiction over this home.
(2) Yes.
(a) November 1990.
(b) South African Black Social Workers’ Association Durban and the Society for Social Workers Durban.

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**Pretoria Minute: progress**

*19. Mr D J DALLING asked the Minister of Justice:
(1) What progress is being made in giving effect to paragraph 7 of the Pretoria Minute of 6 August 1990 in regard to the (a) repeal of various sections of the Internal Security Act, No 74 of 1982, and (b) review of security legislation and its application in order to ensure free political activity;
(2) whether legislation arising from deliberations on the matters referred to above is to be submitted during the current session of Parliament, if not, why not; if so, when?*

**The MINISTER OF JUSTICE:**

(1) (a) Repeal of sections
(b) Review process
(2) No
TUESDAY, 23 APRIL 1991

(a) 25 March 1991
(b) Dennis Vincent Frederic Bratus

(2) No. [Signature]

(3) Yes. The applicant forfeited his South African citizenship when he left South Africa permanently in 1966. Since then he has been a prohibited person in the RSA. He thus did not apply for a visa at the time of his enquiry in June last year and press reports that so alleged were incorrect.

He subsequently enquired in June 1990 about his legal status and was advised accordingly: [Stamp] 23/4/91

In view however of delicately balanced negotiations and meetings between various representative national and international sporting executives inside and outside South Africa, at the time, and in view of the applicant's intensive campaign over some 25 years against international sport participation by South Africa, he was advised last year, despite the fact that he had not applied for a visa, that his position could be reviewed after the expiration of a period of twelve months.

An application for a visa to visit South Africa during May and June 1991 was received on 25 March 1991 and subsequently approved by me. [Stamp] 23/4/91

HSRC: Investigation into history writing

*5 Mr H D K Van der Merwe asked the Minister of National Education:

(1) Whether the Human Sciences Research Council recently investigated the change in history writing in the Republic; if so, (a) when and (b) what were the findings?

(2) Whether he will disclose the names of the researchers concerned; if not, why not; if so, what are their names?

The MINISTER OF NATIONAL EDUCATION: [Stamp] 23/4/91

1 No. The Human Sciences Research Council has not investigated the change in history writing in the Republic recently. The HSRC is however, involved with two history related investigations, namely:

The position of the philosophy and methodology of history in South Africa. This project which is being undertaken by the South African Historical Association is currently in progress and a final report is expected towards the end of 1992.

(b) the findings will be made known to the HSRC by means of a report; and

(c) is led by Prof D J van Zyl of the History Department of the University of Stellenbosch.

An HSRC investigation into aspects of the teaching of history at secondary school level:

(a) This investigation has been in progress for some time. The aim thereof is to examine the teaching of history in a broad sense, but specifically with regard to recommendations in respect of the history curriculum.

(b) The findings of the investigation will be made known to all interested bodies by means of a report—especially educational departments

(c) This investigation is being conducted by a work committee under the chairmanship of Dr S W H Engelbrecht of the HSRC. The members of the committee come from various education sectors.

2 Falls away.

Mr J H Momberg: Mr Chairman, arising out of the hon the Minister's reply, given the feeling among many people that the writing of history in South Africa is very one-sided, does the hon the Minister know whether academics at the so-called other side of the spectrum will also be asked to rewrite history books?

The MINISTER: Mr Chairman, the investigations which are being conducted at present, have nothing to do with the content of history books or syllabi at schools. They have to do with teaching methods and the philosophy and methodology of history. What the hon member is asking, will most probably come up for discussion when we deal with the education renewal strategy in this House.

1144

BURGOMAN: [Stamp] 23/4/91

TUESDAY, 23 APRIL 1991

1144

Mr J H Momberg: Mr Chairman, further arising out of the hon the Minister's reply: In other words, I take it that the Zulus are still learning about Piet Retief?

The CHAIRMAN OF THE HOUSE: Order! Is that a question or a statement? Does the hon the Minister want to react to it?

The MINISTER: Mr Chairman, I am sorry; I do not think it was a question.

Adv S C Jacobs: Mr Chairman, further arising out of the hon the Minister's reply, is it his standpoint that the methodology of history has changed in the interim and that it has to be investigated as such?

The CHAIRMAN OF THE HOUSE: Mr Chairman, at present the investigation deals with the position of the philosophy and methodology of history in South Africa. The investigation is being conducted by the South African Historical Society and has no bearing on any instructions of the Department of National Education.

Mr H D K Van der Merwe: Mr Chairman, further arising out of the hon the Minister's reply, is he unaware that newspapers have reported that the HSRC did in fact investigate whether there should be a change in South Africa regarding the whole history syllabus?

The MINISTER: Mr Chairman, I am not aware of such newspaper reports. If the hon member Mr H D K van der Merwe brings them to my attention, I will react to them.

Mr J H Van der Merwe: You must start reading the newspapers.

Official residence Groote Schuur: restoration

6 Mr P H de la Rey asked the Minister of Public Works and Land Affairs:

Whether restoration work was recently done to the official residence Groote Schuur; if so, (a) what was the nature of the work and (b) what total amount was involved?

The MINISTER OF PUBLIC WORKS AND LAND AFFAIRS: [Stamp] 23/4/91

Yes.

(a) Restoration work consisting mainly of water jet cleaning of the roof; waterproofing of balconies, gutters, flashing and the flat roof of the servant's quarters; as well as minor painting and plumbing improvements.

(b) R25 280.00.

Certain counsel: fee

*7 Mr R V Carlisle asked the Minister of Law and Order:

(1) Whether a certain counsel, whose name has been furnished to the South African Police for the purpose of the Minister's reply and who has represented both the Minister of Law and Order and the South African Police, has in this capacity (a) had his fee drastically reduced by the taxing master on three occasions, (b) been instructed to reduce his fee by the Pretoria Bar Council and (c) been rebuked by the Appellate Division in the matter of The Minister of Law and Order vs Parker on the grounds that all but 15 pages of his 100-page "Heads of Argument" were irrelevant; if so,

(2) whether the Minister and the Police have continued to retain the said counsel; if so, why,

(3) whether the Minister and the Police will continue to retain the said counsel in the future; if so, why;

(4) what is the name of the counsel concerned?

The DEPUTY MINISTER OF LAW AND ORDER:

(1) The fees of the advocates in question, where he appeared in two appeals on behalf of the Minister of Law and Order and/or the South African Police, were reduced by the taxation master of the Appeal Court, Bloemfontein. The taxation master's function for the purpose of party and party costs, is to determine a reasonable amount as a successful party's legal expenses, which must then be paid by the unsuccessful party.

In numerous cases there is a vast difference between the legal costs of advocates who have been taxed on a party and party basis by a taxation
TUESDAY, 23 APRIL 1991

The MINISTER OF JUSTICE

(1) and (2) A Bill to amend the Internal Security Act, No 74 of 1982, has now been finalised and will be submitted during the current session of Parliament. A further announcement in this regard will be made soon.

Cape provincial hospitals: reductions in services

20. Ms S M SMUTS asked the Minister of National Health:

(1) Whether any reductions in services were introduced at Cape provincial hospitals in March 1991 in order to effect savings; if so, (a) when and (b) what were the savings?

(2) Whether any of these reductions are still in force; if so, (a) which reductions and (b) when is it anticipated that they will be discontinued?

The MINISTER OF NATIONAL HEALTH:

(1) Yes, (a) 4 March 1991 and (b) figures not yet available;

(2) yes, (a) keeping unfilled posts vacant, the curtailment of out-patient visits to specialist and academic hospitals, the curtailment of certain laboratory services and special examinations, the curtailment of patient transport and visits to specialists and (b) unknown.

INTERPELLATION

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

Own Affairs:

"Goedegevonden: squatters"

†1. The CHAIRMAN OF THE HOUSE: Order! The interpretation which appeared on the Question Paper has been withdrawn in terms of a ruling by Mr Speaker that this matter is sub judice. We shall therefore proceed to deal with the questions for oral reply.

Mr F J LE ROUX: Mr Chairman, I should just like to have the question of the interpellation rectified. The question was not withdrawn; Mr Speaker ruled that it was sub judice; that is why it is not on the Question Paper.

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

The immediate cessation of subsidised transportation of personnel.

Keeping unfilled posts vacant, apart from those to which the Hospital and Health Services Branch is contractually bound.

The implementation of such savings measures as heads of institutions are aware of and which they have themselves offered to implement and (a) 4 March 1991 and (b) 27 March 1991 and (b) figures not yet available;

(2) yes, (a) keeping unfilled posts vacant, the curtailment of out-patient visits to specialist and academic hospitals, the curtailment of certain laboratory services and special examinations, the curtailment of patient transport and visits to specialists and (b) unknown.

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) model B, (b) the night of 31 January 1991

(1) Whether a certain school, particulars of which have been furnished to the Minister’s Department for the purpose of his reply, has obtained and/or provided overnight accommodation for pupils of colour; if so, (a) what education model has been implemented at the school concerned; (b)(i) for what period and (ii) for what reasons has the said accommodation been provided and (c) what is the name of the school concerned;

(2) whether this meets with the approval of his Department?

The MINISTER OF EDUCATION AND CULTURE:

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

Pre-primary schools: subsidies/admission

(1) Whether any pre-primary schools in the Cape Province received subsidies from his Department;

(2) whether there are any restrictions or other requirements affecting the admission of children who are not White to such schools; if so, what requirements or restrictions;

(3) whether any changes to such restrictions or requirements are being considered; if not, why not; if so, what changes?

The MINISTER OF EDUCATION AND CULTURE:

†1. Mr A GERBER: Mr Chairman, arising from the hon the Minister’s reply, I would like to know whether there is any connection between what happened at this school and the legislation which is currently being considered to introduce health inspections at school buildings and at school hostels.

The MINISTER OF EDUCATION AND CULTURE:

Agricultural schools: management board elections

(3) Mr A GERBER asked the Minister of Education and Culture:

(1) Whether his Department has directed that management board elections for agricultural schools in the Cape Province be called off; if so, why;

(2) whether his Department will itself nominate management board members for such schools; if not, what procedure will be followed in this regard; if so, why;

†The MINISTER OF EDUCATION AND CULTURE:
Media industry sets goals in education

EDUCATION will be the major objective of the Media Association of SA (Masa), which was recently re-established following its demise four years ago.

"Gordon Muller, media director at Saatchi & Saatchi, Klerk & Barrett, who has been elected Masa chairman, says Masa's main objective will be to upgrade "educational opportunities for people with an interest in the media industry".

He says this will contribute to improved standards of performance, status and ultimately career opportunities for people employed in the industry.

Explosion

The advertising media industry has come under "considerable fire" in recent months for a perceived decline in professional standards, he says.

However, media personnel respond by saying that the problem is caused by impossible workloads due to an explosion in data-availability as well as increased administration "inherent in the deregulation of the local media scene".

Muller says although the truth probably lies somewhere between those points of view, one thing which is clear is that since Masa's demise, "little has been done to provide specific training for people wanting to become media specialists and for those specialists already employed".

Masa's objective will be met at three levels. Firstly, it will be met outside the industry by achieving a closer liaison with external educational institutions since many communication students do not consider advertising as an employment option after graduation.

Secondly, Masa will meet its objective within the industry by developing syllabuses and standards for advertising schools, hold monthly meetings with the industry and making available quality textbooks.

Thirdly, Masa will facilitate informal gatherings at a social level.

Muller says Masa's aim is "to ensure that its members are in a position to ride the wave of interest in the media function rather than being swamped by it".

JOHANNESBURG. — An urgent meeting on the education crisis in the East Rand township of K fatehong, where 42 school principals are reported to have been expelled in the past month, is to be convened by Azap's youth wing, the Azanian Students Convention, on Sunday.

Delegates from the Congress of SA Students, the SA National Students' Congress, the Pan Africanist Students' Organisation, the National Education Co-ordinating Committee, the SA Democratic Teachers' Union; and the Black Educationists' Convention had been invited, said Mr Sophe Maseko, ASC publicity secretary.

He said the Department of Education and Training had not been invited as it was "a bureaucratic organisation whose interests are antagonistic to the democratic forces".

The SA Democratic Teachers' Union yesterday denied reports that 42 principals had been expelled.

SADTU's Johannesburg branch secretary, Mr Thabiso Matea, said the principals themselves had decided they would not return to their schools.

They resolved to continue negotiating with the Department of Education and Training on "burning issues".

The Alberton area officer of the DET, Mr Daan Theron, said meetings between principals and the directorate concerning "internal business affairs" were in progress.

Commenting on the DET's suspension of principals, Mr Theron said: "They did not want to teach — we had no choice but to suspend them. It is not necessary to give a reason."

The DET's 1990 annual report, released recently, said more than 200 educators were prevented from working at black schools for differing periods last year because of protests and disruptions — and the property of at least 240 teachers, principals and inspectors had been damaged.

"Through patient dialogue and negotiation, most of these educators were able to fill their posts again by the end of the year." — Sapa
Apartheid to blame say callers

SWEDAN Wednesday April 24 1991

CALIERS TO THE

Some told Radio

What is blame for the

were driven over who

in their direction of center.

Tribal/ethnic/religious conflict

Soweto Radio News

1991
"Clase should apologise"

Political Correspondent

THE white "own affairs" Minister of Education and Culture, Mr Piet Clase, should apologise to all the school communities whose efforts to open to all races he had frustrated, the DP MP for Gardens, Mr Ken Andrew, said yesterday.

Speaking during the debate on Education and Culture in the House of Assembly, Mr Andrew said Mr Clase had, in effect, told parents who wanted to see schools opened that they were hypocrites. "Now he has been made to eat his words."

The nominated CP MP, Mr Daan van der Merwe, said that during the 1989 general election Mr Clase had promised that no white schools would be opened to children of other races while he was minister. Mr Clase, if he was an honourable man, should resign.
DET blamed for disruption

THE National Education Co-ordinating Committee said yesterday it was the Government's lack of response which had led to stayaways and disruptions at schools. 

High enrolments at schools this year had resulted in inadequate resources being pressed to the limit, the organisation said.

"Most pupils have not yet received textbooks. Teachers often teach a class of more than 100 pupils and in many areas there has been no effective learning since the beginning of the year," the NECC said.

"We believe the Government has now a historical obligation to begin to take steps that would turn back this grave educational injustice."

At a consultative conference last month the NECC recommended mass action to force the Department of Education and Training to deliver books and stationery. This was to be discussed by local NECC branches.

The NECC will hold an annual general meeting from Friday to Sunday and has invited all its locals and sectors. - Sapa.
Pupils' age the criterion

Minister

Heads of schools under the control of the Department of Education and Culture in the House of Representatives did not have to determine the race of pupils for admission, the Minister of the Department, the Rev Allan Hendrickse, said yesterday.

Replying to the Education Budget Vote, he said principals only had to examine birth certificates to determine the child's age.

It was a pity there were not more black pupils in House of Representative schools, but it was hard for black families to spend a lot of money to have their children travel to schools in coloured areas, even though the standard of education was higher.

Although there had been calls for one department of education, regional departments were still envisaged as carrying out responsibilities to their immediate communities. — Sapa
EDUCATION

Closure threat to the schools with too many blacks

Despite the deepening crisis in education, 'open' schools and colleges have been warned that they face closure and de-registration.

By CARMEL RICKARD

Catholic schools and private cram colleges around the country have been threatened with closure and de-registration by officials of the Department of Education and Culture — because they have too many black students.

The threats, which could prove an embarrassment to State President FW de Klerk on his international tour, have been strongly condemned by the African National Congress. Officials of the organisation said leaders of the international community "lavishing praise" on De Klerk should bear in mind the "apartheid reality" seen in this action by the government.

Timing of the closure threats is extraordinary; they come at a time of deep crisis in South African education, with fears that some urban township schools will never be able to function satisfactorily again. They also follow recent moves making it easier for schools to determine their own entrance policies.

The Catholic bishops have kept De Klerk informed of the situation but so far he has not intervened in the growing row.

Until this week the bishops had not disclosed the threats made by the department, preferring to handle the issue directly with the department, its minister, Piet Clase, and De Klerk.

However, a report released in the Vatican and circulated to international church media agencies, quoted a top Vatican official recently in South Africa, who said during his visit a number of Catholic schools "received closure threats because they defied government limits on black student enrolment".

Yesterday the president of the Southern African Catholic Bishops Conference (SACBC), Bishop Wilfred Napier, confirmed the story, adding it was "beyond belief" that the government should be trying to close down such schools given the education crisis in the country.

He said it "cast serious doubts on the vision of the government". Since the threat still hung over the schools De Klerk, despite being kept informed by the bishops, had "obviously not done enough".

The letters, some of which were written in December, were headed, "Possible closure and withdrawal of registration". They informed the schools that they had to give reasons why they should be regarded as "exceptional" and therefore entitled to have fewer whites than 50 percent plus one.

A later letter to another school principal warned him faced closure and de-registration, saying representations motivating why the school was an "exceptional case" were to be received by the end of March, "after which steps will be taken for the withdrawal of the registration of your school".

Secretary general of the SACBC, Jude Pieterse, said the bishops and representatives of the schools were opposed to making representations on the grounds they were "exceptional cases". He said the church schools were providing "normal education".

Given the serious education crisis in the country it was "incredible" that the government, through Clase's department, appeared determined to worsen the crisis by threatening schools which were functioning well, with de-registration and closure. Napier added it was a return to "permit-style apartheid".

The Democratic Party spokesman on education, Roger Burrows, said the threats to the Catholic schools were "outrageous" but that he understood a similar ultimatum had been given a number of "cram colleges" where white students made up fewer than half the total student body.

An official of Clase's department denied any threats of closure or de-registration had been made. He said the letters were written to the schools informing them that their situation was irregular and giving them the opportunity to stay open by making representations to the department.

The ANC's Saki Macozoma said the government claims it was being held back in education reform because of the attitude of parents.

However, the threats to these schools indicated it was rather "reactionary officials" who were to blame, since the parents of pupils at these Catholic schools, and the cram colleges, were clearly happy with the situation.
SA needs to get its educational priorities in order

JOHN KANE-BERMAN

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he phenomenon of too many matriculants with the wrong types of skills causing too few jobs is explosive. The resulting frustration is the underlying cause of the black youth rebellion that has kept black townships on the boil for most of the last 15 years.

Because of the 1960s economic boom, when South African economic growth averaged 6% a year, most available white skills had been seriously depleted by about 1970. Reluctantly, government acknowledged that the country would have to rely more and more on black manpower to keep the economy growing.

But the cruel hand of fate then intervened. Just as the state started spending more on black secondary schooling, the rate of GDP growth slowed dramatically. The 6% average of the 1960s was halved in the 1970s, and halved again in the 1980s.

The education system was churning out more and more matriculants but the economy needed fewer and fewer of them.

Part of the problem is that many of these who pass matric, sometimes in the face of heavy odds and huge parental sacrifice, do not have the skills that the economy requires. Mike Rushton has pointed out that of the 1,000 children entering primary school, only 16 obtain tertiary qualifications in science, technology or commerce.

John Marce pointed out a year ago that the "mismatch between the output of the education system and the skills required by the market-place" meant in 1983 no fewer than 80,000 matriculants were unemployed while economic growth was hampered by a shortage of skilled people.

Daily we hear calls for more and more money to be spent on education, which is already consuming 20% of the budget and more than 6% of GDP. Yet I think that Jan Peter Meijer of the South African Reserve Bank raised a valid point a few weeks ago when he said: "It's all well to spend 6% of GDP on education, but what about the mismatch between the qualifications people are getting and what the economy needs?"

State expenditure on black education has increased by no less than 12 500% in the last 20 years in nominal terms, and expenditure on all education by more than 4 000%. But is SA getting adequate returns for this investment, or are we merely consolidating the foundations of instability as the education/employment gap continues to widen?

Trying to make something grow in the wasteland created by Verwoerd is difficult enough. It is necessary not only to eliminate racial distortions and injustices, however, but also to correct the academic bias of our education system. One of our dozen or so education ministers noted some years ago that only 10% of SA man-power was being trained in a technical field while the figure should be closer to 75%.

West Germany has four students in technical schools for every one in universities. SA's position is almost exactly the reverse. In 1989 we had 301,000 students in universities and only 80,000 in technical schools. Among white, coloured and Indian students the university/technikon ratio was around 3:1. Among blacks it was 9:1.

The 9:1 ratio among blacks is mainly a legacy of apartheid in one form or another. Although apartheid in universities began to break down 10 years ago, the desegregation of white technikon is much more recent. Apartheid has numerous other legacies. One of them is a national-wide black classroom shortage of 47,537, 91% of it in the homelands.

About 20 million South Africans do not have electricity in their homes, and in rural areas up to 80% of households do not have easy access to drinking water. To deal with these problems you need plenty of engineers and other technical people.

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here is much talk about income redistribution in SA, a process that is already under way through the successful efforts of black trade unions and the policy of the SA man-power was being trained in a technical field while the figure should be closer to 75%.

There has been a sharp increase in demand for skilled workers, even during the last decade of low economic growth. It adds that there are now critical shortages, not only of apprentices, foremen and production supervisors, but also of computer operators, bookkeepers, technicians and engineers -- demand for which will grow rapidly.

Fortunately, according to the commission, more black students are showing interest in careers related to technology. However, it warns, the desired ratio of five technikon students to one university student is nowhere near being achieved. There is also still a disturbing trend that most degrees and diplomas are being awarded in social science and education. "The urgent need for engineers and scientists is not being addressed properly by tertiary training institutions," the NMC says.

Most South Africans are no doubt very pleased that international economic sanctions are being lifted. However, instability and uncertainty about future economic policy combine to ensure that the foreign capital we need to finance growth will not come rushing back in. We need lots of it. This economy must grow at 5% and 6% a year to provide enough jobs, and half of that growth rate will have to be financed by inflows of foreign capital.

One of the ways of pushing up our growth rate is to become a much bigger exporting nation. New markets for our exports will not open up automatically. We have to fight for them against the disadvantages of producing high production costs, limited economic scale, and protectionist pressures abroad -- not to mention competitors.

For too long SA has been complacent about the capacity of gold to come to the rescue of our balance of payments. But our future lies not with the hope that the gold price will jump back to $500 an ounce. It lies rather with success in all kinds of other exports, including exports of beneficiated minerals.

SA sells raw minerals abroad to produce many millions of tons of refined in income. Yet, as a CSIR official pointed out some time ago, we then spent even "more millions in buying finished goods or precious metals made from the very same raw materials after someone else had beneficiated them."

He calculated that SA was earning R180 a ton of chrome exported in its raw state, but that if it were processed and exported as stainless steel we would earn R5 000 for that same ton of chrome. To beneficiate minerals we need many more scientists, technologists and engineers.

□ This is an extract of a speech delivered yesterday by SA Institute of Race Relations director John Kane-Berman to a Protec function.
The situation in black schools is deteriorating by the day and — with the spread of unrest to technikons and universities — has again become a significant vector of social instability. Last year’s matric failure rate is likely to be repeated; more thousands of unemployable illiterates will spill into the streets.

In some areas conditions of anarchy prevail. In Katlehong and Thokoza on the East Rand this week, all black principals were physically chased off school grounds — “expelled,” apparently, by something called the SA Democratic Teachers Union — and at a technikon near Pretoria thousands of students began a sit-in to protest against high fees and the appointment of white lecturers whom they alleged were pensioners.

The students’ problems are well known: overcrowding, inadequate teaching, a lack of textbooks and so on. Added to this is the “pass one, pass all” philosophy which demands that failures be readmitted indefinitely, and the idea that government has to provide a free educational ride for all.

Oddly enough, government is attempting to meet some basic demands — as demonstrated in the Budget when Barend du Plessis announced a 24% increase in Education & Training expenditure (to over R2.5bn) alone. An extra R26m was allocated to the creation of new teaching posts this week in addition to the R53m obtained by the Department of Education & Training to create 1 500 new posts at the beginning of the year. Quotas for formerly white universities have been abolished.

Obvious wastage and inequality still need to be addressed — the closure of white schools because of a “lack” of students; the continued fragmentation of the educational authorities. But when students take it upon themselves to judge the issues, allowing political priorities — if that is what they are — to rule the schools, then the lunatics really have taken over the asylum.

Lack of respect for authority is one thing, particularly since the inherited black education system seems corrupt to the core; but lack of respect for learning seems suicidal. It helps to create a culture in which the role-models are not figures like Nelson Mandela but car hijackers and drug or arms dealers. The American experience shows how long such a culture of failure can endure.

Unfortunately, Mandela and the ANC appear too concerned to reimpose sanctions and break off negotiations than to do very much about black schooling — though this is supposed to be the year of education. Fine words are spoken; nothing is done. To the degree that they are culpable, they are sowing dragon’s teeth.
Principals directed: Get the house in order

Portia Maurice, writing in the "Weeds Week," says that the principals were ousted from their schools this week.

A CURTAIN of silence is drawn in Alberta's schools, as Department of Education and Training officials, as well as the principals, remain tight-lipped about the reasons for the oustings.

Portia Maurice, the organization's general secretary, says that the principals were removed on the grounds of "inability to perform their duties effectively." She did not provide further details.

The principals had been under pressure for months, with some facing disciplinary action. However, the reasons for their removal were not made public.

The move comes after several months of controversy over the handling of student complaints and allegations of misconduct.

Portia Maurice says that the new management team is "well equipped to handle the challenges ahead." She declined to name the new principals.

The situation has sparked criticism from parents and community members, who say that the oustings are arbitrary and unfair.

The Department of Education and Training has not commented on the matter.

Portia Maurice says that the organization is committed to ensuring that the new management team is "effective and efficient." She said that the organization will continue to work with the new team to improve the quality of education in Alberta's schools.
Where to in blackboard battle?

Anarchy and chaos in schools as each side blames the other

By LEN KALANE and LULAMA LUTI

The curtain has once again fallen on black education as pupils take control of schools, resulting in anarchy and chaos.

The country is again brushing itself for what could be another disastrous year in education.

Two weeks after schools reopened for the second term, uncertainty and chaos is rife at most schools in the FWV area.

More principals are being chased out of schools by their own pupils and disturbances, sit-ins and stayaways are continuing.

The Department of Education and Training (DET) has described the scenario as "hopeless" and predicts a high failure rate at the end of the year.

The DET blames the pupils for the crisis.

DET chief spokesman in Pretoria, Corrie Rademeyer, said: "We have good attendances at most schools. But the official is only superficial. One is not always sure that meaningful education is taking place. Students come and go at will."

Meanwhile, top educationists are blaming parents for the crisis.

"Charity begins at home and children should first be disciplined by their parents to learn to be obedient," said Prof E'Shika Mphahlele, director of the Council for Black Education and Research.

He told City Press the so-called crisis was an intensification of what had been going on in black education for years.

However, Mphahlele feels the government cannot continuously be blamed for the situation, and said black children had more to lose by not getting educated.

"It's wrong to keep on saying apartheid is responsible. I think a major fault lies with us. When Bantu Education was invented we as teachers should have prepared ourselves to give children more than what the syllabus was offering," he said.

Mphahlele suggested that the answer lay with teachers' organisations mobilising themselves into a pressure group that would meet and talk to pupils as human beings.

Head of the prestigious Pace Commercial College and former Wits University mathematician, Prof Thamsanqa Kambule, said he blamed parents and teachers for the breakdown in education.

"When children feel insecure they want to take control of their destiny and pandemonium takes place.

"While parents feel they can no longer control their children, teachers have befriended these children to the extent that they feel they are their equals."

The Congress of South African Students (Cosas), however, blames the authorities.

Cosas has warned that unless the demands of pupils were addressed, radical action would be taken to "defend the process of intensive teaching and learning."

The warning came in a statement issued by Cosas, which also urged pupils in East Rand townships to return to school.

The organisation's Katlehong branch said teachers had been provoked and were therefore unable to teach normally.

Provision included the suspension of 16 teachers from various schools, charges being laid against a further 140 for an alleged sit-in, and court action against four members of the South African Democratic Teachers Union.

The National Education Co-Ordinating Committee has also blamed authorities for the education crisis.

Mass enrolment at schools this year has resulted in limited resources being pushed to the limit, said the NECC.

"Most pupils have not yet received textbooks, teachers often teach a class of over 100 pupils and in many areas there has been no effective learning since the beginning of the year," the NECC said.

The Azanian Students Convention (Azasco) blames the South African Democratic Teachers Union (Sadtu) for the mayhem at schools, and Azasco's general secretary Raselele Nithiedi said they were extremely concerned at the complicity of Sadtu in the education crisis.

Sadtu said bodies such as Sadtu must realise that their tactic of using pupils to fight teachers was detrimental to the black community.

Nithiedi said they had information that Sadtu was behind the chasing away of the Katlehong principals from their schools.

However, Sadtu has denied reports that the union had expelled 42 principals from six schools in Katlehong.

Sadtu's Johannesburg branch secretary Thabiso Matea said the principals themselves had decided they would not return to their schools.

On Monday another two principals were suspended by the DET. This brings the number of those suspended to 18.

Alberton area officer of the DET, Daan Theron, said meetings between the principals and the department, concerning "internal business affairs", were in progress.

Theron said: "They did not want to teach - we had no choice but to suspend them."
The threatened closure of schools in the Cape could be "influenced by decisions" to open them to all races, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, has stated.

He said schools in the Cape, with a maximum potential of 2,800 pupils, had been advised they would or might be closed in 1989.

Asked by Mr Roger Burrows, DP Pinetown, which schools were involved and when final decisions would be made, he replied: "Since the matter is still under consideration, the information is not available at present."

Mr Burrows asked him whether his department had made a projection of the effect the adoption of one of the new models and the admission of children of other races would have on the closure of these schools.

Mr Clase replied: "When a school decides to adopt a new model, the influence that it may have on pupil numbers at the school is taken into account."
46 killed in two Renamo attacks

JOHANNESBURG. — At least 46 people were killed and scores injured in two guerilla attacks in southern Mozambique and some 2,000 refugees poured into South Africa seeking sanctuary, it was reported yesterday.

Renamo anti-government forces attacked two settlements in Gaza Province, which adjoins South Africa, killing and wounding residents and sending hundreds of people fleeing for safety, said the reports.

South African officials said about 2,000 men, women and children crossed the border into South Africa after guerillas attacked the town of Ressane Garcia in Mozambique, just across the frontier near Komatipoort, on Tuesday night.

Renamo attacked with mortars, heavy machineguns and rocket launchers, officials said. It was not clear if guerillas or Mozambique government forces held the town.

At least 40 people were killed and 60 mostly children, wounded in the attack. South African army and police units treated the wounded after they crossed into South Africa.

The SAP station commander at Komatipoort, Lieutenant Johan Combrink, speaking by telephone to Johannesburg, said the attack "was so loud, everyone in Komatipoort could hear it".

Forty people were killed and 13 wounded in a separate Renamo attack on the same night, on the "April 7" commune 150km to the north-west, AIM, the official Mozambique news agency, reported yesterday.

Guerillas set fire to houses and looted the commune village before being driven off by government troops, AIM reported. Government forces claimed they killed two guerillas, it said.

Last Friday 16 people died when a Renamo unit ambushed a convoy of traders' vehicles in the northern province of Cabo Delgado.

A sixth round of peace talks between the Mozambique government and Renamo is scheduled to begin today in Rome. — Sapa-Reuter, UPI

ANC to throw weight behind mass education

JOHANNESBURG. — The ANC is planning a massive focus on education, criticising school boycotts and calling for more classrooms and a new respect for learning.

In a policy document to be submitted to its July congress, the ANC also proposes a state-aided mass literacy programme with the help of newspapers, radio and TV.

The ANC says massive opposition to education over the past 15 years has resulted in a "gradual but definite erosion of the need to learn". Scholars and students had stayed away from school for long periods or time and had fought pitched battles with the army and police. As a consequence, "a whole generation of the youth of the country have grown up believing that education and learning are of no value."

"This attitude is understandable but it is wrong and it will take a long time to correct," the document says. This had highlighted the need for a new respect for learning and the institutions of learning "and for the discipline which these will demand."

In a section on education policy, the document calls for a mass literacy programme.

Major's popularity put to test

LONDON. — British local council elections today will test whether new premier Mr. John Major's personal popularity can win votes for his battered Conservative Party with a general election perhaps only months away.

When Mr. Major replaced Mrs. Margaret Thatcher last November, the Labour Party's Mr. Neil Kinnock was widely seen as losing his electoral trump card.

Mrs. Thatcher's student style had helped boost Mr. Kinnock in the opinion polls.

A recent survey showed only 41% of voters believe that Mr. Major is the right person to run the country. Only 27% opted for Mr. Kinnock. — Sapa-Reuter
Specialised education: staff

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

(1) Whether his Department has a policy dealing specifically with the allocation of staff to schools for specialised education; if not, why not; if so, (a) what is this policy and (b) what number of pupils is required before an additional teacher is supplied;

(2) whether teachers in specialised education receive remuneration on the same basis as do teachers in ordinary schools falling under his Department; if not, why not;

(3) what is his Department’s policy in respect of the provision of specialised education for physically disabled children?

*9

The MINISTER OF EDUCATION AND TRAINING: HANSARD 30/4/91

(1) Yes.

(a) The policy is outlined in a staffing formula developed for the different types of handicapped. This formula boils down to one teaching post for every ten pupils

(b) For each additional ten pupils a further teaching post is provided.

(2) Teachers in special education are remunerated according to the same salary scales as those applying to teachers in ordinary schools, but they also receive an allowance equal to one notch on the relevant scale.

(3) Special schools for the physically disabled are erected and maintained in co-operation with churches and other welfare organisations with the aid of departmental subsidies. Experts of the Department provide guidance with regard to the management of schools and the educational programmes followed by physically disabled children. The Department devotes the biggest possible share of its budget to the programme: Education of handicapped children.

Alleged Natal police bias: investigation

*10. Mr P C CRONJE asked the Minister of Law and Order:

(1) Whether a senior police officer has been appointed to investigate complaints of alleged police bias in Natal; if so, (a) what is the rank and name of the officer so appointed and (b) on what date was the appointment made, (c) what are the circumstances surrounding the matter and (d) what progress has been made in the investigation;

(2) whether a report on the findings of this investigation will be published; if not, why not; if so, when?

HANSARD 30/4/91 B763E

The MINISTER OF LAW AND ORDER:

(1) Yes.

(a) Lieutenant-General S H Schutte.

(b) 5 September 1989.

(2) Whether this information (a) is available on a geographical or magisterial basis and (b) is utilised or could be utilised for planning for education in specific geographic areas on a non-racial basis.

(3) whether his Department has made a calculation of the number of children who will be eligible to attend school in the event of compulsory education covering the first 7 school levels or for the age group 6 to 13, if not, why not; (c) what is the relevant figure and (b) how many pupils falling into the category referred to above are at school at present?

HANSARD 30/4/91 B767E

The MINISTER OF NATIONAL EDUCATION:

(1) Yes, in terms of general education policy every Government department responsi-Tele. 

ble for education annually supplies the Department of National Education with information pertaining to all the colleges and school education sectors for the previous financial year as set out in the SANEP information system.

(2) (a) The information on the school sectors is available on a geographical basis, according to 75 statistical regions.

(b) The information is used within the education sector for financing purposes, as well as for planning purposes from time to time. Although the information is available according to pupil population, it is not used on a racial basis within the education sector. The information has on occasion also been used for planning purposes by institutions outside education.

(3) No, it is not possible, by using the SANEP information system, to calculate what the number of children attending school would be were compulsory education to be implemented for the first 7 school levels or for the age group 6 to 13 years.

(a) Estimates show that in 1988 there would have been approximately 5 930 000 children in the first 7 school levels in the RSA had compulsory education been in effect.

(b) In 1988, there were 5 095 296 children from Gr 1 to Std 5 in the RSA.

Right-wing violence: complaints/charges

*12. Mr L FUCHS asked the Minister of Law and Order HANSARD 30/4/91

(1) Whether, with reference to certain information furnished to the South African Police for the purpose of the Munkacc reply, any complaints have been received, charges have been laid and/or action has been taken against any persons following an explosion and threats of right-wing violence at planned anti-apartheid marches on prisons on 6 April 1991, if not, why not, if so, (a) what was the nature of these complaints and charges, (b) against whom were they laid and (c) what action has been taken against the persons concerned.

HANSARD 30/4/91 B750

The MINISTER OF LAW AND ORDER:

(1) I refer to (a) in your question, the information furnished to the South African Police for the purpose of the Munkacc reply, which is as follows:

(a) No complaints have been received, charges have been laid and/or action has been taken against any persons following an explosion and threats of right-wing violence at planned anti-apartheid marches on prisons on 6 April 1991.

(b) Against whom were they laid and (c) what action has been taken against the persons concerned.

HOUSE OF ASSEMBLY
ANC plans massive learning campaign

The ANC is planning a massive focus on education, criticising school boycotts and calling for more classrooms and a new respect for learning.

In a policy document to be submitted to its July congress, the ANC also proposes a state-aided mass literacy programme with the help of newspapers, radio and TV.

The ANC says widespread opposition to education over the past 15 years has resulted in a "gradual but definite erosion of the need to learn".

Students had stayed away from school for long periods and had fought pitched battles with the army and police.

As a consequence "a whole generation of the youth of the country has grown up believing that education and learning are of no value."

"This attitude is understandable, but it is wrong and it will take a long time to correct," the document says.

It highlights the need for a new respect for learning and the institutions of learning "and for the discipline which these will demand".

In a section on education policy, the document calls for a mass literacy programme now and in the future.

"The state must be responsible for providing the framework for the training referred to," the document says. "It must make it the duty of employers to negotiate

Learning

and establish worker education programmes."

The document also calls on government to provide textbooks, improve furniture in classrooms, establish basic libraries, buy sports and recreational material, and provide transport for schools.

Money available now should be used to build additional classrooms and other facilities.

The document proposes that negotiations be opened with communities to provide labour for the immediate building of additional classrooms.

"For example, we should negotiate with Cosatu's unemployed workers union and with other unorganised unemployed to see whether it would be possible to do some of the building work required."

It suggests that a free-meal system for children in rural schools be developed.
Give your daughter a gift for life

If parents are not educated, their children will not be educated. If parents are not informed and informed, their children will be informed. If parents are not involved, their children will be involved. If parents are not motivated, their children will be motivated. If parents are not disciplined, their children will be disciplined. If parents are not encouraged, their children will be encouraged.

The: Ignorance is not bliss.
Whether there has been an increase in the fees charged at pre-primary schools under his control since 2 February 1990; if so, by what percentage in respect of each executive component of his Department?

The MINISTER OF EDUCATION AND CULTURE:

Cape: No,
Natal: Yes,
OFS: 18.6% information not available as fees are determined by the management councils themselves,
Transvaal: yes, at present fees vary between R4.50 and R5.89 per school day for 1 child. Remission of school fees is possible for children who qualify.

White State school pupils: *per capita expenditure*

66. Mr. K. M. ANDREWS asked the Minister of Education and Culture:

What was the *per capita* expenditure, (a) including and (b) excluding expenditure of a capital nature, on White school pupils at State (i) primary and (ii) secondary schools in the 1989-90 and 1990-91 financial years, respectively?

White State school pupils: *per capita expenditure*

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What was the *per capita* expenditure, (a) including and (b) excluding expenditure of a capital nature, on White school pupils at State (i) primary and (ii) secondary schools in the 1989-90 and 1990-91 financial years, respectively?

1 April 1991:

- less than R12 000: 91% for 1 child,
  - 114% for 2 children,
  - 14% for 3 children,
- R12 000 and more: 91% for 1 child,
  - 114% for 2 children,
  - 133% for 3 children,
  - 161% for 2 children,
  - 123% for 3 children.

[Table showing income groups and percentage increase for 1990 and 1999, and 1990-91]

House of Representatives

QUESTIONS

- Indicates translated version.

For written reply:

General Affairs:

Provincial hospitals: drug-related deaths

18. Mr. T. R. GEORGE asked the Minister of National Health:

(1) Whether she will furnish statistics on the number of drug-related deaths that occurred at provincial hospitals in 1989 and 1990, if not, why not; if so, in respect of each such year, (a) how many (i) males and (ii) females of each race group died in each specified hospital and (b) in what age groups did they fall;

(2) whether her Department has made any recommendations on combating drug abuse and rendering assistance in this regard; if so, what are these recommendations?

The MINISTER OF NATIONAL HEALTH.

(1) Yes.

Orange Free State:

1989:

- (a) Men: Indian: 1, White: 1, Coloured: 1, Black: 1
- (b) Women: Indian: 1, White: 1, Coloured: 1, Black: 1

1990:

- (a) Men: Indian: 1, White: 1, Coloured: 1, Black: 1
- (b) Women: Indian: 1, White: 1, Coloured: 1, Black: 1

No statistics in respect of drug-related deaths are kept by the other provincial hospitals.

The Department of National Health and Population Development gives continuous attention to combating drug abuse. The activation and co-ordination of the implementation of the National Plan to Prevent and Combat Alcohol and Drug Abuse in South Africa is receiving urgent attention.

The Department of National Health and Population Development briefed the Cabinet Committee on Social Matters (CCSM) on the drug problem in South Africa, whereafter the CCSM appointed a task group to urgently attend to the handling of the drug problem in South Africa, with specific reference to aspects such as legislation, funding and the promotion of co-operation between relevant state departments.

Own Affairs:

Administration: HoR: office complexes

17. Mr. W. J. DIETRICH asked the Minister of Housing:

(1) Whether, with reference to the office complexes and other buildings currently being used by the Administration: House of Representatives in George, Port Elizabeth, East London and Middelburg (Cape), he will furnish the House with the names of the directors of the companies mentioned in subparagraph (1)(g) of his reply to Question No 5 on 27 March 1991;
of hand

Pupil Power Out
The protest march in Krugersdorp, and to which is referred in the newspaper article, dispersed peacefully after members of the AWB and ANC had given the Police their co-operation. An allegation was made that a member of the ANC was threatened with a whip. In this regard no charge was laid with the South African Police.

In the same article, mention was also made of the circulation of pamphlets on the West Rand under the banner of the Order of the White Wolves. This did occur. Although no charges were laid with the Police in this regard, the matter is nevertheless being investigated.

INTERPELLATION

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

Own Affairs:

Vacant school premises (50)

1. Mr R M BURROWS asked the Minister of Welfare, Housing and Works:

   (1) Whether it is his policy to make available vacant school premises to other Government Departments and community organisations for use as schools at no cost to such departments and/or organisations; if not, what policy is applied in this regard;

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

   The MINISTER OF WELFARE, HOUSING AND WORKS: Mr Speaker, the existing policy is as follows: Should a school no longer be required by the Department of Education and Culture, the Minister of Education and Culture may direct that it be handed to my department for disposal. Such a school is in the first instance offered to other departments of the Administration. House of Assembly. If the building is not required by a department of the Administration: House of Assembly, and the possibility exists that it can be used by other education departments, for instance the Department of Education and Training, the building is then offered to the other education departments at market value or at a reasonable value agreed upon by the two departments. If the school building cannot be utilised by another education department, it is then offered to other State departments and the local authority concerned at market value or at a reasonable value agreed upon.

   State departments and local authorities are given six weeks in which to respond. Should one or more of the State departments or the local authority be interested in acquiring the property, the intended usage is considered and a decision is taken by me.

   When it is proposed to sell a property at less than market value, due regard must be had to the public interest and Treasury approval must be obtained. Registered welfare organisations and recognised church deaconships can obtain a school building by renting the property at a rental of 1% per annum of the value of the building, provided that the organisation accepts responsibility for the payment of all municipal levies as well as the maintenance of the buildings to the satisfaction of the department, or by buying the property at 50% discount on the market value of the land and building.

   Should none of the aforementioned bodies be interested, the property is sold by public auction or tender. In this case a minimum upset price of not less than market value is set.

   Mr M J ELLIS: Mr Speaker, I rise in place of my colleague the hon member for Pinetown, under whose name this interpellation appears. He asked me to apologise to the hon the Minister for his absence here today.

   I listened with great interest to what the hon the Minister had to say about his department's present policy with regard to the disposal of school properties.

   I should like to suggest to him that this policy is somewhat archaic in terms of the present needs of education in this country. This interpellation comes at a time when extreme concern has been expressed with regard to the possibility of a number of schools, falling under the control of this Administration, being closed at the end of this year and in the course of next year as the Government moves towards some form of parity in the financing of education.

   The hon the Minister knows what the DP's stand is with regard to the closing of schools. We are totally opposed to any school closing, taking into account the critical shortage of classroom space in education in general throughout the country. However, we do accept that there are a number of schools which have already closed and that these buildings are standing vacant. We are concerned that these buildings, and others in the future, may be lost to education completely as has happened in many cases before. As the hon the Minister has made quite clear to us today when he described the policy of his department, it can happen very easily indeed.

   Far too many buildings which were specifically designed as schools in the first instance, are today being used to house a variety of Government departments that have nothing whatsoever to do with education. We certainly believe that this is an extraordinary waste of important and urgently needed resources and facilities in this country. The Government must under no circumstances allow this to happen again. I say this to the hon the Minister with great respect for his policy. The Government must never allow these facilities to be wasted, either now or in the future.

   The Government has for many years relied heavily on community organisations in providing education to many hundreds of thousands of pupils. The important work which these organisations, such as Read, Learn and others have done in bringing education within reach of the people must never be underestimated. Because of the crisis which now exists in education in this country, we are going to have to carry on relying on these organisations for some years to come.

   Where a school building is vacant, and where no education department has expressed interest in taking over that building, it is essential that the building be made available to organisations which are interested in using them for bona fide educational purposes, especially the running of schools. They should be allowed to use these buildings until such time as an education department is able to absorb them. [Time expired.]

   **Mr D S PIENAAR: Mr Speaker, the DP tried to make a case for retaining education facilities for education at all costs. For the DP, however,
3. Mr K M ANDREW asked the Minister of Education and Culture:

(i) Whether any schools in the Cape Province have been advised that they will or may be closed in 1991; if so, (a) which schools, (b) when will final decisions be made and (c) what is the maximum number of pupils these schools could accommodate?

(ii) Should no additional applications or queries be received, it would be possible to eliminate the existing backlog within three months.

(iii) (a) Staff training receives preferential attention.

(b) New and additional computer equipment is currently being installed to expedite the processing of cases.

(iv) New applications and urgent queries are screened and where possible dealt with immediately.

(v) Everything possible is being done to expedite the decentralisation of social pensions and grants to the various regions.

Educational institutions fully financed

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

With reference to his reply to Question No 1 on 9 April 1991, what are the names of the educational institutions that are fully financed by his Department and have fewer than 50% plus 1 registered White pupils or students?

For written reply:

General Affairs

State pension fund: money

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

(a) What amount of money is there in each specified State pension fund; (b) what percentage of each pension contribution is made by the (i) individual and (ii) State and (c) in respect of what date is this information furnished?
The Minister: It is true, however, that certain education institutions which fall under the education department would be financially involved in the matter. The Minister: It is true, however, that certain education institutions which fall under the education department would be financially involved in the matter.

We should be aware that this is not the only matter affecting the education department. There are other matters that the department is involved in as well.

The hon member for North West has asked a question about the decision to close the schools. It is important to note that the government has made a decision to close these schools due to financial constraints.

The Minister: It is true, however, that certain education institutions which fall under the education department would be financially involved in the matter. The Minister: It is true, however, that certain education institutions which fall under the education department would be financially involved in the matter.

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The hon member for North West has asked a question about the decision to close the schools. It is important to note that the government has made a decision to close these schools due to financial constraints.
EDUCATION in township schools was dealt another heavy blow when the planned National Students' Consultative Conference failed to materialise this weekend.

The conference, which was due to have been held in Johannesburg last week, collapsed at the last moment. Ideological differences were advanced as the major reason, but it emerged this week that participants could not agree on the number of delegates.

Initiated by the Azanian Students' Convention, the conference was to be attended by the South African National Students' Congress, the Pan Africanist Students' Organisation, the Congress of South African Students, the National Union of South African Students and the Azanian Students' Movement.

Among topics on the agenda were the educational, political and economic relationships between students and other personnel in tertiary institutions.

Azasco general secretary, Raselepe Nhlele, told City Press that the organisations were divided over the number of delegates to attend the conference.

"We proposed that 600 delegates be sent to represent their organisations - 200 from the tertiary institutions and 400 from secondary schools.

"This was thought would have been a workable and easily-controlled number. This was rejected by other organisations who felt they wanted to send more delegates," he said.

As initiators of the conference they would still take steps to ensure the conference did take place, he said.

"The current crisis, which is threatening to spill into other townships, is an indication that we need to have a meeting of this nature.

"We believe differences about representation are insignificant compared to the problems we have. As Azasco, we'll continue our role as initiator. All of us will have to compromises. We are not going to be put off by such petty differences."
The deepening education crisis in black schools poses serious problems not only for the black community but is bound to have an adverse effect on the future of the new South Africa.

This was said this week by the South African Institute of Race Relations at a special briefing in Johannesburg on the country's future education.

Education policy researcher Monica Bot said the crisis in black schools had to be addressed urgently in order to put the country on a sound educational footing.

Ms Bot was addressing professionals and educationists at the SAIRR's Rheinhardt Jones Memorial Hall on proposals put forward in her recently published book, "The Blackboard Debate: Hardlines, Options and Opportunities in School Integration".

She said successful integration in South African schools would have to be voluntary.

Dr Neill McGirk, headmaster of Sacred Heart College in Johannesburg, said negotiations for education should start now and these must continue parallel to the constitutional discussions about the future of the country.
The application as in the case of the Department of National Education has been referred to the Minister of National Education for further consideration. The Department of National Education will be in charge of the consideration of the application.

The Minister of National Education is requested to consider the application in view of the following:

1. The present position of the Department of National Education is that it has no power to consider the application. However, it has been suggested that the Department of National Education should be given the power to consider such applications.

2. The Department of National Education is not capable of handling the application as it is not equipped with the necessary staff and facilities.

3. The application is of a nature that it cannot be handled by the Department of National Education.

The application has been referred to the Minister of National Education for further consideration.
applications of all other such macro sports bodies. 

(a) Not applicable. 
(b) Not applicable. 
(c) INOSCA.

Junior doctors: work-to-rule model

308. Mr M J ELLIS asked the Minister of National Health: "Hausa 29/4/91"
(1) Whether she or her Department has been informed of the intention of certain junior doctors to embark on a work-to-rule model of a 60-hour working week, as referred to in a newspaper article a copy of which has been furnished to the Minister's Department for the purpose of her reply; if not, why not; if so, what are the reasons for this intention; 
(2) whether she will make a statement on the implications such an action may have on the existing hospital situation; 
(3) whether any action is being taken to address the grievances of these doctors; if not, why not; if so, what action? B798E

The MINISTER OF NATIONAL HEALTH.

(1) No, in later press reports junior doctors have denied any involvement in the planning of a work-to-rule model of a 60-hour working week or that they intend to do so; 
(2) no; 
(3) yes, apart from the fact that prescribed open channels are available for junior doctors to air their grievances on a continuous basis, they were invited on 4 March 1991 by the Department of National Health and Population Development to summarise their grievances in one document and submit it for consideration. The document has not yet been received by 19 April 1991.

OCCUPATIONAL SAFETY AND HEALTH: COMPENSATION ASPECTS

309. Mr P J PAULUS asked the Minister of National Health: "Hausa 29/4/91"
(1) Whether the Government has taken any decision on the compensation aspects in respect of occupational safety and health,

HOUSE OF ASSEMBLY

MONDAY, 29 APRIL 1991

Groot Trek-herdenkingsfeeskomitee, 
Post Steenfontein. 
R475
Mantskappy vir Europese Innagisie 
R3 500
Durbars Afrikaanse Kultuurraad 
R1 500
Kulturraad, Pinetown-Westville. 
R1 100
Groot Trek-150-feeskomitee, 
Amanzimtoti. 
R465
Plaaslike feeskomitee, Esicourt 
R402
Rapporteurskorps, Bergville. 
R752
Afrikaanse Kultuurraad, Newcastle. 
R1 451
Vryheidse Vooortrekkerherdenkings- 
feeskomitee 
R750
Stanger Feeskomitee 
R1 020
POK-Kultuurvereniging, 
KwaZulu. 
R1 500
Jacob de Clerq 
R219
Vooortrekkerkamundo 
R1 200
Groot Trek-feeskomitee, Potchefstroom. 
R219
Bennie Liebenberg- 
Vooortrekkerkamundo 
R1 470
TAO Laskoel Groot Marco 
R500
Junior Rapporteurs, Hartbeesfontein 
R400
Historese Vereniging Potchefstroom 
R1 000
Dendron Groot Trek Feeskomitee 
R700
Eersbewoonde-reëlingsonderwysers, 
Warmbad 
R1 000
Stokkiesraad Memmuns, Pretoria 
R300
Potgietersrust Kultuurraad 
R500
Groot Trek Herdenkingsfees- 
komitee, Plettenberg 
R3 000
Nelle Swan Vooortrekkerkamundo, 
Pretoria 
R500
Witbank Reëlingsonderwysers 
R670
Landgoed Naard-Transvaal 
R730
Springspoorkie Reëlingsonderwysers 
R972
Alldays Vooortrekkerherdenkings- 
feeskomitee 
R800
Nelspruit Groot Trek 150-reëlingson- 
komitee 
R1 000
Rustenburg Groot Trek Herdenkings- 
feeskomitee 
R1 500
Middelburg TVL 
R800
Witbank Loerskelfeeskomitee 
R450
Brookhorstspruit Groot Trek 
Herdenkingsorgaan 
R1 000
Groot Trek 150-koördinerings- 
komitee, Plettenberg 
R1 000
Warmbad Groot Trek 
Koördineringskomitee 
R3 000
Settlers-Lehau Koördineringskomitee 
R1 000
Nyloper Koördineringskomitee 
R1 500
Pretoria Voortrekkers Groot Trek- 
herdenkingsfees 
R400
Reëlingsonderwysers, Despatch 
R1 65
Karel Landman-Vooortrekkerreëling- 
komitee 
R1 000

Uitenhage Groot Trek-reëlingsonderwysers 
R854
Jansenville-Osewaweleveringskomitee 
R1 500
Oos-Londen Kultuurraad 
R855
Klerksdorp Voortrekkerkamundo 
R500
Bloomfield Feeskomitee 
R300
Najaargouj Ndkslaskoel 
R1 000
Kameel Dameskamundo 
R300
Marico Distrikstwoelklersvereniging 
R300
Landgoed Naard-Transvaal 
R3 000
Vooortrekkerkamundo, Kakamas 
R948
Oor-onderwysersvereniging, Stella 
R410
Bakenshoek Feeskomitee 
R1 000
De Aar Feesreëlingsonderwysers 
R1 000
Hartwater Junior Rapporteurskorps 
R300
Van Zylsma-feeskomitee 
R300
Stella Beeferes 
R500
Katha Groot Trek- 
herdenkingsfeeskomitee 
R225
Warrenton-feeskomitee 
R274
Petrusville-feeskomitee 
R1 126
Kimberley-feeskomitee 
R500
Hopetown-koëlkamundo 
R300
Upington Fokus 
R255
Jans Kopdorp-Vooortrekkerkamundo 
R453
Aanl Flex op volkspleide 
R295
FAK 
R690 000

TOTAL 
R777 445

(b)(ii) Cultural officers of regional offices for cultural affairs, were actively involved in management committees and in supplying physical support to festival committees on local, regional and national level. 

Acted in an advisory capacity in respect of the following organisations: 

Geskiedenisswetenskap, PU vir CHO 
Wes-Transvalse Voortrekkers, Streek 14 
SA Vereniging vir Kultuurgeskiedenis 
Debelloere Feeskomitee 
Bechheim Feeskomitee 
Orbi Senonesentrum 
Aacca Afrikaanse Kultuurraad 
Roodepoort Ged茚eskamundo 
Groot Trek Vrounekse, Carolina 
Kenhardt Feeskomitee 
President Pretoria-Vooortrekkerkamundo, 
Potchefstroom 
Centenary Walks Association

Pre-primary schools: increase in fees

64. Mr A GERBER asked the Minister of Education and Culture: "Hausa 29/4/91"

HOUSE OF ASSEMBLY
THE Congress of South African Students has called on President FW de Klerk to deal effectively with specific issues affecting black education.

During a meeting at the weekend Cosas' national executive committee identified overcrowding, teacher shortages and factional violence as key problem areas.

Cosas general secretary Simphiwe Dunjane said: "Pupils have returned in large numbers since January, reflecting their commitment to studying."

"The wave of violence sweeping the country has disrupted schooling to such an extent that pupils are scared to attend classes in areas like Alexandra and Kroonstad. "This destructive reign of terror and killing of innocent civilians is unacceptable and must be brought to an end."

Cosas president Thami Rubusana said: "Although we can't run away, from the fact that ill-discipline sometimes prevails, we believe that this is in response to the root cause, namely, below-standard educational facilities."
Cosas plea to govt to make schools safe

JOHANNESBURG. — The Congress of South African Students has called on the government to use security forces to protect pupils caught-up in the township violence at schools.

Cosas president Mr Thami Rabusane said at a press conference yesterday that the government and security forces should guarantee the safety of pupils, but not interfere with educational matters.

"The wave of violence has severely limited attempts to make schooling as effective as possible," Mr Rabusane said. — Sapa
Education is 'a tonic for black magazines'

MAGAZINES targeted at black readers should look at increasing educational editorial to combat "an alarming drop" in circulation, says Hunt Lascaris TSWA media director Lyndall Campher.

Titles in the "black magazine" category have been dropping circulation for over 10 years, she says, and Audit Bureau of Circulations figures show a 10-year drop in sales of 11.2% for the category as a whole.

Circulation in this category dropped by 17% from July to December 1990 compared with the same period last year.

According to Young & Rubicam's publication, Media Matters, True Love showed a year-on-year decline of 28% for the six months to December 1990. Thandi showed a decrease of 17.7%, Paeo's circulation fell by 14.8% and Tribute dropped by 12.8%.

Young & Rubicam says the fact that black magazines have largely steered around political issues while black-targeted newspapers have not "must be part of their decline".

Also, consumer boycotts and unrest in certain areas have had their effects, she says.

Declining circulations may be linked to the worsening economic situation as magazines cost more than newspapers. Black newspapers have shown a 225% increase in circulation over the past 10 years, although the growth rate dropped to only 4.8% last year.

She says this may be a correction as figures show that 28% of blacks read a black magazine while only 14.5% read a black newspaper.

Newspapers seem to be gaining ground, and one of the ways of building a base was "by using educational copy to try to fill the gap left by the crisis in black schooling".

Tactic

Some newspapers were using a lot of educational copy -- which was often based on school syllabi -- in the editorial mix.

"Magazines should try a similar tactic, but with an aspirational twist", which could be socially based.

"How-to and what-to stories have a great deal of relevance now that racial mixing is on the increase. Aspiration is the silent seller in lots of advertising aimed at township families," she says.

"But whatever response the magazines come up with, they had better be quick about it; their situation is getting worse every year."
HOUSE OF REPRESENTATIVES

Wased and approved to 12th meeting of the House of Representatives on 9th of March 1990.

Respectfully submitted to the Honorable House of Representatives.

Speaker, House of Representatives.

DATE OF MEETING: 9th March 1990

THE MINISTER OF LAW AND ORDER

(1) In the House of Representatives, the Minister for Law and Order is requested to:

- Provide a detailed report on the current state of the law and order situation in the country.
- Address the concerns raised by various stakeholders regarding the recent incidents.

(2) Following the Minister's response, the House will engage in a discussion on the measures required to restore law and order.

QUESTION:

What are the specific measures being implemented to address the current law and order situation in the country?
Sharing is answer to education crisis

By Winnie Graham

Forty of the 180 white schools in the Johannesburg region would stand empty if dwindling pupil populations were rationalised, a top educationist said in Johannesburg at the weekend.

Dr Neil McGurk, headmaster of the Sacred Heart College, told a conference organised by the National Women's Register in Johannesburg on Saturday that the under-utilisation of white resources — material and human — was a major problem in the education crisis.

He urged white South Africans to be generous in sharing their facilities with black people.

"All facilities whites cannot use must be made available to blacks," he stressed.

Discussing the process of acquiring the empty schools, he said "a rigmarole of laws" made it almost impossible to gain access to them.

"We have to get rid of this bureaucracy," he added.

Between 10 and 15 schools were added each year to those already empty — yet more than a million black Grade Ones started school each year — more than the total number of white children at school.

"The white population is ageing, with the number of schoolgoers declining by about 9 000 a year," he said.

White South Africans faced another "moral" dilemma with the closing of teachers' training colleges. Because pupil ratios at white schools were dropping, fewer white teachers were being trained — yet more teachers were needed to teach black children.

The enormous historical backlog continued to be reflected in the per capita spending on education. The budget provided R4 000 a year for each of the 90 000 white schoolchildren but only R1 100 each for the 2.3 million black pupils — excluding the homelands. Only R300 a child was provided for each of the 4.8 million homeland students.

"The divide between black and white is not the major issue," he added. "It's the urban/rural divide."

Last year 19 percent of the country's budget (six percent of all wealth) went back into education. Most industrialised countries spent only two or three percent on education. Money and expanded facilities alone was not the solution. Education needed a major corporate effort by all South Africans.

Dr McGurk said the country need "a very efficient preschool and primary education system" because it could not hope to provide everyone with secondary education. Special emphasis would have to be placed on literacy, numeracy and life skills training.

"The curriculum needs to change with a new focus on primary and preschool education," he said.

He called for "some sort of education charter" to take education from the political arena. It was imperative, he said, to act now and not to wait for a new political dispensation,
SKILLS VITAL FOR GROWTH AND ECONOMIC DEVELOPMENT.

The education system needs to be strengthened to offer practical training for students who wish to pursue technical, economic, social and health careers. Workers need to be skilled, capable and productive. The government of South Africa is committed to improving skills and training, with the aim of increasing economic growth and development. This training is crucial for the successful economic transformation of South Africa, ensuring that those trained are equipped to contribute to the nation's growth. Skills development is not just about individual improvement, but also about creating opportunities for all, leading to a more inclusive society.
Mashold reeled under trying conditions

ROBERT GENTLE

EDUCATION and training group Mast Holdings (Mashold), labouring under what it called difficult economic and volatile political conditions, reported sharply decreased operating profits and earnings a share for the year to Februray 1990.

Operating profits fell 27% to R1,9m (R2,6m) and earnings per share fell 13% to 6.5c (8c). Last year's dividend of 3.9c was maintained, resulting in a reduced dividend cover.

Executive chairman Stephen Dallamore said that in the light of "difficult economic and volatile political conditions", all operating units had been examined.

This resulted in the closure of business learning systems. Micro computer training and language training divisions would confine themselves to businesses with a "distinct competitive advantage".

"We are successfully pursuing a strategy to provide 85% of the group's profit through product-based divisions," said Dallamore.

At present the split is 62% product and 38% time-based divisions.

The plan was to increase this margin further by the acquisition of complementary product businesses with high growth potential.
Threats to Model B schools slammed

Education Reporter

THREATS by white education officials that model B schools which enrolled more black than white pupils would face de-registration, have been slammed by the Southern African Association of Independent Schools (SAAIS).

SAAIS chairman Mr Richard Hawkins described the move as an attempt by officials of the Department of Education and Culture (DEC) to "impose their right-wing political views on education by applying the letter of the law".

De-registration would result in the school concerned losing its state subsidy.

"The SAAIS urges the Minister, Mr Piet Clase, to put an end to threats of de-registration by his officials. In so doing he can show that his primary concern is education, and not scoring political points at the expense of the children of South Africa," Mr Hawkins added.
Pupils set DET ultimatum

The Department of Education and Training (DET) is facing a May 20 ultimatum to supply textbooks to township high schools or be seen to be "declaring war on the students in particular and the community in general".

The Congress of South African Students (Cosas) set the deadline yesterday and announced a mass march from District Six to the DET offices in Parliament Street this morning.

A Cosas spokesman said the DET was deliberately not supplying books to cause another mass failure of black matrics so that it could blame pupil and teacher organisations that promoted mass action.

Pupils had responded to the back-to-school campaign only to find that there were too few schools, not enough books or teachers and inadequate facilities.

Pupils were expected to write exams in two weeks' time, yet there were no textbooks.

The DET could not be reached for comment by the time of going to press.

The principal of Lahlaza Secondary School in Khayelitsha, Mr C W Louw, said the DET provided about 80% of the required textbooks after staff members presented a petition to the department two weeks ago.
NECC plans mass action if Stoffel doesn’t quit

By Phil Molefe Education Reporter

Minister of Education and Training Dr Stoffel van der Merwe has been given an ultimatum to resign his post before June 16 or face “mass action.”

This was announced yesterday by the National Education Co-ordinating Committee (NECC) southern Transvaal region at a press conference in Johannesburg.

Amon Msane, NECC regional secretary, said in a statement: “Stoffel van der Merwe and all his cohorts must resign by June 16 and failure to do so would provoke massive, vigorous and relentless action.”

The NECC said it had been pushed to this point because of the Minister’s “negative response” to demands presented to him by teachers and pupils.

Mr Msane accused the Department of Education and Training of failing to address the problem of overcrowding, gross shortage of textbooks and stationery, and “unacceptable” conditions of work and services for teachers.

He said the NECC in the southern Transvaal would consult other concerned organisations in a move to co-ordinate “carefully planned and collective” sit-ins and demonstrations at all DET offices in the PWV area by June 16 to force the DET to meet their demands.

“Other strategies would include regional and national negotiations directed at causing the State and its 18 education departments to create conditions conducive for learning and education, the success of which will be evaluated from time to time,” said Mr Msane.

This programme of action was formulated at the NECC’s regional conference held at Lanseria two weeks ago.

Mr Msane said the organisation also put forward the following demands: “That exams be cancelled as from next year and tertiary institutions review their policies regarding exclusions, admissions, bursary allocation and academic support programmes.”

DET spokesman Corrie Radebaynzer said the Government and his department were involved in talks at various levels with a number of organisations which had an interest in education matters and that threats of protest actions by the NECC were not in the spirit of such talks.

In Katlehong, 48 principals who were allegedly chased away from school about three weeks ago returned to their various schools yesterday.

NECC southern Transvaal chairman Malombe Shikwambane confirmed.
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
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<tbody>
<tr>
<td>Data 1</td>
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<td>Data 5</td>
<td>Data 6</td>
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<td>Data 7</td>
<td>Data 8</td>
<td>Data 9</td>
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**Legend:**
- Column 1: Description 1
- Column 2: Description 2
- Column 3: Description 3
<table>
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<tr>
<th>School Name</th>
<th>Percentage</th>
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<tr>
<td>(a) Phoenix High School</td>
<td>9%</td>
</tr>
<tr>
<td>(b) Desert Heights School</td>
<td>9%</td>
</tr>
<tr>
<td>(c) City View High School</td>
<td>9%</td>
</tr>
<tr>
<td>(d) East London</td>
<td>9%</td>
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<tr>
<td>(e) Community High School</td>
<td>9%</td>
</tr>
<tr>
<td>(f) Skyridge High School</td>
<td>9%</td>
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<tr>
<td>(g) Lakeview High School</td>
<td>9%</td>
</tr>
<tr>
<td>(h) Valley View High School</td>
<td>9%</td>
</tr>
<tr>
<td>(i) West High School</td>
<td>9%</td>
</tr>
</tbody>
</table>

*Results were not reported to the Department.*
The minister is responsible for the Department of Environmental Affairs.

Table:

<table>
<thead>
<tr>
<th>Year</th>
<th>Health Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973</td>
<td>1,879</td>
</tr>
<tr>
<td>1974</td>
<td>2,100</td>
</tr>
<tr>
<td>1975</td>
<td>2,927</td>
</tr>
<tr>
<td>1976</td>
<td>3,698</td>
</tr>
</tbody>
</table>

The minister is responsible for the Department of Environmental Affairs.

The table shows the number of people per health service area for the years 1973 to 1976.

Questions:

1. What are the main health service areas in the table?
2. How many people are served by each health service area?
3. What is the total number of people served by all health service areas in 1976?
4. What is the trend in the number of people served by each health service area from 1973 to 1976?
way of any school which is prepared to and wants to participate at that level.

However, the other side is just as true. I want to ask the hon long-winded member whether the DP would simply forsake all the wishes of the communities.

Mr R M BURROWS: [Inaudible.]

"The MINISTER: It is not about that; it is about the principle. [Interjections.]

The hon members are becoming long-winded. I know as well as they do that they cannot simply force their will on any individual or any community. Therefore, if this side of the House and the Government adopt the view that discrimination must disappear, but also say it is the right of a particular community, college or council to decide itself, then we are on the fair and just road. [Interjections.] It is not the Government's intention to force anything on people in respect of these matters. [Interjections.]

"The CHAIRMAN OF THE HOUSE: Order! The hon members in the DP benches cannot sit there and hold their own debate. Order! I regret that the hon the Minister's time has expired.

Debate concluded.

QUESTIONS

1Indicates translated version.

For oral reply:

Own Affairs:

Monetary allocations to schools

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

(1) Whether any of the provincial executive departments of education make funds directly available to schools in the form of monetary allocations, over and above salary payments to teachers; if so, (a) what policy is followed in this regard in each such province and (b) what sum is provided, per capita, for (i) primary and (ii) secondary schools;

2. Whether any changes are being considered to the above-mentioned policy; if so, what changes;

3. Whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) Transvaal: order to partly reimburse schools for the official use of the telephone and transport costs, a nominal reimbursement is made annually to schools.

In the Cape, Natal and Orange Free State no funds are made directly available to schools.

(b) (i) between R34 and R81 per school pa

(ii) between R90 and R99 per school pa

(2) No;

(3) No.

Mr R M BURROWS: Mr Chairman, arising from the reply by the hon the Minister, do I not understand that in certain of the provinces — in Natal and, I think, also in the Cape — a monetary allocation is made available to schools in order to carry out certain purchases of books and equipment, etcetera? Is that not, in fact, being accomplished by what the hon the Minister is asking?

"The MINISTER: Mr Chairman, then the hon member should put his question more clearly. In those other three provinces, within the global amount that they receive, provision is being made for various items, for instance school textbooks, etcetera, as the hon member mentioned. However, no amount is given directly additional for telephones, etcetera, except in the Transvaal where besides the normal amount a direct, nominal amount is also given. If the hon member wants further information, maybe he should pay me a visit.

Certain schools: votes by fax

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

(1) Whether a certain school, whose name has been furnished to the Minister's Department for the purpose of his reply, had parents vote by fax for one of the additional educational models on or about 22 April 1991; if so, what is the name of the school;

(2) Whether this action took place in accordance with regulations with regard to education; if so, in terms of which regulations; if not,

(3) Whether the voting at this school will be declared invalid;

(4) Whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, the name of the school which has been furnished by the hon member;

(2) and (3) the matter is being investigated at present;

(4) No.

Mr A GERBER: Mr Speaker, arising from the reply of the hon the Minister, I would like to know whether the existing regulations provide for such a manner of voting irrespective of what happened there.

The MINISTER: Mr Speaker, the existing regulations are very clear. It is in the background information document which the hon member can look up and read himself. According to that provision, it is made for special votes and postal votes. The matter in respect of voting by fax is not mentioned specifically. Nothing is said for or against it and for that reason I think the hon member will agree with me that it is reasonable that we investigate the whole matter.

Adv T LANGLEY: Mr Speaker, further arising from the reply of the hon the Minister, I would like to know whether an equal result in respect of yes and no votes will have any effect on whether the fax votes will be allowed or not allowed.

Mr J H VAN DER MERWE: It depends on whether it is for or against model B.

The MINISTER: Mr Speaker, I really do not think that that justifies a reply.

Dr W J SYNMAN: Mr Speaker, further arising from the reply of the hon the Minister, I would like to ask him whether it is the practice for regional offices of his Department to send notices giving notice of voting to parents of schools and also to indicate in that letter how they should vote.

The MINISTER: Mr Speaker, the hon member may wish to discuss such questions on the Question Paper. It has absolutely nothing to do with this question. [Interjections.]

Closure of three primary schools: saving of costs

3. Mr W U NEL asked the Minister of Education and Culture:

HOUSE OF ASSEMBLY
‘R400m earmarked’
for black education
TANIA LEVY

THE Independent Development Trust (IDT) will today announce plans to spend hundreds of millions of rand on black education. Sources close to the IDT said yesterday as much as R400m had been earmarked by the IDT for education projects.

IDT chairman Jan Steyn will announce details of funding for projects when he hands over R35m to the Alexandra Community Education Centre this afternoon.

A source said spending on education would account for "a good" 20% of the R2bn government had made available to the IDT for social development work and that Steyn would announce details today.

Projects would include building schools, literacy programmes and a loan scheme for underprivileged students to study at universities and technikons.

Instead of having to prove that they had collateral, bursaries would be awarded to talented students who could be relied on to graduate and pay back their bursaries.

The Alexandra Community Education is a career-based centre which promotes literacy, numeracy and offers career-directed education.

The IDT’s board of trustees has already approved the allocation of R1bn to address socio-economic needs in violence-torn areas, particularly around Durban and the Witwatersrand. Of this, R756m has been budgeted for land subsidies while the Urban Foundation has been granted R70m for the provision of low-cost housing.

The IDT Finance Corporation will use more than R46m to mobilise R100m in housing finance from the private sector.
Stoffel: Future ‘promising’

Education Reporter

MASSIVE government budget increases and a desire in black communities for discipline among schoolchildren had resulted in promising signs for the future, the Minister of Education and Training, Dr Stoffel van der Merwe, said in a statement yesterday.

The minister said there had been a 69% increase in expenditure on black education for the 1991/92 financial year, to a total budget of R3.3 billion.

However, there would still not be enough money available completely to eliminate the backlogs in supplying enough classrooms, teaching and support posts, books and stationery, he said.

Over the two-year period to March 31, 1992, a total of 2,754 classrooms would have been added to the total available to the DET, accommodating an additional 30,829 pupils.

In addition, 1,800 posts were created for teachers and administrative support staff during 1990, and 2,262 will arise during 1991, he said.

Own Correspondent

JOHANNESBURG. — The Independent Development Trust (IDT) will today announce plans to spend hundreds of millions of rands on black education.

Sources close to the IDT said yesterday that as much as R400m had been earmarked by the IDT for education projects.

IDT chairman Mr Jan Steyn will announce details of funding for projects in Alexandra township this afternoon when he hands over R3.5m to the Alexandra Community Education Centre.

A source said spending on education would account for “a good” 20% of the R2bn the government made available to the IDT for social development work.

Projects will include building of schools, literacy programmes and a loan scheme for underprivileged students to study at universities and technikons.
For School Projects

IDT to Give R300m

Business Day, Wednesday, May 15 1985

THE INDEPENDENT DEVELOPMENT TRUST COMMITTEE ANNOUNCED THE NEXT FIVE YEARS PLAN TO SPEND R300m ON CLASSROOMS OVER THE NEXT FIVE YEARS. THE REPORT SAYS:

Independent Development Trust Chairman Ian Spear of Michael's announcement of the

TINA LEVY

11-1-17

For School Projects

IDT to Give R300m
R300-m to build schools

THE Independent Development Trust yesterday announced a R300 million project to build about 50,000 more classrooms for black pupils.

Speaking at the Alexandra Community Education centre, IDT chairman Mr Jan Steyn said the project would be carried out over the next five years.

Steyn also announced the donation of R3.5 million to ACE college by the community of Alexandra, The Star Teach fund and the private sector. The money will be used to build a career education centre.

In addition, he confirmed a R25 million IDT grant to finance students at universities and technikons. - Sowetan Correspondent.
50 000 new classrooms is project's aim

By Phil Molefe
Education Reporter

In a move to address backlogs in black education, a R300 million schools building project aimed at constructing 50,000 additional classrooms was announced yesterday by Jan Steyn and Professor Merlyn Mehl of the Independent Development Trust (IDT).

They were speaking at the Alexandra Community Education (ACE) centre, near Johannesburg, where a programme involving a number of development projects in black education was unveiled.

IDT chairman Mr Steyn also announced a donation of R3.5 million to ACE for the construction of an education centre funded by the community of Alexandra, The Star TEACH fund and the private sector.

Mr Steyn said the building programme would involve a number of development agencies, aimed at building 50,000 classrooms - the present backlog in black schools - during the next five years.

He also confirmed a R25 million IDT grant to finance students at universities and technikons. This would be an interim measure, pending the establishment of a National Education Loan Scheme.

Four areas of focus had been determined in close consultation with community groups and education authorities, said Mr Steyn. They were:

• A national literacy programme.
• A school educare programme for pre-schoolers.
• A huge compulsory primary school programme.
• Academic development programmes at tertiary level and the possibility of an education bank from which students could obtain loans using their talent as collateral.

Professor Mehl, the IDT's director of education, said it was inevitable that South Africa would have a non-racial and non-sexist system of education and it was therefore important to start building now.

He said an abiding principle in all IDT programmes was community participation.

"This is the only practical way of ensuring that communities take full ownership of programmes."
'Entrepreneurs can bridge conflict'

THEO RAWANA

ONLY entrepreneurs, who had hands-on experience of a free market at work, could act as a bridge between conflicting views on SA's future economic policy, Small Business Development Corporation (SBDC) MD Ben Vosloo said in Pretoria yesterday.

Addressing the national congress of the Public Relations Institute of Southern Africa (PriSA), Vosloo said SA should expect a battle for the minds of the people between the forces of individual freedom and enterprise, and central economic planning.

"We at the SBDC believe that the natural mediators between these conflicting world views are SA's entrepreneurs. Particularly those men and women who are engaged in the small business sector of the economy tend to be true free marketeers, although few would actually give themselves that label," Vosloo added.

Vosloo said for the average entrepreneur the critical question was not whether a concept was ideologically acceptable, but whether and how it worked in practice.

Without job-creating, economic growth and a prosperous economy, society would be condemned to impoverishment and anarchy such as housing, education and health would fade out of reach. Vosloo said socialist rhetoric had lost much of its appeal and political momentum. "Socialism did not live up to its promises, Marxism/Leninism and Third World socialismo invariably lead to authoritarian one-party rule or even one-man dictatorship and the violation of human rights."

"...In the final analysis it should be clear that our hope for the future does not lie in simplistic ideological rhetoric. It lies in a refocusing on the true nature of development at the grassroots level in towns, cities and regions," Vosloo said.

'Relevance' of education is a priority

PRETORIA — There was no doubt education was the key to a better future, but it had to provide relevant skills and expertise, Small Business Development Corporation MD W.B. Vosloo said.

Addressing a diploma ceremony at the Pretoria Technikon's Faculty of Economic Sciences yesterday, he said that should this test not be passed, there would be no future as nobody could doubt there was a crisis in the educational system.

Employers were also dissatisfied with the products of education.

"Their standpoint comes down to the fact that scholars and students are not being sufficiently prepared for industrial life," he said.

"Although unemployment in SA today is caused mainly by the stagnant economy, it is undoubtedly related to education." — Sapa.
Students petition De Klerk for rights

About 400 students yesterday submitted a memorandum to the office of State President FW de Klerk in Pretoria, demanding their right to learn, writes Alinaah Dube.

The march was organised by the South African National Students Congress and the National Union of South African Students.

The demands include the establishment of a single education department, an end to subsidy cards and that the subsidy formula should be within a nonracial, democratic education system.

Meanwhile, students at Vista University's Mamelodi campus returned to classes yesterday, ending a month-long boycott.
Paso calls for meeting with all black student movements

THE Pan Africanist Student Organisation has called on all black student and youth movements - including the Inkatha Youth League - to join it in addressing violence.

Deputy president of Paso, Mr Junior Taliwe, told a media conference yesterday that the national executive committee had noted at a recent meeting at Fort Hare University that the violence "is among the oppressed ... masses".

He said the NEC recognised the "undoubted involvement" of the regime and believed this was aimed at proving to the outside world the "the oppressed...are barbaric, killing each other so they (the regime) have the right to rule our country because we cannot rule ourselves".

They also noted the Government had perfected its method of dividing and rule by "throwing crumbs on the floor". Unfortunately other organisations had decided to use violent means in order to gain control of the crumbs.

"Today Paso wishes to warn you to stop fighting for these crumbs and to fight for the return of the whole loaf," Taliwe said.

He said the situation was directly affecting the education of African children.

Children and teachers were afraid to go to school and children would fail exams and become homeless orphans as a result of the violence.

Asked who the "other organisations" were, he replied those who sat around the table with the "settler regime".

"This is not tribal violence but a war between organisations of the oppressed in pursuit of opportunities of power, to be the sole representatives of the oppressed.

"Democracy demands that every individual has the right of choice, to belong to the party of his choice. Therefore we reject the use of violence to intimidate people.

"Political differences must be vanquished with facts and we as the youth must come together and resolve this monster of violence."

It was the youth that was most militant and was being used to kill and perpetrate violence. - Sapa
Educating exiles is a massive task

Returning exiles will tax the already struggling education system even more. PORTIA MAURICE reports

As South African exiles prepare to return home, the race is on to meet their educational needs.

But, although much hard work is under way against the backdrop of an already simmering crisis, the education system will have to bow almost to breaking point, if it is to service the families of thousands who fled because of apartheid.

About 600 exiles have already returned on chartered flights, and the Employment and Education and Training Task Force of the National Co-ordinating Committee for Repatriation (NCCR) is barely managing to cope. If the African National Congress' Solomon Mahlangu College winds up as scheduled in early July, the influx of school-going returnees is likely to be massive.

The national task force — which comprises representatives of the church, the ANC, Pan African Congress and Azapo, the repatriation committee, academics and World University Services — has been set up to identify the major issues involved in education for returnees, develop policy and facilitate the use of resources. It has regional sub-units, which implement decisions and place returnees as they arrive.

But, says Venita Meyer, co-ordinator of national task forces for the NCCR, resettlement is a process not only for returnees, but for the whole population. There is enthusiasm for this enormous welcoming task, but the effort requires direction and focus.

Tertiary and vocational training institutions, primary and high schools as well as preschools will all be called upon to assist. And, although those involved are at pains to stress that returnees are not "special" people and that they should not constitute an elitist layer, their adaptation needs are, in fact, unique.

Language, for instance, will present difficulties and mitigate against exiles entering already overcrowded Department of Education and Training schools. "Many of the children cannot speak the vernacular and, having grown up in other countries, may speak only Portuguese and Swahili, for instance," said an ANC spokesman involved in education for returnees. "Other combatants from Umkhonto weSizwe lost out on formal education when they left, but many are still of school-going age. They may be trained in military science, for example, but they are unlikely to find employment or be absorbed by the SAPD."

For pupils, methodology and standards too are diverse. Mass-oriented as it is, the South African education machine is unlikely to accommodate such variety. Adaptation, in any case, will be difficult. For many children, born and acculturated in foreign lands and arriving in the middle of the school year, it will be very difficult to fit in. Some may be accustomed to peaceful lives in European countries — and find township conditions hard to face. Others may have had disruptive childhoods — they may have lost their parents through political violence, or have been shunted around in typical refugee style.

"Obviously there are disappointments when people arrive," said the ANC spokesman. "We've not yet been liberated, and all the socio-economic problems which make life difficult still exist — it's survival of the fittest."

Funds are a huge drawback. It is NCCR policy to accept only resources — not money — from the South African government, and overseas donor money is on hold pending the security of United Nations High Commissioner for Refugees (UNHCR) involvement.

Medium-term plans to help the exiles are in the pipeline, but they need refining and meanwhile lie in waiting alongside funding proposals.

A transit and an orientation school are in the offering — to be based in Natal and Johannesburg, because it is to these areas that many victims of political violence will be returning. But the two projects are only a beginning, and will cater for the national needs of pupils from higher primary through to tertiary level. The centres will deal with the study of languages, as well as psychological and other orientation.

"We don't want to isolate returnees, but it may be necessary initially," said the ANC spokesman.

The NCCR also plans to assist all returning parents with a basic financial contribution towards education for their children, and bursary funds for tertiary education are expected to increase by the next academic year.
VICIOUS CHARADE

One could forgive teachers and college lecturers in Natal for becoming paranoid. In recent weeks they have been subjected to so much doublespeak, contradictory statements and rumours that just about every word coming out of Pretoria is interpreted as a signal that an institution is going to close down.

Behind the smoke — and some educators believe the confusion is deliberate — must lie some substance. And it is now pointing towards Edgewood College of Education at Pinetown, perhaps the college that best represents the proud ethos of teacher training in Natal. Edgewood, because of the dwindling number of white pupils in the schools and the

Of this there has been no word from the department, which again leaves Edgewood under threat — particularly in the light of Class’s comments on further rationalisation.

Responding to the threat, the Natal Teachers’ Society has written to Class, pointing out that, according to his promise of having final discussions with all interested parties before a final decision on rationalisation is made, that they are very much an “interested party” and expect to be included in any final discussions.

Some of the anticipated 33 schools in Natal facing closure, again in terms of own-affairs financial cutbacks, find themselves in a similar position.

The PM knows that included on the list of schools under threat in Natal are at least seven that have opted for the “Model B” system, which allows limited admission of pupils other than white. Having taken this

decision they now face closure, which makes last year’s policy reforms appear more than a little cynical.

Parent committees and headmasters are reluctant to have the schools named, fearing the self-fulfilling prophecy that when a school is rumoured to be heading for closure, it closes itself. Parents simply move pupils away.

What is insidious is how the schools learn they might be closed. There are no public statements, only rumours, often coming from school inspectors.

So, too, is information that schools which only voted for “Model B” this year have been told that no additional teachers will be made available for extra pupils — like Edgewood, they find themselves with an open admission policy but no funds for the extra pupils.

It has been suggested before that, apart from myopic own-affairs thinking, the cutbacks might be part of a scorched earth policy to preserve a core of whites-only schools.

Whatever the reason, the policy represents a criminal waste of resources and a cynical manipulation of professional people.
Parents can help children

Listen, talking many times.
- to learn -
ally curious. If we encourage children to
actively minds.
- successful learning to read them.
- important.
If they can will be suc- and in later
tion into inde- who can find
themselves.
- the world is a world of enjoyment.
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-m to be highly
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g ready for

Parents say

- are confused
- can help their
section, we of the things
they say.
- "Surely it is the job of the school to prepare children?"

Teachers do their best, but they often have such large classes that they cannot give their full attention to the child who has difficulties.

In any case, preparation must start earlier, while the child is growing from a baby to a toddler to an active, thinking young person. Preschools can help, but it is really up to you to prepare your child for school.

Children are naturally inquisitive and learn new and exciting things every day. We must use their curiosity and energy to gradually introduce them to writing and books.
- "I hated school and did badly. How can I help my child?"

Each child has an adult who is important to them - perhaps a parent, a grandparent, aunt, uncle or older brother or sister. This person can provide the security, encouragement and interest that the child needs to become a successful learner.

Children copy people that they love. They want to be like them and they believe what they say. If an adult shows that reading is important, the child will also be convinced. So the adult should let the child see him or her reading newspapers, magazines, books and letters, so that the child will want to follow the example.

When children are forced to learn they do not succeed.
School becomes a boring place and the child loses the natural love of learning. This is a tragedy - why should a child feel like a failure before she has even started?
- "What kinds of activities will help to prepare the child?"

First, the child needs to practise listening and speaking. All children do this, but we can encourage it by talking to them, even when they are still babies. Singing and story-telling show children that words are fun. They also stimulate their imaginations.
It is important to keep talking to children and to listen to their ideas.

When the child is old enough to understand, the adult can show the child that books also "speak". The child must realize that words printed on a page have the same meanings as the words that we use to talk.

So we can help by looking at books with children and reading stories aloud to them. If a child knows that books contain exciting stories, she will be eager to read the books for herself.

There are other activities we can encourage: drawing, counting and remembering.
- "What about TV? We watch every evening. The children enjoy it and they learn a lot".

Yes, TV teaches children a lot, but we must not let them overdo it. It can be harmful to a young child's eyes.

Also, TV should not take up all the time that we spend with our children. There are more important things to do, such as talking, playing and looking at books together.

Children learn when they are active, so they should not just watch a screen.

Take time to talk to your children about what they see on TV. This helps them to develop their understanding.
- "Do children need special toys and equipment?"

No, special toys are not necessary. Children enjoy playing with all kinds of things: sand, water, clay, stones, pots, pans and cardboard boxes.

Their games help them to learn about the world. They start to understand shapes, colours and sizes and how things fit together.

This helps them to notice things and ask questions. They are building up their knowledge and experience.

But children do need to have books around them, to look at, and talk about. We will discuss this in the next section.
Education working group meets for in-depth talks

THE multiparty joint working group on education met for the fourth time in Johannesburg this weekend to continue thrashing out solutions to the education crisis.

Members of the ANC, Azapo, government and other educationists continued their in-depth talks on Friday night and all-day on Saturday.

The 10-member group is working on laying the basis for a broader, more representative negotiating forum on a new education system for SA and short-term problems such as classroom shortages.

These issues were highlighted in a memorandum handed to President PW de Klerk by a delegation led by ANC deputy president Nelson Mandela at the end of January.

The working group was established as a result of this action. This weekend nobody would divulge details of what progress had been made at the meeting.

Last week Education and Training Minister Stoffel van der Merwe said the group had so far "generated a lot of paper" and expected to report back to De Klerk and Mandela in the next few months.
TV is answer, says top teacher

Staff Reporter

The head of The Star Schools, William Smith, has been voted South Africa's most innovative teacher of 1991.

The award, given by Technology and sponsored by Barlow Rand, was open to all high school teachers. It was presented to Mr. Smith on Friday night after a six-month selection process by a panel of judges drawn from Pretoria University, various education departments and the private sector.

The R50 000 prize money was awarded to Mr. Smith because of his "exceptional talents in the classroom and innovations in education."

Mr. Smith's most innovative educational development was the pioneering of a world-first TV studio. This unique facility enables educational television programmes to be produced at 5 percent of the normal costs and is believed to be the key to education in South Africa.

Mr. Smith told the gathering that television education was the only practical avenue open to South Africa in educating its people.

He said South Africa needed a bold new approach to an "almost insurmountable problem."

"If we took all the money currently available for primary, secondary, and tertiary education and used it to educate all youngsters, it would run out during their Std 4 year."

"Despite the obvious problems with television education, it is the only way we can go and we are ready to do so at no cost to the SABC, the taxpayer, or the student," Mr. Smith added.

His prize money would go towards the making of more educational TV programmes.
End apartheid at schools,
De Beer urges

If whites did not heed hospital apartheid, why in Heaven's name was it necessary to insult the majority of the population by maintaining school apartheid for the two or three years it would take until it was abolished, Democratic Party leader Dr Zach de Beer asked in the House of Assembly yesterday.

Speaking in debate on the budget vote of the chairman of the Ministers' Council, he said that, to their credit, the State President and the National Party had crossed their Rubicon and declared themselves committed to abolishing apartheid.

"Then, why oh why can they not implement their decision with some grace and enthusiasm?"

He asked why, if the same Minister could run national health and white health, the same Minister could not run national and white education.

The DP accepted fully that the present Constitution had to remain until it could be replaced by a new one.

But it did not agree that it was impossible to amend it so that the concept of own affairs gradually disappeared.

He wanted the NP to say if it wanted own affairs to continue or not. — Sapa.
INTERPELLATION

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

Education; general affairs

1. The LEADER OF THE OFFICIAL OPPORTION asked the Minister of National Education:

(1) Whether, in view of the opening of educational institutions to all races, the Government will change primary, secondary and tertiary education from own to general affairs; if not, why not;

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

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THE MINISTER OF NATIONAL EDUCATION: Mr Chairman, the hon the Leader of the Official Opposition has asked me whether the Government will change primary, secondary and tertiary education from own to general affairs. I seem to recollect that in a previous interpellation in this House I said that this was not going to be done. It is not possible to change the present education dispensation in this country without changing the Constitution of the Republic of South Africa. In terms of section 14 of the Republic of South Africa Constitution Act, read with paragraph 2 of Schedule 1 to that Act, education at all levels is an own affair subject to any general law in relation to norms and standards for financing, salaries and conditions of employment of staff and norms and standards for syllabuses and examinations.

Those are dealt with on a general level by the Department of National Education.

However, changing primary, secondary and tertiary education from own affairs to general affairs, would entail a large-scale amendment of the Republic of South Africa Constitution Act. I would like to assure the hon the Leader of the Official Opposition that no such step is being contemplated outside the context of full-scale constitutional negotiations. It would be highly

and totally undemocratic for the Government to change the present education system unilaterally and with immediate effect, since it is inextricably linked to the present Constitution.

A new education system must come. The hon the State President has already said that there would be changes in education in the future. However, such changes have to become part and parcel of a new constitutional dispensation, and that will be the result of peaceful negotiations between all parties who have a legitimate interest in education. The Minister of Education and Culture in the House of Assembly announced in his speech on 24 April that technical colleges and teachers’ training colleges would be given the authority to decide on the admission of students to their institutions. [Time expired.]

THE LEADER OF THE OFFICIAL OPPORTION: Mr Chairman, I would like to place on record that I originally addressed this interpellation to the hon the State President himself. Of course, he has a very busy schedule.

All I am asking the Government to do, is to recognise that as far as our classrooms in tertiary institutions, technicons and universities are concerned, the de facto situation must be changed to a de jure situation. Here I want to refer to the statement made by the hon the Minister of Constitutional Development. According to a Press report on 3 February this year, after the second historic announcement made by the hon the State President on 2 February, he said that the only place in which apartheid would remain in this country, was within the confines of the tricameral Parliament.

Outside the tricameral Parliament, the pillars on which own affairs stand will crumble. The Population Registration Act and the group areas legislation will most certainly be repealed. Therefore, having failed to make internal adjustments within the tricameral Parliament, the Government is not only placing itself in a vulnerable position, but also compromising the position of those who have the responsibility to administer these own affairs education systems at the political level. Other hon members will deal with the changing scenario in our schools. This came about because the House of Representatives and the House of Delegates, through their respective Minister and Ministers’ Councils, have not taken the decision to open their schools to all race groups.

However, I do not want to deal with what the House of Assembly has done. Nevertheless, compared to the situation in the past, the House of Assembly has also made drastic changes. It is only appropriate to take the universities in this country as examples. If one takes the yardstick used to measure what is own affairs and what general affairs, one sees that, even in respect of hospital services, certain hospitals were classified as general affairs and others as own affairs. Can we really say that certain of our institutions are own affairs, notwithstanding the fact that there is a constitutional obstacle to that? All we are asking, is for all the organisations outside to say apartheid has gone. The only place apartheid will remain, is within the terms of the present Constitution. Let us take this slowly.

What have I been asking for is the amalgamation of education departments. [Time expired.]

Mr P DDEVAN: Mr Chairman, I want to express a few thoughts on this subject. I am reconciled to the declaration made by the hon the State President that education will become a national matter and will be treated on a national basis in due course. As in the case of the other statements he has made, I do not expect the hon the State President to go back on his promise.

I must express a word of warning towards the authorities—no matter who they are and whether they are Black, White or Brown—that education is not a physical instrument and should not be treated as such. One cannot change the educational process today or tomorrow. It is a process that will take a certain period of time. Otherwise, instead of achieving positive results, we can dislocate education and cause more harm, hardship and disillusion which all of us will regret.

I am pleased that there is already reasonable evidence of departments having brought about change on their own, even before the legislation in the country has been changed. This goes for the Indian, the Coloured and also the White community, and most of all for the Black community, who have been the victims in the majority of cases. The other day we worked on a Bill and changed it to the extent of opening universities to all population groups. The old quota system has been eradicated. We are pleased that that has come about in the case of the universities and I am sure that it will happen in the case of technicons as well.

I would like to address the hon the Minister on the issue of getting a more equitable basis of funding. Funding should be on a pro rata basis and the sooner the gap is closed, the better.

[Time expired.]

Mr K PANDAY: Mr Chairman, it is common knowledge that primary education in this country is an own affair according to the norm which determines whether an institution is classified under general or own affairs. One can say with certainty that all our universities and most of our technicons are non-racial and that the racial character, which was characteristic of South Africa, has now disappeared. Thanks be to God for having brought about a change in the hearts of those who are the rulers of the day. However, it would be foolish for these institutions to be classified under any one particular race group.

Schools are also becoming mixed and their exclusive racial character is being changed. Furthermore, the much hated Group Areas Act and the inhuman Population Registration Act are being repealed. People will no longer be regarded as Indians, Blacks, Whites or Coloureds, hence it is imperative for the Government to move these educational institutions from the own affairs schedule to general affairs. This move would be in keeping with the spirit of change and also with the present time.

The University of Durban-Westville, which until about five years ago was exclusively for Indian students, has now changed. The total number is now 7,402 of which 4,502 are Indians whereas 2,379 are Blacks, 355 are Whites and 166 are
Coloureds. Very soon the majority of the students at this university will be Black. There can be a great upheaval if that institution remains under the control of the hon the Minister of Education and Culture of this House.

Mr P NAI DOO: Mr Chairman, if it is accepted that the birth of a new South Africa is a process and not an event, then changes to apartheid-inspired structures should occur in tandem with the process. Postponing vital changes until the formalisation of the process will merely result in an accumulation of problems.

The restructuring of the administration of the country's education structures will be a clear indication that progress towards a new South Africa need not be held up by the interminable search for a negotiated political settlement. In taking steps such as this, the Government provides evidence that it is breaking with the apartheid past and is entirely committed to change. Education is one of the spheres in which there has been a gross distortion in the spending of public money and there should be no illusions about the problems any future administration will face in eliminating these backlogs.

Education offers scope for the changes contemplated in this interpellation. However, the Government should be alert to the dangers of making far-reaching decisions on its own. It would be wise to offer places on its policy advice committees to all major groups so that the changes have the widest possible support. Persisting with the notion that education is an own affair will merely hinder attempts by the Government to normalise our educational institutions. By initiating changes now, we will succeed in depoliticising education.

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, I want the hon the Minister to take a message to the hon the State President. The stubborn attitude of the Government in its refusal to adjust apartheid structures within the triameral Parliament, is going to have very far-reaching political consequences. The implications are that the Government is providing certain forces outside Parliament with the ammunition they require to destroy the political movements that have chosen to use the institutions of Parliament in the programme for peaceful evolution in this country.

I accept that there are practical difficulties. As the hon the State President said during his Vote, there was a change in attitude regarding a super Cabinet. The hon the State President went soft on it. What I am appealing for today—I know the hon the Minister does not have the authority to respond—is for him to convey this message to the hon the State President on this issue alone. I request the Government to go soft on this issue. [Time expired.]

The MINISTER OF NATIONAL EDUCATION: Mr Chairman, I want to say again that changes will be made. The hon the State President has said so. It will come. However, it has to come as the result of negotiations in which those parties outside Parliament, that the hon the Leader of the Official Opposition referred to, will also have an opportunity of taking part. I think that is democratic. I think it is correct and fair.

It is because we have set our minds on this course of action, that the whole of South Africa will be represented around the table, negotiating a future for South Africa. It is also there that we shall decide about a new structure. I suggest it is presumptuous of us within the triameral system to sit down to devise a new system for the RSA.

It is presumptuous of us to determine the future. I suggest that we take the honourable and royal path, the democratic path, of entering into these negotiations and coming up with a new system in due course.

Debate concluded.

QUESTIONS

Indicates translated version.

For oral reply:

General Affairs:

Carnage on roads: penalty points

Mr M F CASSIM asked the Minister of Transport:

(1) Whether his Department has conducted any research into the system of penalty points employed in certain countries in an attempt to reduce the carnage on roads; if not, why not; if so, with what results;

(2) whether he intends introducing such a system or any other measures with a view to reducing the number of instances of excessive speeding and of traffic rules being disregarded on our roads; if not, why not; if so, (a) what measures and (b) when;

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

The MINISTER OF TRANSPORT:

(1) Yes, the Department of Transport has appointed the Council for Scientific and Industrial Research (CSIR) to research the penalty points systems in use in countries such as the Republic of Germany and the United States of America, with the objective to compile such a system which will take local conditions in the RSA into account. The results of this research are expected to be made available during the latter half of 1991.

(2) Yes, the intention is to introduce a penalty points system to all vehicles and drivers, in addition to goods vehicles, their drivers and operators as envisaged in the White Paper on National Transport Policy.

(a) The Road Traffic Act, 1989 (Act 29 of 1989) already makes provision for the Minister of Transport to prescribe, by regulation, the content of registers to be maintained by various authorities.

(b) The introduction of the National Traffic Information System (NaTIS) will enable the administration of the penalty points system, together with the recording of collisions and outstanding offences, in the case of untraceable offenders. The NaTIS will also allow a law enforcement officer direct access from the roadside to the traffic offence record of a driver, inter alia for the identification and possible apprehension of a previously untraceable offender at the time of committing a further offence.

The DEPUTY MINISTER OF JUSTICE:

(1) No. The investigation is in the final stages. An investigating team of the South African Police is in the process of finalising certain instructions.

(2) No. The Attorney-General, Grahamstown indicates that it is anticipated that a decision concerning any possible prosecution will be reached within the next few weeks.

High cost of medicine: report

Mr M RAJAB asked the Minister of National Health:

(1) Whether she or her Department has received a report on a investigation undertaken by the late Minister for Administration and Economic Co-ordination into the high cost of medicine; if so, what are the findings and recommendations contained in the report;

The DEPUTY MINISTER OF NATIONAL HEALTH:

(1) Whether she or her Department has received a report on an investigation undertaken by the late Minister for Administration and Economic Co-ordination into the high cost of medicine; if so, what are the findings and recommendations contained in the report;
to be released from their posts at the end of this year, it will be a travesty of justice and this hon Minister will have to be censured for that, because the pre-primary phase, as my colleague, the hon member for Pinetown, and the hon the Minister himself have said, will grow in importance in this country. It will not diminish. Its importance is absolutely critical.

Mr R M BURROWS: Mr Chairman, I just want to refer to the hon the Minister of Finance's Budget speech, in which he quoted an investigation which had identified the really vulnerable segments of South African society. The first two listed were pre-school children and children in the age group six to twelve. He provided an additional R220 million for that particular group. This hon Minister and the other education Ministers must go and knock on that door again about pre-schooling. [Interjections.]

One must also take into account the fact that at that stage, in 1986, it was perfectly obvious that the hon the Minister of Education and Culture had not read the report entitled Providing Services for Pre-school Children in South Africa, which deals with catering to every child for one pre-school year and the fact that we have to have a structured pre-primary schooling environment. The fact that it is not compulsory at the moment does not mean that it will not become compulsory in the future.

What we should be looking at is using every single resource, human, voluntary or charitable, to get pre-schooling going. As far as the developing countries of the world and the World Bank recommendations are concerned, they do not say money has to be put into universities. They say it has to be put into pre-primary and primary schooling. Do we not believe the World Bank? [Time expired.]

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, allow me to begin by saying that I have taken cognizance of the fact that the hon member for Potgietersrus also made a contribution. [Interjections.]

I wish to say only the following in respect of the hon member for Durban North and pre-primary education and the problems in Natal. It is true that in the past we also had the provincial councils which made a contribution to education from their budget. In the case of Natal, too, a considerable contribution came from the budget of the provincial council. They made a much larger contribution in respect of their pre-primary education than the other provinces did.

In 1984 we came forward with the new dispensation, and the standpoint was that justice should be done to the four provinces as far as possible. The province of Natal, therefore, by virtue of its budget, should provide education without receiving additional funds. On that basis it is necessary that special work be done in this connection in Natal, which at present has an oversupply in comparison with that of the other provinces. Unfortunately, there is nothing we can do about that.

I thank the hon member for Pinetown for his support in saying this is an extremely important facet and that we should talk to the hon the Minister of Finance. We also need the support of this hon Minister—not that he is not sympathetic with regard to the problem, but the fact is that he has to keep a very careful eye on his purse. The crux of the matter is that we do not have sufficient funds for that purpose.

I want to conclude by saying that the idea of bringing in the five years, possibly in a bridging period, is a very sound idea which is receiving attention. It is possible that we may move in that direction, but I think we should await the recommendations contained in the educational strategy.

Debate concluded.

QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

Retrenched/redundant teachers

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

Whether teachers retrenched or made redundant are eligible for appointment to other teaching posts after having been appointed successfully; if not, why not; if so, under what conditions?

The MINISTER OF EDUCATION AND CULTURE:

Yes, the conditions contained in the "Regulations relating to the Appointment and Conditions of Service of Teachers employed at Departmental Institutions" promulgated under the Education Affairs Act (House of Assembly), 1985.

Mr K M ANDREW: Mr Chairman, arising from the hon the Minister's reply, I should like to ask him whether there is any time delay after a teacher has been made redundant or retrenched before that teacher becomes eligible or potentially eligible for a new appointment.

The MINISTER: No, definitely not.

Rembrandt Park Primary: vote for models

2. Mr D J DALLING asked the Minister of Education and Culture:

(1) Whether the Rembrandt Park Primary School recently held a poll of parents to vote for one of the proposed models for the admission of pupils of all races; if so, (a) on what date, (b) what percentage poll was recorded and (c) what was the result of the poll;

(2) whether he has authorised the school to proceed on the basis of the said result; if not, why not; if so, with effect from what date may the school proceed on this basis?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) 13 March 1991,

(b) 95.21%,

(c) 90.82% in favour of Model B;

(2) yes, with effect from 16 April 1991.

The MINISTER OF EDUCATION AND CULTURE:

1. Whether management councils of schools may employ teaching and other staff over and above the number of staff allowed and paid by the State; if not, why not, if so, what conditions pertain to such employment;

2. whether such teachers may be remunerated at rates different from those pertaining to persons paid by the State; if not, why not, if so,

3. whether any conditions have been laid down regarding the remuneration to be paid by a management council; if not, why not; if so, what conditions;

4. whether he will make a statement on the matter.

The MINISTER OF EDUCATION AND CULTURE:

(1) No. However, although such practice is not currently approved policy, the Department is aware that at certain schools such appointments have been made. At present all aspects of the matter are being
looked into with a view to reformulating policy in this regard;
(2) and (3) where such appointments have been made, service conditions are laid down in a contract between the management council and the teacher;
(4) no.

Mr R M BURROWS: Mr Chairman, arising from the hon the Minister’s reply, could he give us an indication as to when he is likely to formulate the recommendations to legalise or end the existing situation? [Interjections.]

The MINISTER: Mr Chairman, as soon as possible! [Interjections.] The reason for my saying as soon as possible is that I cannot tell the hon member that it will happen on this or that date.

The important matter is that I think we should look into it in depth, because it is not good enough for us to say on our part that we do not have money, and when the community is prepared to pump in additional money, to tell them again that they cannot do it. I want to inform the House immediately that it is not that simple, because the question is whose responsibility that education is, if disciplinary steps have to be taken. Must the Department take those steps, or who must do it? There is the question of the pension. Who contributes towards the pension? There is also the medical fund and so on. Therefore it looks simple to do it, but it is not that simple. [Interjections.] This does not remove the fact that we must look at this in depth, and therefore I want to tell the hon member that it is not possible to furnish an exact date. We shall look at it as soon as possible.

Closure of schools

*4. Mr R M BURROWS asked the Minister of Education and Culture:
(1) Whether any schools are to be or have been closed in the first six calendar months of 1991; if so, (a) which schools and (b) when are they to be or were they closed;
(2) how long does a school which is vacant remain under the control of his Department?

B1057E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,
(a) Copperton Primary School 31 January 1991
Golden Valley Primary School 28 February 1991
Verloervele Primary School 30 June 1991
Laerskool Albertsboom 31 January 1991
Laerskool Braklaag 31 March 1991
Laerskool Geluk 21 January 1991
Junior Skool Trap der Jeugd 27 March 1991
Laerskool Jubileum 27 March 1991
Laerskool Meikniwin 30 April 1991
Laerskool Bloedriver 25 April 1991
Afrikaans Junior Prim"itre Skool 30 March 1991
Forest Hill Junior Primary School 30 June 1991
Soutpan Prim"itre Skool 25 January 1991;
(2) It is handed over to the Department of Local Government, Housing and Works, immediately after it is vacated, unless it is required by the Department for other educational purposes.

For written reply:

General Affairs:

Edendale hospital: staff/beds

347. Mr R F HASWELL asked the Minister of National Health:
(1) Whether any of the staff working at the Edendale Hospital in Ntval are paid by her Department; if so, (a) how many and (b) in what categories;
(2) (a) how many beds was this hospital designed to accommodate and (b) (i) how many beds are there in the hospital at present and (ii) in respect of what date is this information furnished;
(3) whether she will make a statement on conditions at the hospital?

B025E

The MINISTER OF NATIONAL HEALTH:

(1) No,
(2) and (3) seeing that the Edendale Hospital falls under the jurisdiction of KwaZulu information cannot be supplied by the Department of National Health and Population Development.

AIDS: statistics

350. Mr L F STOFFBERG asked the Minister of National Health:
(a) How many cases of AIDS were notified in South Africa in 1986, 1987, 1988, 1989 and 1990, respectively and (b) in how many cases in each of these years were the persons concerned (i) White and (ii) non-White?

B924E

The MINISTER OF NATIONAL HEALTH:

(a) Reported South African AIDS cases according to year of diagnosis for the years 1986 to 1990 (Information as at 6 May 1991)

<table>
<thead>
<tr>
<th>Year</th>
<th>AIDS cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986</td>
<td>24</td>
</tr>
<tr>
<td>1987</td>
<td>29</td>
</tr>
<tr>
<td>1988</td>
<td>88</td>
</tr>
<tr>
<td>1989</td>
<td>173</td>
</tr>
<tr>
<td>1990</td>
<td>297</td>
</tr>
<tr>
<td>Total</td>
<td>621</td>
</tr>
</tbody>
</table>

(b) Reported White and non-White AIDS cases according to year of diagnosis for the years 1986 to 1990 (Information as at 6 May 1991)

<table>
<thead>
<tr>
<th>Year</th>
<th>AIDS cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986</td>
<td>(i) 10 White (ii) 137 non-White</td>
</tr>
<tr>
<td>1987</td>
<td>(i) 20 White (ii) 23 non-White</td>
</tr>
<tr>
<td>1988</td>
<td>(i) 23 White (ii) 25 non-White</td>
</tr>
<tr>
<td>1989</td>
<td>(i) 17 White (ii) 62 non-White</td>
</tr>
<tr>
<td>1990</td>
<td>(i) 16 White (ii) 218 non-White</td>
</tr>
<tr>
<td>Total</td>
<td>293</td>
</tr>
</tbody>
</table>

 Own Affairs:

Cape School Board area: school capacity/1991

81. Mr K M ANDREWS asked the Minister of Education and Culture:

(a) What is the (i) capacity of and (ii) enrolment at (aa) schools in the Cape School Board area, in total, and (bb) each such school and (b) in respect of what date in 1991 is this information furnished?

B023E

The MINISTER OF EDUCATION AND CULTURE:

(a) (aa) (i) 46 480.
(ii) 35 857

(b) Batavia Special School 500 245
Bergvlei High School 850 778
Bergvlei Primary School 760 614
Blouberg Primary School 450 256
Camps Bay High School 450 592
Camps Bay Preparatory School 150 79
Camps Bay Primary School 400 211
Cape Town High School 650 326
Cherengom Primary School 400 224
De Gronde Special School 500 463
Ellerton Primary School 350 284
Laerskool Ferndale 350 329
Fish Hoek Middle School 550 418
Fish Hoek Preparatory School 120 165
Fish Hoek Primary School 700 552
Fish Hoek Senior High School 700 485
Gardens Commercial School 500 288
Golden Grove Primary School 650 346
Good Hope Seminary Girls’ High School 450 203
Good Hope Seminary Junior-School 400 238
Greenfield Girls’ Primary School 300 250

B1053E

Houses of Assembly
CABINET AFFAIRS AND NATIONAL PROGRAMS

BILLS 2019-20

A𝔻ԡAppearance and National Programs

BILLS

No. 2

THE MINISTER OF PLANNING AND NATIONAL PROGRAMS

To ask the Minister of Planning and National Programs about the status of the 2019-20 National Budget and its implementation so far.

Mr. Speaker, the 2019-20 National Budget was presented to this House on February 20, 2019, and it was approved by this House on March 12, 2019.

The budget highlights the government's commitment to addressing the challenges facing the country, including poverty, unemployment, and infrastructure development.

The budget allocates funds to various sectors, including education, health, and agriculture, with a focus on improving access to education and healthcare, and promoting agricultural development.

The budget also includes provisions for social protection, including pensions and unemployment benefits, to support vulnerable members of society.

In conclusion, the 2019-20 National Budget represents a significant step forward in the government's efforts to address the challenges facing the country and improve the lives of its citizens.
School system "stays for now''

Political Staff

THE present system of education, based on the apartheid concept of own-affairs, will be kept in place until a new constitution is negotiated," says Minister of National Education Mr. Louie Pienaar.

Speaking in an interpellation in the House of Delegates, he said it was not possible to change the present education dispensation without changing the constitution.

Changing all primary, secondary and tertiary education from own affairs to general affairs would entail a large scale amendment to the Constitution Act.

"No such step is being contemplated outside of the context of full scale constitutional negotiations," Mr. Pienaar said. "It would be undemocratic for the government to change the present education system, which is inextricably linked to the constitution unilaterally and with immediate effect."

The government would like to see the establishment of a broad education negotiation forum where the future of education could be discussed.

"In the meantime the present education system must remain intact."
No race-based schools in new SA

There would be no laws in the new dispensation to prevent a child from registering at any school purely because of his race, Minister of Education and Culture Pieter Botha said in the House of Assembly yesterday.

Speaking during an interpellation debate, he said schools would be provided on the basis of language, Christian values or national character — but no racially exclusive schools.

"Our education system must be based on educational values," he said.

The interpellation was on a question by Andrew Gerber (CP Brits) on whether, after the abolition of the Population Registration Act, the Minister had plans in which white children could be identified to maintain separate schools for whites.

Mr Gerber said the Government had not thought properly about abolishing the Population Registration Act.

"What about children who have never been classified, or those of black diplomats? If one arrives at a school and is not racially classified, on what basis can he be refused admission?" — Sapa.
Education overhaul must wait - Pienaar

It was not possible to change the present education dispensation immediately, Minister of National Education Louis Pienaar said in the House of Delegates yesterday.

Replying in interpellation debate to a question from Amichand Rajbansi (NPP Areas Park) he said it was not possible to change the present education dispensation without changing the Constitution.

"To change primary, secondary and tertiary education from own to general affairs would require a large-scale amendment to the Constitution Act."

No such step was being contemplated outside of constitutional negotiations.

"A new education system must come, but it must come as part and parcel of a new constitution negotiated between all parties. It was only democratic and fair that organisations outside Parliament take part in negotiations."

"The whole of South Africa must be represented around the table. It would be presumptuous of us in the tricameral Parliament to sit and devise a system for a new South Africa."

In the meantime, the present system of education would continue.

Mr Rajbansi said that by refusing to make internal adjustments in the tricameral Parliament, the Government had placed itself, and others concerned with the administration, in a vulnerable position.

Mr Pienaar should convey to the State President that the Government's stubborn attitude of not changing structures would have far-reaching political implications.

They were providing forces outside Parliament with cannon fodder to destroy political movements committed to peaceful change.

Kamal Panday (NPP Reservoir Hills) said the exclusive racial character of schools was being changed. The Population Registration Act and the Group Areas Act were being repealed. It was now imperative to move education from the own affairs schedule to general affairs.

"This would be in keeping with the spirit of change," Mr Panday said. — Sapa.
Sowetan Schools head wins top teachers’ prize

By PHANGISILE MTSHALI

THE head of the Sowetan Schools, Mr William Smith is South Africa’s most innovative teacher of 1991.

Smith walked away with R50 000, South Africa’s highest professional prize at a prestigious banquet held in Pretoria at the weekend.

The competition, sponsored by Barlow Rand, was open to all high school teachers. The prize was awarded to Smith by Technicon after six months of screening by a panel of judges drawn from Pretoria University, various education department and from the private sector.

His most innovative educational development was the pioneering of a world-first TV studio. This unique facility enables educational television programmes to be produced at five percent of the normal costs. It is believed to be key to solving education crisis in South Africa.

Smith told the gathering that television education was the only practical avenue available to educating South Africans.

“If we do not educate, people will be non-productive, there will be no economy and no future for the country,” he said.

“If we took all the money currently available for primary, secondary and tertiary education and used it to educate all youngsters, it would run out during their Standard 4 year,” he said.

Smith said his prize-money would be used for more television programmes “as sponsors are still needed to come forward”.

Focus on 'lost' youth

BEHIND the unrest sweeping the country is a generation of black youth with little education, milita-
tised and brutalised by waves of violence.

The crisis shows signs of deepening and because of this the Joint Enrich-
ment Programme is to host a national conference next month to begin ad-
dressing the plight of South Africa's marginal-
ised youth.

Participants will in-
clude representatives from political, church,
youth, women, labour, ed-
ucation, civic and devel-
opment organisations and embassies.

"We will try to come up with programmes, tak-
ing into account the traumas our youth have been through, the kind of education they have had," JEP president Ms Sheila Sisulu said yesterday.

"Socio-economic and political factors can com-
bine to produce a psycho-
logical alienation.

"The realisation that she/he has been marginalised by society, makes them turn to violence, drugs and criminal behaviour easier. How is this generation to be drawn into main-
stream, productive citizenship?"

The conference will take place from June 7 to 9 at the Alpha Training Centre, Broederstroom. - Sapa.
Advtech hits first slump since listing

The education and training market was badly knocked by the recession, with market leader Advtech reporting its first disappointing year-end results since being listed in 1987.

After growing fivefold in three years, Advtech’s earnings tumbled to 4,6c a share — a third of 1989’s 14,11c.

Dividends were reduced to 1,5c (4,6c).

Advtech chairman Brian Buckham said although earnings slumped, the group had succeeded in its goal of consolidating and strengthening its balance sheet.

Long term liabilities were cut by 52% to R650 000 and the debt equity rate was reduced to below 20%.

He said the group had downsized its operations by reducing staff from 160 to 130 during the year, but the

Recession was worse than the company had expected.

Turnover decreased 11% to R24m (R27m) and operating income dropped 43% to R2,3m.

Higher tax and the cost of introducing new high-tech products onto the market resulted in attributable income dropping 67% to R45 000.

Buckham is confident about the education industry’s future despite last year’s setback.

“In the past, computer-based education was disappointing because the software was not good enough.

“Now the right type of software has been developed and is entering the market.”

Advtech has installed a computer-based education system at the University of the Western Cape, which Buckham hopes will be the first of many such contracts.
Black pupils in class boycott, mass action

TOWNSHIP school pupils have declared a class boycott and programme of mass action from today, claiming the Department of Education and Training (DET) has “drawn the battle lines” by failing to respond to their demands.

The pupils, represented by the Congress of South African Students (Cosas), marched to the DET offices on the Foreshore two weeks ago and presented officials with an ultimatum demanding more schools, teachers, textbooks and equipment.

The Cosas spokesman for the region, Mr Sipho Kussie, said yesterday that the mass action would consist of marches and pickets outside all township schools and DET offices. No tuition would take place, except on May 31 “in defiance of Republic Day.”

A letter received from the DET regional office, dated May 14 and shown to the media yesterday, acknowledged the shortage of classrooms and teachers, but said funds were “just not available in the present budget.”

Referring to the textbook shortage, the DET said many pupils did not return their books at the end of the year.

“Some formula will have to be devised by those who lead our students to help us reduce the losses and to retrieve textbooks which are lying unused in many homes,” the letter said.

The Minister of Education and Training, Dr Stoffel van der Merwe, said more than 15 million books should be in circulation in DET schools in SA — more than enough for present pupils.
Write to win ... Cynthia Hugo (far right) yesterday received a R100 000 donation on behalf of READ from Dr Nthato Motiana (fifth from right), a trustee of the Southern Foundation, to fund a new competition for teachers. Looking on are teachers from various schools in the townships.

Picture: Alf Kumalo

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**R100 000 for 50 READ contestants**

A donation of R100 000 to fund an exciting new competition for teachers was yesterday handed to READ (the Read, Educate and Develop organisation) by Dr Nthato Motiana, a trustee of the Southern Foundation.

Following on the success of an earlier Southern project, READ has gone on to develop several similar read-aloud packs, which provide models of practical language teaching based on a story. The contest, launched yesterday, asks teachers to design their own read-aloud packs.

Workshops will be run to demonstrate to teachers how to design a successful pack. There will be 10 regional prizes of R500 each. The national winning entry will earn its creator R1 000 and will be published.

— Staff Reporter.
SA back in world money markets

The South African Government is continuing to reap substantial international financial benefits from its reform programme.

Only weeks after the European Community lifted sanctions against South African iron and steel, the Government has managed to secure a $50 million refinancing package through international capital markets.

Although the issue, negotiated by Swiss and other European banks, is a relatively small refinancing measure, and does not attract new money to South Africa, it is regarded as a success.

South Africa's re-entry into the international capital market was within weeks of President F W de Klerk's visit to Europe. Bankers were most impressed with Mr de Klerk's performance, Neil Behrmann writes from London.

The refinancing package allows the Government to spread its foreign debt repayments over a longer period, rather than stick to the tight schedule prescribed by creditor banks according to its debt rescheduling agreement with the SA Government.

These measures are also known as debt roll-overs. About half of SA's debt in 1980 was rolled over and a further $1 billion of this year's total $3.1 billion debt is expected to be rolled over.

But the latest refinancing package is significant in that economists believe that previous roll-overs were extended almost exclusively to parastatals, like Eskom and Transnet, and not to the SA Government.

Furthermore the refinancing package was placed on international capital markets, whereas other roll-overs in the main involve the simple extension of the original debt repayments.

While the reform programme has...
US expert warns on education
By GRACE RAPHOLO
UNLESS teachers are trained for multi-cultural education, desegregation will bring racial conflict, the executive director of the American Chamber of Commerce in South Africa has said.
Mr Wayne Mitchell gave the warning at the launch of an educational foundation linked to Amcham's Policy Research Unit.

Trouble
The unit has for the past 16 months been involved in a drive aimed at facilitating the desegregation of public education. Mitchell said the shortage of experienced teachers would mean trouble when more black pupils entered white schools.
Neither provincial authorities nor the Government had attempted to equip teachers with the skills and training necessary to deal with nonracial classes, Mitchell said.
No blocks to registration

No laws in the new dispensation would prevent a child from registering at any school because of race, says Education and Culture Minister Piet Clais. After the abolition of the Population Registration Act, schools will be provided on the basis of language, Christian values or national character—but no racially exclusive schools.
Non-racialism slips in despite obstacles

As the dust settles over the opening of some white schools last year, "own affairs" education is crumbling of its own accord in schools designated Indian and coloured.

Although the trend is an uneven one nationally, and the Coloured Persons Education, Indian Education, Bantu Education and Christian National Education Acts hold the status quo of apartheid education firmly in place, non-racialism is gradually being forged on the ground — particularly in the Cape and Transvaal.

House of Delegates Education Minister Dr Kirsten Rajoo announced in parliament that there were 10 686 African, 4 880 coloured and 29 white pupils in Indian schools, and that one African, 16 coloured and 108 white teachers had been deployed there.

"In so doing, we have impressed upon our Indian pupils that the transformation of South African society into a non-racial, unitary nation is imminent, and we have taken a firm step towards nation building," said Rajoo.

Decisions about admissions, though, have been left very much to individual principals — which means moves towards non-racialism in these schools is based more on whim than policy.

In Lenasia, where more than 750 pupils have been accepted at the six high and 16 primary schools from surrounding squatter camps and townships, the attitude of principals has been described as "cautious but positive".

The approach's a piecemeal one, though. The department still works within a racial framework and principals are placed in an invidious position, as it is they who have to decide.

"Schools can't open their doors to African children in a paternalistic way," said Lenasia Education Forum spokesman Ismail Vadi — also chairman of Lenasia's SA Democratic Teachers' Union branch. "We need a single education department — non-racialism needs to incorporate administration and teaching, as well as pupils."

Difficulties abound — apartheid's legacies still creep into every aspect of learning. The "own affairs" ethos is embedded in the tricameral constitution, and nothing less than holistic restructuring will begin to address the discrepancies in any fundamental way.

At top level, for example, the Group Areas Act may have been abolished, but high schools are obliged to give priority to pupils from "feeder" primary schools in areas still racially populated. Massive demands for placement arise from accommodation shortages in Department of Education and Training (DET) schools — but the need cannot be met.

Undoing the knots is likely to take generations. The philosophy of separate education is cemented in the Republic of South Africa Constitution Act of 1983, which defines the concept of "own affairs". But organically educators and their charges are orientating themselves in small ways towards non-racialism — perhaps forcing constitutional change to happen sooner rather than later.
A NEW multimillion-rand campaign to educate and employ Alexandra youth has been launched in an attempt to reduce Sandton's high crime rate and improve conditions in the township.

The "Education for Employment" programme is a joint venture between Sandton and Alexandra organisations.

It aims to provide job training for the so-called "lost generation" and unemployed adults, improve the township's schools and provide community leaders with management skills.

The AlexSan Kopano Educational Trust, which is organising the project, has launched a worldwide appeal to raise R25m over the next three years.

The trust's committee includes local ANC leader Popo Molefe, former SA Council of Churches education head Sheila Sisulu, Alexandra Health Centre head Tim Wilson, former Toyota MD Colin Adcock, Sandton Civic Foundation members and Alexandra community leaders.

At the project's launch in Sandton last night the trust's director Dave Jackson said the project was an investment in a more peaceful and prosperous way of life. The alternative would be escalating crime and diminishing personal security.
SA gives Swazi scholarships

South Africa has donated R121,000 towards educational scholarships for Swazi students, SA Trade representative Etienne du Toit said this week. Du Toit said R91,000 would be for Swazi students at South African institutions and R30,000 for Swazi community schools.
FW urged

Act now!

WESTERN CAFÉ SCHOOLS CRISIS

Michael Moore

May 2019

The Western Argus, May 25 1991
Enough of factory schools

Black desires for skills denied – Vista academic

By LULAMA LUTI

ALTHOUGH children in the townships are flocking back to school in large numbers, there is still a high drop-out rate and the majority of the children do not stay on beyond lower primary school, according to a leading academic.

This was said by Vista University historian, Professor JS Mohlamme, in an address to students, parents and teachers at a function held at St Ans-gar’s College outside Randburg at the weekend.

Mohlamme said education was an area in which the government had succeeded in devastating black South Africans.

He said that although students blamed the education “factories” and not themselves when they failed, they still experienced a deep personal sense of defeat, apathy, frustration and bitterness.

He said disparities between black and white expenditure on education and teacher training were still entrenched – to the detriment of black pupils.

He said: “As recently as 1984, the government was spending seven times more on a white child than on a black child.”

He said that by 1990 the amount was R3 082 for a white child compared to R764 for a black child — more than four times greater.

At the end of 1985, he said, of the 45 059 teachers employed by the Department of Education and Training, 42 000 were underqualified, and 30 percent of black teachers have yet to pass matric.

He said apartheid education policy had deliberately sought to produce semi-educated blacks who would be suited only for semi-skilled factory labour, while white education was geared at creating an educated management sector.

“South Africa’s first technical high school for Africans in the urban areas, Jabulani Technical High School in Soweto, was built in 1980 – 28 years after the Eislen Commission had recommended the establishment of a poly-technical school for Africans.”

By 1986 there were only two technikons for blacks in the country – the Technikon Northern Transvaal in Soshanguve and the Mangosuthu Technikon at Umlazi in Durban.

Mohlamme said that a yearning for economic participation among blacks has resulted in a need to shift the educational emphasis towards practical skills training and away from academics.

Mohlamme said there was also a need for a radical change in South Africa’s political and economic systems which would see the emancipation of blacks from white subjugation.
Education begins on constituent assembly

THE New Unity Movement on Saturday launched a week of mass education on "a truly democratic constituent assembly," said president Mr Richard Dudley.

The programme started with its launch meeting in Durban and would continue until June 2, he said.

"The week involving the political education of the masses will emphasise the basic advances that must be made by the liberation movement before a truly democratic constituent assembly can be established," Dudley said. - Sapa/William 21/5/1971
Training system needed, says professor

From Page 16

Employers find it easier to interpret the value of the certificates and diplomas.

Professor Mouton foresees the time in the near future when accreditation will be carried out on three levels, namely: the accreditation of the institute; of educational or training courses; of skills or competencies as subsets of educational or training courses.

"A fourth level of accreditation is very important for the credibility of the whole accreditation process," the professor said.

Success

"One possibility is a national accreditation bureau that accredits individual accreditation centres."

The professor believes that for such a body to be successful it should not be a Government institution but one that operates jointly with participation from the formal, informal and private sectors.

"Another possibility," said the professor, "is a body accrediting industry training boards and private bodies."

Although much still needs to be done in establishing accreditation firmly among employers and the public, Professor Mouton said that accreditation would make a meaningful contribution to education and training in the new South Africa in years to come.
CBT 'route to more effective training'

Computer-based training (CBT) is about 40 percent quicker and students learn 30 percent more on computers, which adds up to about 30 percent savings for companies wanting to train their staff, says Professor Reuben Lippert of Pretoria University.

There are various case studies showing cost and time effectiveness of CBT. South African Airways was able to increase its total man-days for training by 170 percent and the Post & Telecommunication Service, using interactive video techniques, was able to save 35 percent, equivalent to R2 million.

Professor Lippert is charged with incorporating CBT into all the facilities at Pretoria University. However, she says it has been the commercial sector that has been quick to see the benefits of CBT rather than the educational sector.

"The commercial sector has more money to invest and has a keener sense of productivity so that shorter learning times impacts more immediately on the business world," she said.

However, in a country that has an educational crisis, a system that allows teachers to pass on more knowledge in a shorter amount of time should be a priority.

Professor Lippert said that she recently canvassed 270 schools in the Transvaal, in which she got a 83 percent response, and 100 percent of the headmasters said they would give preference to teachers with CBT experience.

CBT is also a very good means of instruction for illiterate people who are taught with the aid of a light pen and interact with icons and graphics instead of words.

The professor said that there had been a move on the part of some unions to forego pay increases if the company would contribute towards the education of workers' children. In instances like this CBT can provide an excellent support system to pupils.

Professor Lippert is at the moment editing a book on CBT for educationists.
A multimillion rand programme is being launched to tackle the problems of rampant unemployment and inadequate education in Alexandra township.

The programme, called Education for Employment, is a joint venture involving a coalition of groups from Alexandra and Sandton.

"The programme is a positive attempt to reduce poverty, unemployment and crime in the communities of Sandton and Alexandra," says Holly Luton, chairman of the AlexSan KopaNo Educational Trust, which is organising the initiative.

"We are all concerned about the increasing rate of crime in Sandton, but building higher walls around our properties and installing even more costly security systems really isn't a long-term answer," she says. "The problem has to be tackled at its roots, providing unemployed Alexandra youth an alternative to crime — skills that will enable them to get and keep decent jobs."

The Education for Employment programme has three legs:

- Job training and assistance for the so-called "lost generation" and for unemployed adults, so that they can either find full-time or part-time employment in the formal sector or start their own businesses.
- Improvement of school facilities, teacher training, parental support and student motivation at Alexandra's schools.
- Management training for the leaders of Alexandra's community organisations.

The programme is under the direction of Dave Jackson, an experienced education and development consultant. "Most whites are unaware of the true situation in Alexandra," he says. "It's a city with a population of about 280,000 — no one knows exactly how many people — of whom more than half live in shacks with a single outside tap, bucket toilet and shower shared by between 70 and 80 people." About 47% of the employable adult population is without work and among the youth the figure is far higher.

The organisers of the programme believe the success of the Education for Employment depends as much on the people of Sandton as much as it does on the people of Alexandra.

"It's got to be a joint effort," says Salina Serote, one of the trustees. "Sandton and Alexandra are two parts of a single community. The people of Sandton benefit from the labour the people of Alexandra provide — and they are affected by their problems. That's why we coined the word AlexSan.

"People in Sandton have the money, the expertise and the contacts — the people of Alexandra need their help to enable them to develop long term self-sufficiency."

The programme is estimated to cost more than R28 million over the next three years. Most of the money will go into creating job.

A world-wide fundraising appeal has been launched. The organisers are relying on large corporate donors and foundations in South Africa and abroad to come up with the big donations. However, people of Alexandra are also contributing and the intention is to make the programme increasingly self-sustaining.

"If we're going to make the new SA happen we have got to take a personal responsibility for bringing about change in our community," says Mr. Jackson.

Readers wanting to know more about the campaign or wanting to offer their help should contact Dave Jackson at (011) 783-8130.
Pupils crash in school crisis: with police

STONING TRAFFIC: A mob of Kalynum children run on embankment in the township to throw stones at traffic yesterday.

Traffic yesterday.

Traffic yesterday.
School costs set to rocket

PARENTS have been alerted to brace themselves for the shock of a 100 percent increase in many school and university fees in the next five years.

The Independent Schools Council of South Africa has forecast that fees will double not only at private schools but also at many state high schools by the mid-1990s as inflation and new education systems hit running costs.

National director Mark Henning advised parents: "School budgets need to be planned almost as soon as the next child is born.

"Universal compulsory free primary school education - an excellent idea - will be the top priority as the new educational dispensation emerges.

Forecasts

"Families will have to contribute more for secondary and tertiary education because of inflation and the altered allocation of public funds.

"Our forecasts show that fees at high school and university or technikon level will start to grow by at least 15 percent every year."

At the pinnacle of the pecking order of private schools, boarder fees at Michaelhouse in Natal, in the most exclusive bracket, could rocket from a current R19 000 to a stunning R38 000 a year by the time a new boy reaches matriculation class five years from now.

At St John's College in Johannesburg annual tuition fees for day scholars could jump from a current R7 000 to over R14 000 - with boarder fees climbing from about R13 900 to around R28 000 a year. - Sowetan Correspondent.

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CP, DP object to education Bill

A division was called before the second reading of the Education Affairs Amendment Bill in the House of Assembly yesterday.

Both the Conservative Party and the Democratic Party objected to the Bill, with Schalk Pienaar (CP Potgietersrus) saying it would allow mixed education without Government control.

Roger Burrows (DP Pinetown) said his party opposed the Bill as it gave away Government schools to the most affluent sector of the community.

The people who would have control of the schools could lay down boundaries, based not on race but on financial or other criteria that could discriminate against potential pupils.

The opposition was defeated and the Bill passed by 87 votes to 52. — Sapa.
SA children stifled by lack of nursery school plan

**NECC**

Staff Reporter

CHILDREN are being "stifled" by the government's refusal to implement a comprehensive preschool programme, says the chairman of the National Education Co-ordinating Committee chairman Mr Monde Tulwana.

He was speaking at the new R1,4-million Grassroots Educare Trust building in Athlone, which is officially opened by Archbishop Desmond Tutu.

Mr Tulwana said the trust "serves the cause" of young children by providing "people's education" through training programmes, publications, resource centres and excursions.

"Pre-school education must be understood to be the cornerstone of the education system."

Mr Tulwana said the school crisis was a result of the ineffectiveness of school preparatory education.

A symptom of this was the "high drop-out rate in the lower classes".

There are almost seven million pre-school children of whom 5.5 million of these are educationally, socially and economically disadvantaged. Most live in rural areas.

"The second major influence is the ideological strait-jacket which the child is forced into when entering the education system," Mr Tulwana said.

"Schooling in our country is designed and conducted in a manner which forces the oppressed and exploited children to accept and form part of their own oppression."

"Classroom practices also disempower both teacher and learner from expressing themselves and from learning to inquire and from being critical of both their environment and their learning situation," he said.

"The majority of working class children live in abject poverty and pre-school childcare is most-ly left to grandparents or relatives whose sole concern is to stop the children from making a noise and being a nuisance."

"Much of this experience is frustrating and dangerous for both the minder and the child," said Mr Tulwana.
78% of bursary students pass

STUDENTS awarded bursaries by the SA Institute of Race Relations achieved a 78% pass rate last year.

The institute said yesterday that of its 798 university and technikon bursary holders in 1990, 148 students graduated.

Institute president Helen Suzman said she wanted publicly to congratulate all the institute's bursars on a "fine performance in often difficult circumstances".

Institute bursars attended 17 universities across the country.  

There was only one technikon graduate in 1990, but the number of students attending technikons had risen this year.

Bursary director Dennis Venter said the growing number of the institute's technikon students emphasized recognition that a shift towards technical education was needed in SA.

Science (25%) accounted for the largest proportion of the institute's graduates last year. Then came education 19%, arts 17%, law 12%, para-medical 12%, and engineering 3% -- Sapa.
Lessons in the struggle at the Island university

Winston 30 6(4) 11

For many years, Robben Island was the university of the struggle, and Govan Mbeki one of the tutors. Now his prison writings have been published.

He spoke to MONDLI MAKHANYA

FORTY years after publishing his first book, African National Congress stalwart Govan Mbeki has released his second—a collection of his prison writings.

Learning from Robben Island (David Phillip, R29.99) consists of essays that Mbeki wrote as political education lessons for inmates of Robben Island. The essays range from tributes to fellow Communist Party members Ruth First and Moses Mabhida to tips on race mobilisation and analyses of the “apartheid economy”.

Mbeki’s first book, The Peasant Revolt, written in the early 1950s, dealt with the Pondoland rebellion. Another book, written during his 19 months under banning orders, is due out before the end of the year. Historian Collin Bundy is also writing a biography of Mbeki.

Mbeki was one of the main authors of the syllabus for ANC-aligned prisoners on Robben Island. Explaining the need for formal political education, Mbeki told The Weekly Mail that “there were the comrades who grew up when the ANC had already been banned and they were confused about the relationship between the ANC and the SACP. We decided then that we should draw a syllabus which would deal with the national democratic struggle.”

The syllabus—which ran for three years—was conducted under very difficult conditions. The study material, which took so much energy and time to smuggle into and around the prison, was often confiscated by the prison authorities.

“When they discovered our ‘books’,” says Mbeki, “they would confiscate all our material, which was often all in handwriting. But we were fortunate because we always copied whatever material had been smuggled into jail. Even books of 500 pages were copied.”

Political education on the island took place during hard-labour sessions on the quarry and over the table at mealtimes. The fact that until 1980 newspapers were not permitted on the Island did not hamper prisoners’ ability to accurately comment on the political situation outside.

“We depended on our own ability to analyse the situation and we were also guided by the policy objectives of the ANC,” says Mbeki.

“We also made sure that those who were studying obtained all the books which were rec-
New concept aims to help ‘lost generations’

A network of community colleges may be the missing link in assisting the four to five million people left out in the cold by South Africa’s formal education system.

This was the consensus reached at the weekend conference organised by the Education Foundation — an independent trust committed to an affordable, appropriate education system open to all.

The conference, an attempt to forge a model to educate and train the “lost generations” of school drop-outs, illiterates and students for whom schooling is inaccessible, was attended by a broad range of representatives from non-governmental organisations, education departments, informal institutions, commerce and industry.

Though a comparatively new concept in this country, community colleges have gained widespread acceptances in government, private-sector and extra-parliamentary circles, said Education Foundation director Dr Johan van Zijl. “We’re dealing with an unstoppable dynamic,” he said.

A post-conference press statement defines a community college as “an enterprise venture between at community and the neighbouring commerce and industry, geared to the needs of the immediate community and workplace.”

“The college should be cost-effective,” he said. “It should use existing education and other facilities where possible, stay open for long hours, be flexible in responding to community needs and keep its staff complement small by making use of outside experts to teach.”

It would be a demand-oriented institution providing education, training, entrepreneurial and life skills to people of all ages, with multiple entry and exit points.

There is hope that these “opportunity colleges for the disempowered” could bridge barriers between informal, formal and other levels of education.

“Our elitist tertiary education system, inherited from a British colonial order with its rigid distinctions between high schools, technikons and universities, will dismally fail to meet our requirements for skilled managers, executives and technicians,” said keynote speaker Professor Jayram Reddy, rector of the University of Durban-Westville.

Reddy said the Committee for University Principals was attempting to eliminate unnecessary duplication and use resources rationally. His own dream was to see “the campuses of the universities of Natal, Durban-Westville and Zimbabwe, the local branch of Unisa and possibly later the technical colleges, under one regional umbrella.”

A major expectation is that these new learning centres could redress the “negligible” exposure of African students to maths, science and technology through technical-skills courses accredited by training boards.

The government may be ready to support the concept. The Department of Education and Training and the white Department of Education and Culture have already sent delegations to investigate models abroad and details will be released in the pending Education Renewal Strategy document.

Conference delegates expressed concern, however, that government domination of the process could kill it.

“They felt the state had an obligation to provide education and should be involved, but that communities, non-government organisations and the private sector should drive development,” said the press statement.
GOVERNMENT NOTICES

ADMINISTRATION:
HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 1195
30 May 1991

UNIVERSITIES ACT, 1955
UNIVERSITY OF PRETORIA: AMENDMENT OF STATUTE

The Council of the University of Pretoria has, with the approval of the Minister of Education and Culture, under section 17 (1) of the Universities Act, 1955 (Act No. 61 of 1955), framed the amendment to the Statute set out in the Schedule hereto.

SCHEDULE

1. In this Schedule the expression "the Statute" means the statute published under Government Notice No. R. 2247 of 4 November 1988.

Amendment of paragraph 5

2. Paragraph 5 of the Statute is hereby amended by the addition of the following proviso:

"Provided that when a retiring Vice-chancellor and Principal is reappointed for a period which, together with any previous period(s) of office, does not exceed 10 years, consultation with the Senate is not required."

GOEWEMENTSKENNISGEWINGS

ADMINISTRASIE:
VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 1195
30 Mei 1991

WET OP UNIVERSITEITE, 1955
UNIVERSITEIT VAN PRETORIA: WYSIGING VAN STATUUT

Die Raad van die Universiteit van Pretoria het kragtens artikel 17 (1) van die Wet op Universiteite, 1955 (Wet No. 61 van 1955), met die goedkeuring van die Minister van Onderwys en Kultuur die wysiging aan die Statuut in die Blye hiervan uiteengesit opgestel.

BLYE

1. In hierdie Blye beteken die uitdrukking "die Statuut" die statuut gepubliseer deur die Minister van Onderwys en Kultuur.

Wysiging van paragraaf 5

2. Paragraaf 5 van die Statuut word hierby gewysig deur die toevoeging van die volgende voorbehoedsbepaling:

"Met dien verstande dat wanneer 'n aftredende Vise-kanselier en Rektor weer aangestel word vir 'n termyn wat saam met enige vorige amptsternyn(e) nie 10 jaar oorskry nie, raadpleging met die Senaat nie nodig is nie."

ADMINISTRATION:
HOUSE OF DELEGATES

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 1224
30 May 1991

REGULATIONS UNDER THE INDIANS EDUCATION ACT, 1965 (ACT No. 61 OF 1965)

The Minister of Education and Culture has, under section 31 of the Indians Education Act, 1965 (Act No. 61 of 1965), made the regulations contained in the Schedule hereto.

613—A

ADMINISTRASIE:
RAAD VAN AFGEVAARDIGDES

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 1224
30 Mei 1991

REGULASIES KRAFTENS DIE WET OP ONDERWYS VIER INDIERS, 1965 (WET NO. 61 VAN 1965)

Die Minister van Onderwys en Kultuur het kragtens artikel 31 van die Wet op Onderwys vir Indiërs, 1965 (Wet No. 61 van 1965), die regulasies in die Blye hiervan vervat, uitgevaardig.

13275—1
SCHEDULE

REGULATIONS RELATING TO THE ESTABLISHMENT OF PARENT TEACHER ASSOCIATIONS AT STATE AND STATE-AIDED PRIMARY AND SECONDARY SCHOOLS

ARRANGEMENT OF REGULATIONS

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Definitions

1. In these regulations any word or expression to which a meaning has been assigned in the Act shall have the meaning so assigned thereto and, unless the context otherwise indicates—

"association", in relation to a State or State-aided primary or secondary school, means a parent teacher association established by regulation 2;

"elected member" means a member of an association elected in terms of regulation 3 (1) (b);

"grantee" means the person appointed by the proprietor or governing body of a State-aided school, subject to the approval of the Minister, to receive and administer any subsidy in respect of such school;

"head of education" means the person contemplated in section 2 of the Act;

"parent", in relation to a pupil, includes any guardian and any other person in whose custody the pupil has been lawfully placed;

"principal", in relation to a school, means the head of the school, and includes any person acting in that capacity at the school;

"pupil" means any person admitted to a school in terms of the regulations promulgated under Government Notice No. R. 2753 of 30 November 1990;

"school" means a school referred to in regulation 2;

"secretary" means a person appointed in terms of regulation 15 (b) to perform the secretarial duties relating to the functions of an association;

"the Act" means the Indians Education Act, 1965 (Act No. 61 of 1965).
Establishment of a parent teacher association

2. A parent teacher association is hereby established for every State or State-aided primary or secondary school established or erected, or deemed to have been established or erected, and maintained under section 3 of the Act.

Constitution of a parent teacher association

3. (1) An association shall consist of—

(a) two members of the teaching staff of the school concerned, nominated by the majority of members of the staff of that school;

(b) in the case of a school with an enrolment of less than 100 pupils, three persons, and, in the case of a school with an enrolment of 100 pupils or more, a minimum of three but not more than nine persons, elected in accordance with the provisions of these regulations by parents of pupils attending the school: Provided that the election of persons who are not parents of pupils attending the school shall be restricted to one such person in the case of a school with less than 100 pupils, or to two such persons in the case of a school with 100 pupils or more;

(c) the principal of the school concerned, who shall ex officio be a member of the association of that school; and

(d) in the case of a State-aided school, the grantee of such school, who shall ex officio be a member of the association concerned.

(2) If the required number of persons referred to in subregulation (1) (b) is not elected, the principal shall nominate the remaining number of members of an association from amongst the parents present at the election meeting contemplated in the said subregulation, and the persons so nominated shall be deemed to have been duly elected in terms of these regulations.

Disqualification of members of an association

4. No person shall be appointed a member of an association if—

(a) he is not a South African citizen permanently resident in the Republic;

(b) he is an unrehabilitated insolvent;

(c) he has been convicted of any offence for which he has been sentenced to imprisonment without the option of a fine; or

(d) he is a person who in terms of the Act or any other law has been discharged from his post on account of misconduct or unfitness for his duties or incapacity to perform them efficiently.

Term of office of members of an association and filling of vacancies

5. (1) Subject to the provisions of regulation 6 (2), a member of an association appointed in terms of regulation 3 shall hold office for a period of two years as from the date of his appointment.

(2) If a member of an association ceases to hold office for any reason, the association may, subject to the provisions of regulations 3 and 4, appoint a person in his place for the unexpired period of his term of office.

Instelling van 'n ouer-onderwyservereniging

2. Daar word hierby 'n ouer-onderwyservereniging ingestel vir elke Staats- of Staatsondersteunde primêre of sekondêre skool ingestel of opgerig, of geaig ingestel of opgerig te wees, en in stand gehou kragtens artikel 3 van die Wet.

Samestelling van 'n ouer-onderwyservereniging

3. (1) 'n Vereniging bestaan uit—

(a) twee lede van die onderwyspersoneel van die betrokke skool, genoemme deur die meerderheid van die personeellede van daardie skool;

(b) in die geval van 'n skool met minder as 100 ingeskrewe leerlinge, drie persone, en, in die geval van 'n skool met 100 of meer ingeskrewe leerlinge, 'n minimum van drie maar hoogstens nege persone, verkies in ooreenstemming met die bepaling van hierdie regulasies deur ouers van leerlinge wat die skool bywoon:
Met dien verstande dat die verkiesing van persone wat nie ouers van leerlinge wat die skool bywoon, is nie, beperk word tot een sodanige persoon in die geval van 'n skool met minder as 100 leerlinge, of tot twee sodanige persone in die geval van 'n skool met 100 leerlinge of meer;

(c) die prinsipaal van die betrokke skool, wat amptshawe 'n lid van die vereniging van daardie skool is; en

(d) in die geval van 'n Staatsondersteunde skool, die begiftigde van sodanige skool, wat amptshawe 'n lid van die betrokke vereniging is.

(2) Indien die vereiste getal persone bedoel in subregulasi (1) (b) nie verkies word nie, moet die prinsipaal die oorwydende getal lede van 'n vereniging benoem uit die geledere van die ouers aanwesig op die verkiesingsvergadering beoog in genoemde subregulasi, en die persone aldaar benoem, word geaig behoorlik verkies te wees kragtens hierdie regulasies.

Diskwalifisering van lede van 'n vereniging

4. Geen persoon word as lid van 'n vereniging aangetel nie indien—

(a) hy nie 'n Suid-Afrikaanse burger wat permanent in die Republiek woon, is nie;

(b) hy 'n ongerehaalteerde insolvent is;

(c) hy skuldig bevind is aan 'n oortreding waarvoor hy tot gevangenisstraf sonder die keuse van 'n boete gevonnis is; en

(d) hy 'n persoon is wat kragtens die Wet op enige ander wet uit sy pos ontslaan is weens wangedrag of ongeskilteheid vir sy pligte of onvermoe om hulle op bekwame wyse uit te voer.

Ampstermyn van lede van 'n vereniging en die vul van vakatures

5. (1) Behoudens die bepaling van regulasie 6 (2) bekleek 'n lid van 'n vereniging aangestel kragtens regulasie 3 sy amp vir 'n tydperk van twee jaar vanaf die datum van sy aanstelling.

(2) Indien 'n lid van 'n vereniging om enige rede ophou om sy amp te bekleek, kan die vereniging, behoudens die bepaling van regulasies 3 en 4, 'n persoon in sy plek aanstel ten die onverstrekte tydperk van sy ampstermyn.
Vacating of office by members of an association

6. (1) A member of an association shall vacate his office—

(a) if he becomes subject to any disqualification referred to in regulation 4;

(b) if he becomes of unsound mind and has been so declared by a competent court; or

(c) if he has been absent from more than three consecutive meetings of an association without the permission of the chairman.

(2) The Minister may at any time remove a member of an association from office or dissolve an association as a whole if, in the opinion of the Minister, sound reasons exist for doing so.

Meeting of parents

7. (1) For the purposes of regulation 3 (1) (b), the principal concerned shall—

(a) in the case of existing schools, within one month of the coming into operation of these regulations; or

(b) in the case of a newly established school, within three months of its establishment; or

(c) 14 days prior to the expiry of the term of office referred to in regulation 5 (1); or

(d) within 14 days of the dissolution referred to in regulation 6 (2),

convene an inaugural meeting of parents of pupils attending the school concerned.

(2) The principal shall fix the date, time and place of the meeting referred to in subregulation (1), and shall give all parents of pupils then attending the school, written notice of at least 14 days of the arrangements and purpose of such meeting.

(3) The non-receipt of a notice contemplated in subregulation (2) and the consequent absence of a member from that meeting shall not affect the validity of any proceedings at the meeting to which such notice relates.

Quorum at meetings

8. (1) The number of parents forming a quorum at a meeting referred to in regulation 7 (1) shall, subject to the provisions of subregulation (3), be that number of parents of pupils attending the school concerned which is equal to 20 percent of the total number of such pupils or 25, whichever is the lesser.

(2) If at the time fixed for the commencement of a meeting referred to in regulation 7 (1), a quorum contemplated by subregulation (1) is not present, the principal concerned shall cancel such meeting and, within a period of seven days thereafter, convene a second meeting in terms of regulation 7.

(3) If at the time fixed for the holding of the second meeting referred to in subregulation (2), a quorum contemplated by subregulation (1) is not present, such second meeting shall proceed and the parents present at such second meeting shall be deemed to form a quorum.

Neerlegging van amp deur lede van 'n vereniging

6. (1) 'n Lid van 'n vereniging moet sy amp neerlé—

(a) indien hy onderhewig word aan enige diskwalifikasie in regulasie 4 bedoel;

(b) indien hy geestelik versteur raak en deur 'n bevoegde hof aldus verklaar is; of

(c) indien hy sonder die verlof van die voorstuur afwesig was van meer as drie agtereenvolgende vergaderings van 'n vereniging.

(2) Die Minister kan te eniger tyd 'n lid van 'n vereniging uit sy amp onthof of 'n vereniging as geheel ontbind indien daar na die mening van die Minister grondige redes vir sodanige optrede bestaan.

Vergadering van ouers

7. (1) Vir die doelindes van regulasie 3 (1) (b) moet die betrokke prinsipaal—

(a) in die geval van bestaande skole, binne een maand na die inwerkingtreding van hierdie regulasies; of

(b) in die geval van 'n nuut ingestelde skool, binne drie maande na sy instelling; of

(c) 14 dae voor die verstryking van die ampstermyn bedoel in regulasie 5 (1); of

(d) binne 14 dae na die ontbinding bedoel in regulasie 6 (2),

'n stigtingsvergadering van ouers van leerlinge wat die betrokke skool bywoon, beté.

(2) Die prinsipaal bepaal die datum, tyd en plek van die vergadering in subregulasi 1 (1) bedoel en moet aan alle ouers van leerlinge wat dan die skool bywoon, minstens 14 dae skriftlik kennis gee van die reëlings en doel van sodanige vergadering.

(3) Die nie-ontvangs van 'n kennisgewing beoog in subregulasi 2 (2) en die gevolglike afwezigheid van 'n lid van daardie vergadering raak nie die geldigheid van enige verringte op die vergadering waarop sodanige kennisgewing betrekking het nie.

Kworum op vergaderings

8. (1) Die getal ouers wat 'n kworum uitmaak op 'n vergadering bedoel in regulasie 7 (1) is, behoudens die bepalings van subregulasi 3, die getal ouers van leerlinge wat die betrokke skool bywoon wat gelyk is aan 20 persent van die totale getal sodanige leerlinge of 25, watter ook al die minste is.

(2) Indien 'n kworum beoog in subregulasi 1 (1) op die tyd bepaal vir die aanvrag van 'n vergadering bedoel in regulasie 7 (1) nie aanwesig is nie, stel die betrokke prinsipaal sodanige vergadering af en belé hy binne 'n tydperk van sewe dae vanaf bedoelde tyd 'n tweede vergadering kragtens regulasie 7.

(3) Indien 'n kworum beoog in subregulasi 1 (1) op die tyd bepaal vir die hou van die tweede vergadering bedoel in subregulasi 2 (2) nie aanwesig is nie, gaan sodanige tweede vergadering voort en die ouers wat op sodanige tweede vergadering aanwesig is, word geag 'n kworum uit te maak.
Presiding officer

9. The principal of the school concerned shall preside at every meeting convened in terms of regulation 7.

Nomination of members

10. (1) If, at the time fixed for the holding of a meeting referred to in regulation 7, a quorum is present, the presiding officer shall call upon the parents of pupils attending the school concerned to nominate candidates in accordance with regulation 3 (1) (b) for election as members of an association.

(2) Any candidate nominated for election as a member of an association shall not be considered as having been nominated unless he is proposed by a parent of a pupil attending the school concerned and seconded by another parent of a pupil enrolled at that school.

(3) A candidate for election shall at a meeting be proposed and seconded either orally or in writing on a form signed by the proposer and seconder and delivered to the presiding officer at the meeting.

(4) No candidate shall be regarded as having been duly nominated, unless he consents in writing to such nomination and confirms that he qualifies in terms of regulation 4 to become a member of the association for which he is being nominated as a candidate.

(5) If any candidate nominated for election is not present at the meeting, the consent and confirmation required in terms of subregulation (4) shall be lodged in writing to the presiding officer at the time when he is so nominated.

(6) The presiding officer shall reject the nomination of any person proved to the satisfaction of such officer not to be duly nominated or eligible for election to an association in terms of these regulations, or the nomination of any person in respect of whom the presiding officer, before the commencement of the meeting, receives a written communication signed by such person that he has withdrawn his candidature, and shall thereafter—

(a) publicly announce the names of the candidates whose nominations have been accepted and those whose nominations have been rejected; and

(b) cause the names of the candidates whose nominations have been accepted to be publicly displayed in writing to the persons present at the meeting.

11. If the total number of candidates whose nominations have been accepted by the presiding officer—

(a) is not more than the number of members determined in terms of regulation 3 (1) (b), such candidates shall be deemed to have been duly elected as members of the association concerned without their nominations having been put to a vote; or

(b) is more than the number of members determined in terms of regulation 3 (1) (b), the presiding officer shall call for a poll to determine who shall be elected as members of such association.

Voorsittende beambte


Nominasie van lede

10. (1) Indien 'n kworum op die tyd bepaal vir die hou van 'n vergadering bedoel in regulasie 7 aanwesig is, vra die voorsittende beambte die ouers van leerlinge wat die betrokke skool bywoon om kandidate ooreenkomstig regulasie 3 (1) (b) vir verkiesing as lede van 'n vergadering te nomineer.

(2) 'n Kandidaat genomeer vir verkiesing as lid van 'n vereniging word nie geag genomeer nie wees nie tensy hy voorgestel word deur 'n ouer van 'n leerling wat die betrokke skool bywoon en gesecondeer word deur 'n ander ouer van 'n leerling wat by daardie skool ingeskryf is.

(3) 'n Kandidaat vir verkiesing word op 'n vergadering of mondeling voorgestel en gesecondeer of skriflik op 'n vorm wat deur die voorstelende en sekondent onderteken en op die vergadering aan die voorsittende beambte oorhandig word.

(4) Geen kandidaat word geag behoorlik genomeer te wees nie tensy hy skriflik tot sodanige nominasie toestem en bevestig dat hy kragtens regulasie 4 kwalificeer om 'n lid te word van die vereniging waarvoor hy as kandidaat genomeer word.

(5) Indien enige kandidaat wat vir verkiesing genomeer word, nie op die vergadering aanwesig is nie, moet die toestemming en bevestiging vereis ingevolge subregulasië (4) skriflik by die voorsittende beambte ingediend word op die tydstip waarop hy aldus genomeer word.

(6) Die voorsittende beambte verwerp die nominasie van enige persoon wat volgens bewysye tot tevredeheid van sodanige beambte kragtens hierdie regulasies nie behoorlik genomeer of nie verkiesbaar in 'n vereniging is nie, of die nominasie van enige persoon ten opsigte van wie die voorsittende beambte voor die aanvang van die vergadering 'n skriflike mededeling onderteken deur sodanige persoon ontvang dat hy sy kandidatuur teruggetrek het, en moet daarna—

(a) in die openbaar die name bekendmaak van die kandidate wie se nominasies aanvaar is en van dié wie se nominasies verwerp is; en

(b) die name van die kandidate wie se nominasies aanvaar is, skriflik in die openbaar laat vertoon aan die persone wat op die vergadering aanwesig is.

11. Indien die totale getal kandidate wie se nominasies deur die voorsittende beambte aanvaar is—

(a) nie meer as die getal lede bepaal kragtens regulasie 3 (1) (b) is nie, word sodanige kandidate geag behoorlik verkies te wees as lede van die betrokke vereniging, sonder dat hul nominasies in stemming gebring is; of

(b) meer as die getal lede bepaal kragtens regulasie 3 (1) (b) is, vra die voorsittende beambte 'n stemming om te bepaal wie tot lede van sodanige vereniging verkies moet word.
12. (1) No person who is not a parent of a pupil attending the school concerned may vote at any election for members of an association, and the presiding officer shall make an announcement to that effect when a poll is to be held.

(2) No parent may record more than one vote for any one candidate.

(3) A poll shall be by secret ballot as referred to in regulation 13.

**ELECTION OF MEMBERS**

13. (1) For the purposes of regulation 11 (b), the presiding officer shall provide each parent at the meeting who wishes to vote, with a blank sheet of writing paper on which an official mark or stamp appears, hereinafter referred to as a ballot paper.

(2) Each parent to whom a ballot paper has been issued in terms of subregulation (1) shall—

(a) forthwith record thereon the names of the candidates whose names have been publicly displayed in terms of regulation 10 (6) (b) and shall thereupon record his vote by making a cross on the ballot paper opposite the names of not more than the number of candidates determined in terms of regulation 3 (1) (b) for whom he votes; and

(b) fold the completed ballot paper and hand it to the presiding officer.

(3) After all the completed ballot papers have been received by the presiding officer, he shall, in the presence of every person who is desirous of being present at the counting of votes—

(a) unfold all the ballot papers so that the names of the candidates for whom votes have been recorded, are displayed;

(b) reject all ballot papers—

(i) on which the official mark or stamp referred to in subregulation (1) does not appear; or

(ii) on which more votes are recorded than the number of persons to be elected in terms of regulation 3 (1) (b); or

(iii) which are completed in such a way that in the opinion of the presiding officer it is uncertain for which candidate or candidates a vote was recorded; and

(c) ascertain the result of the poll by counting the number of votes recorded for each candidate.

(4) In the event of a tie, with an equal number of votes polled for two or more candidates, the presiding officer shall decide the matter by lot as follows:

(a) The names of all candidates from among whom a selection is to be made, shall be written on pieces of paper of equal size and of a similar shape and colour.

(b) The pieces of paper contemplated in paragraph (a) shall be displayed to every person who is present at the place where the lot is being conducted and who is desirous of inspecting any or all such pieces of paper. The presiding officer shall thereupon fold every such piece of paper in such a manner that the names thereon are not visible, and shall place every such piece of paper in an empty container.

**STEMMING**

12. (1) Geen persoon wat nie 'n ouer van 'n leerling wat die betrokke skool bywoon, is nie, mag by 'n verkiezing van lede van 'n vereniging stem nie en die voorsittende beampte moet 'n aankondiging te dien effekte doen wanneer 'n stemming gehou word.

(2) Geen ouer mag meer as een keer vir enige bepaalde kandidaat stem nie.

(3) 'n Stemming moet per geheime stembrief se soos bedoel in regulasie 13 wees.

**VERKIESING VAN LEDE**

13. (1) Vir die doeleindees van regulasie 11 (b) voor- sien die voorsittende beampte elke ouer op die vergadering wat wil stëm, van 'n blanko velletjie skryf- papier waarop 'n amptelike merk of stempel verskyn, hierna 'n stembrief genoem.

(2) Elke ouer aan wie 'n stembrief kragtens sub- regulasie (1) uitgereik is, moet—

(a) onverwyld daarop die name aanteken van die kandidate wie se name ingevolge regulasie 10 (6) (b) in die openbaar vertoon is en moet daarna sy stem uitbring deur op die stembriefe 'n kruisie te trek teenoor die name van nie meer nie as die getal kandidate bepaal kragtens regulasie 3 (1) (b) vir wie hy stem; en

(b) die voltooide stembriefe toevou en aan die voor- sittende beampte oorhandig.

(3) Nadat die voorsittende beampte al die voltooide stembriefes ontvang het, moet hy in teenwoordigheid van elke persoon wat by die tel van die stemme aanwesig wil wees—

(a) al die stembriefes oopvou sodat die name van die kandidate vir wie daar stemme uitgebring is, vertoon word;

(b) alle stembriefes verwerp—

(i) waarop die amptelike merk of stempel bedoel in subreguliasie (1) nie verskyn nie; of

(ii) waarop meer stemme uitgebring is as die getal persone wat kragtens regulasie 3 (1) (b) verkie is moet word; of

(iii) wat op so 'n manier voltooi is dat dit dii na die mening van die voorsittende beampte onseker is vir watter kandidaat of kandidate 'n stem uitgebring is; en

(c) die uitslag van die stemming vasstel deur die getal stemme vir elke kandidaat uitgebring, te tel.

(4) In die geval van 'n staking van stemme, met 'n gelyke getal stemme uitgebring vir twee of meer kandi- date, moet die voorsittende beampte die saak deur loting soos volg beslis:

(a) Die name van alle kandidate uit wie 'n keuse getoet word moet word, op stukkies papier van gelyke grootte en van eenderse vorm en kleur geskryf.

(b) Die stukkies papier beoog in paragraaf (a), word vertoon aan elke persoon wat aanwesig is by die plek waar die loting uitgevoer word en wat enige van of al sodanige stukkies papier wil inspekteer. Die voorsit- tende beampte vou daarna elke sodanige stukkie papier op so 'n manier dat die name daarop nie sigbaar is nie en plaas elke sodanige stukkie papier in 'n leë houer.
(c) The presiding officer shall appoint an impartial person to draw from the container such number of pieces of paper as may be necessary to determine the matter in respect of which the lot is being conducted.

(d) The presiding officer shall thereupon shake the container in such a manner as to mix the pieces of paper thoroughly therein and shall hold the container in such a position that the person appointed in terms of paragraph (c) is unable to see the pieces of paper in such container.

(e) The person appointed in terms of paragraph (c) shall thereafter draw a piece of paper from the container and shall, without unfolding such piece of paper, hand it to the presiding officer and shall repeat such action as many times as may be necessary to determine the matter in respect of which the lot is being conducted.

(f) The presiding officer shall unfold each piece of paper drawn in terms of paragraph (e), read out the name or words written thereon and display each such piece of paper to every person who is present at the place where the lot is being conducted and who is desirous of inspecting any or all such pieces of paper.

(g) The candidate or candidates whose names are drawn shall be deemed to have been elected.

(5) As soon as it has been determined which candidates have been elected members of an association, the presiding officer shall—

(a) publicly declare those candidates to be duly elected members of the association;

(b) announce the names of the members nominated in terms of regulation 3 (1) (a);

(c) after consultation with the members of the association concerned, decide on and publicly declare the date, time and place for the first meeting of the association, which date shall not be later than 14 days after the date of inaugural meeting; and

(d) thereupon declare the meeting closed.

14. (1) The presiding officer shall—

(a) place all ballot papers used at the election in envelopes and seal the envelopes; and

(b) forthwith notify the head of education in writing of the names, residential addresses and telephone numbers of the members of the association concerned.

(2) The said ballot papers shall be kept in safe custody at the school concerned for a period of at least two years from the date of the election, and may be scrutinised only on the authority of an order of a court of competent jurisdiction or the head of education.

Chairman and secretary

15. At a first meeting referred to in regulation 13 (5) (c), at which meeting the principal concerned shall preside until a chairman is elected, an association shall—

(a) elect a chairman from its elected members; and

(b) appoint a person, preferably a member of the teaching staff of the school concerned, who is not a member of the association, as secretary without the right to vote.

(c) Die voorsitter se amptlike wys 'n onpartyele persoon aan om uit die houer die getal stukkies papier te trek wat nodig is om die saak ten opsighte waarvan die loting uitgevoer word, te beslis.

(d) Die voorsitter skud daarna die houer op so 'n manier dat die stukkies papier deeglik daarin gemeng word en hou die houer in so 'n posisie dat die persoon kragtens paragraaf (c) aangewys, nie in staat is om die stukkies papier in sodanige hoer te sien nie.

(e) Die persoon aangewys kragtens paragraaf (c) trek daarna 'n stukkie papier uit die houer en oorhandig sodanige stukkie papier, sonder om dit oop te vou, aan die voorsitter en herhaal sodanige handeling soveel keer as wat nodig is om die saak ten opsighte waarvan die loting uitgevoer word, te beslis.

(f) Die voorsitter sou elke stukkie papier ooreenkomstig paragraaf (e) getrek, oop, lees die naam of woorde daarop geskryf, uit en vertoon elke sodanige stukkie papier aan elke persoon wat aanwesig is by die plek waar die loting uitgevoer word en wat enige van of al sodanige stukkies papier wil inspekteer.

(g) Die kandidaat of kandidate wie se name getrek word, word geag verkyes te wees.

(5) sodra daar bepaal is watter kandidate as lede van 'n vereniging verkie is, moet die voorsitterse amptemane—

(a) daardie kandidate so in openbaar as behoorlik verkose lede van die vereniging verklaar;

(b) die name van die lede wat kragtens regulasie 3 (1) genoem is, bekendmaak;

(c) na ooreenkomstig met die lede van die betrokke vereniging, die datum, tyd en plek vir die eerste vergadering van die vereniging bepaal en in die openbaar bekendmaak, welke datum uiterlik 14 dae na die datum van die stigtingsvergadering is; en

(d) daarna die vergadering gesluit verklaar.

14. (1) Die voorsitter se amptemane moet—

(a) alle stembrieë wat by die verkiezing gebruik is, in koevoete plaas en die koevoete verseël; en

(b) onverwyl die onderwyssof skriflik verwittig van die name, woonadressse en telefoonnommers van die lede van die betrokke vereniging.

(2) Genoemde stembrieë moet by die betrokke skool in veilige bewaring gehou word vir 'n tydperk van minstens twee jaar vanaf die verkiegingsdatum en mag slegs op geslag van 'n bevel van 'n hof met jurisdictie of die onderwyssof ondersoek word.

Voorsitter en sekretaris

15. Op 'n eerste vergadering in regulasie 13 (5) (c) bedoel, op welke vergadering die betrokke prinsep siaal moet voorsit totdat 'n voorsitter verkies is, moet 'n vergadering—

(a) 'n voorsitter uit sy verkose lede kies; en

(b) 'n persoon, verkieslik 'n lid van die onderwys personeel van die betrokke skool, wat nie 'n lid van die vereniging is nie, aanstel as sekretaris sonder die reg om te stem.
Frequency of meetings and meeting procedures

16. (1) An association shall meet for the dispatch of business as often as may be necessary, but not less than once every school term.

(2) The chairman may at any time convene a special meeting of an association to be held at such time and place as he may determine.

(3) Half of the members of an association plus one member shall constitute a quorum for a meeting of the association.

(4) If the chairman is absent from any meeting of an association the members present shall elect a person from among the elected members to preside at that meeting.

(5) A decision of a majority of the members of an association present at a meeting of the association shall constitute a decision of the association, and, in the event of an equality of votes on any matter, the person presiding at the meeting in question shall have a casting vote in addition to his derivative vote.

(6) Any decision taken by an association or any act performed under authority of the association shall not be invalidated merely by reason of—

(a) a vacancy on the association; or

(b) the fact that any person not entitled to sit as a member of the association sat as such a member at the time when the decision was taken or the act was authorised, provided the decision was taken or the act was authorised by the majority of the members of the association present at such time and who were entitled to sit as members.

Minutes of meetings

17. The secretary shall within 14 days of the date of any meeting of an association, submit a copy of the minutes of that meeting to the head of education.

Powers, duties and functions of an association

18. For the purpose of promoting a school as a community, educational and cultural centre, an association may—

(a) encourage community participation in all activities undertaken by the school;

(b) become involved in setting goals for the school and work in consultation with the principal and his staff to achieve such goals; provided that such involvement shall not be so construed as to authorise an association to be directly involved with the day-to-day administration and control of the school or with the exercise and performance of the powers, duties and functions of a member of the staff of the school;

(c) become involved in structuring meaningful youth activities in order to discourage antisocial behaviour;

(d) act as a consultative committee in situations where pupils attending the school are discontented;

Frekwensie van vergaderings en vergaderingsprosedures

16. (1) 'n Vereniging vergader vir die verrigting van sake so dinkwels as wat nodig is, maar minstens een keer per skoolkwaartaal.

(2) Die voorsitter kan te eniger tyd 'n spesiale vergadering van 'n vereniging belê wat op die tyd en plek wat hy bepaal, gehou moet word.

(3) Die helfte van die lede van 'n vereniging plus een lid maak 'n kworum vir 'n vergadering van die vereniging uit.

(4) Indien die voorsitter afwesig is van 'n vergadering van 'n vereniging, moet die lede wat aanwezig is, uit die geledere van die verkose lede 'n persoon kies om op daardie vergadering voor te sit.

(5) 'n Besluit van 'n meerderheid van die lede van 'n vereniging aanwesig op 'n vergadering van die vereniging maak 'n besluit van die vereniging uit, en in die geval van 'n staking van stemme oor enige saak het die persoon wat op die betrokke vergadering voorsit 'n silisissende stem benewens sy gewone stem.

(6) Enige besluit geneem deur 'n vereniging of enige handeling uitgevoer op gesag van die vereniging word nie ongeldig gemaak nie bloot as gevolg van—

(a) 'n vakature in die vereniging; of

(b) die feit dat 'n persoon wat nie daarop geregist is om as lid van die vereniging te sit nie, as so 'n lid gis het toe die besluit geneem is of die handeling gemagtig is, mits die besluit geneem of die handeling gemagtig is deur die meerderheid van die lede van die vereniging wat toe aanwezig was en daarop geregist was om as lede te sit.

Notules van vergaderings

17. Die sekretaris moet binne 14 dae na die datum van enige vergadering van 'n vereniging 'n afskrif van die notule van daardie vergadering aan die onderwyshoof voorlê.

Bevoegdhede, pligte en werksaamhede van 'n vereniging

18. Ten einde 'n skool as 'n gemeenskaps-, opvoedkundige en kulturele sentrum te bevorder, kan 'n vereniging—

(a) gemeenskapsdeelname aan alle bedrywighede deur die skool onderneem, aanmoedig;

(b) betrokke raak by die stel van doelwitte vir die skool en in ooreenkomst met die principes en sy personeel werk om sodanige doelwitte te verweeselklik: Met dien verstande dat sodanige betrokkenheid nie so uitgelê word nie dat dit 'n vereniging magtry om regstreeks betrokke te wees by die dag-tot-dag-administrasie van en beheer oor die skool of by die uitoefening en verrigting van die bevoegdhede, pligte en werksaamhede van 'n lid van die personeel van die skool;

(c) betrokke raak by die struktuurering van sinvolle jeugbedrywighede ten einde antisosiale gedrag te ontmoedig;

(d) optree as 'n raadgewende komitee in situasies wat leerlinge wat die skool bywoon, ontevrede is;
(e) assist the coaching of extracurricular activities at the school;

(f) advise the principal on job opportunities for school-leavers;

(g) assist in the organising of school functions; and

(h) assist members of the teaching staff of the school in securing accommodation within close proximity to the school.

(2) An association may make recommendations to the principal of the school concerned with regard to—

(a) the use of school property after normal school hours;

(b) the wearing of school uniforms by pupils attending the school;

(c) the daily opening and closing times of the school within the official duration of a school day;

(d) the extramural activities of the school;

(e) codes of conduct for pupils attending the school;

(f) the admission of pupils to the school or hostel;

(g) the establishment of part-time or continuation or adult classes as the school;

(h) the curricular and co-curricular activities of the school;

(i) the determination of the school calender;

(j) the choice of guest speakers for all school functions; and

(k) the establishment and maintenance of a tuckshop at the school.

(3) An association shall—

(a) regularly ascertain, in conjunction with the principal, the condition of the school buildings, grounds, furniture and equipment and submit an annual report in this regard to the head of education;

(b) subject to the provisions of the Fund Raising Act, 1978 (Act No. 107 of 1978), assist the school to raise moneys for the benefit of a school fund established in terms of the regulations relating to the administration and control of school funds;

(c) investigate cases of pupils for whom school attendance is compulsory in terms of section 23 of the Act and who fail to attend the school regularly, and make recommendations to the principal in connection with the steps to be taken;

(d) at the request of the principal investigate and report upon serious disciplinary cases concerning pupils of the school; and

(e) at the request of the principal investigate and report upon the financial and other circumstances of any family in respect of one or more of whose members application has been made for financial assistance in terms of the provisions of the regulations in regard to the granting of financial and other material assistance to pupils and students.
(4) An association may make rules not inconsistent with these regulations relating to—
(a) leave of absence of members of the association;
(b) the appointment of subcommittees;
(c) joint meetings with other associations;
(d) any other matter considered necessary or desirable for the proper exercise and performance of the powers, duties and functions conferred and imposed on it by or under these regulations; and
(e) the co-option of persons to serve as members of the association: Provided that such persons shall have no voting rights.

Allowances
19. No allowances shall be payable to any member of an association for the performance of duties connected with the association.

Repeal and commencement

(2) These regulations shall come into operation on 3 June 1991.

DEPARTMENT OF AGRICULTURE

No. R. 1210 30 May 1991

LIQUOR PRODUCTS ACT, 1989
(Act No. 60 of 1989)

LIMITATION ON THE USE OF CERTAIN PARTICULARS IN CONNECTION WITH THE SALE OF LIQUOR PRODUCTS: AMENDMENT

I, Jacob de Villiers, Minister of Agriculture, acting under section 11(4) of the Liquor Products Act, 1989 (Act No. 60 of 1989), hereby amend the Schedule to Government Notice No. R. 1432 of 29 June 1990 to the extent set out in the Schedule.

J. DE VILLIERS,
Minister of Agriculture.

SCHEDULE

Government Notice No. R. 1432 of 29 June 1990 is hereby amended by the addition of the following clause to the Schedule thereto:

"Reservation with regard to the abbreviation 'W.O.'

4. Unless authorised thereto in terms of a scheme, no person shall in connection with the sale of wine use the abbreviation 'W.O.' or any word, expression or abbreviation that so resembles the said abbreviation that it will deceive or is likely to deceive."

DEPARTEMENT VAN LANDBOU

No. R. 1210 30 Mei 1991

WET OP DRANKPRODUKTE, 1989
(Wet No. 60 van 1989)

BEPERKING OP DIE GEBRUIK VAN SEKERE BE- SONDERHEDERE IN VERBAND MET DIE VERKOOP VAN DRANKPRODUKTE: WYSIGING

Ek, Jacob de Villiers, Minister van Landbou, handelende kragtens artikel 11(4) van die Wet op Drankprodukte, 1989 (Wet No. 60 van 1989), wysig hierby Goewermentskennisgewing No. R. 1432 van 29 Junie 1990 in die mate in die Bylae uitegesit.

J. DE VILLIERS,
Minister van Landbou.

BYLAE

Goewermentskennisgewing No. R. 1432 van 29 Junie 1990 word hiermee gewysig deur die volgende klausule by die Bylae daartoe by te voeg:

"Voorbehoud met betrekking tot die afkorting 'W.O.'

4. Tensy ingevolge 'n skema daartoe gemagtig, mag niemand in verbond met die verkoop van wyn die afkorting 'W.O.' of enige woord, uitdrukking of afkorting wat in so 'n mate met genoemde afkorting ooreenkom dat dit sal mislei of waarskynlik kan mislei, gebruik nie."
PUPIL-TEACHER RATIOS

EDUCATION and Culture Minister Piet Clase told parliament recently that pupil-teacher ratios in the various education departments were as follows for 1989: House of Assembly — 1:17.6; House of Representatives — 1:23.3; Education and Training — 1:36.3; and "self-governing" territories — 1:41.

[Signature]
30/5/91 - L R 91
Complaints close school for disabled

ACTIVITIES have been suspended at a Sovieto school for the physically disabled because teachers fear for their lives.

The JC Merkin School for the Disabled — a state-subsidised special school owned by the Association for the Physically Disabled (APD) — was closed indefinitely last Wednesday after complaints by parents and pupils of ill-treatment, poor facilities, teaching and food, and demands that senior staff be dismissed.

Community organisations — including the South African Democratic Teachers' Union (Sadtu), the Congress of SA Students and the Sovieto Education Crisis Committee — have held placard demonstrations outside the school.

Sadtu spokesman Oupa Mpeota told The Weekly Mail the school's governing body had not responded to memoranda outlining their grievances.

But APD director Guy Houghton denied that any written representations had been made, and said the school had been closed at the request of teachers, who complained of harassment and intimidation.

"Pupils are using this opportunity to defy their teachers, and the teachers fear for their safety," he said.

Negotiations are under way to resolve the deadlock. At full strength, the school accommodates 190 pupils, whose ages range from seven to 23.
PRISONER OF CONSCIENCE
POLLSMOOR political prisoner Moyoile Douglas Tyutyu (56) has been exempted from the current hunger strike because of his age. Tyutyu is from Port Elizabeth, and is serving a 25-year sentence for treason, terrorism, possession of arms, and presenting a false travel document, lawyers say. All his co-accused have been released.

LOCAL GOVERNMENT
TRANSVAAL administrator Danie Hough announced this week he was extending the life of 31 black local authorities by only two months, because it was possible joint local government administrations would be established.

HOUSING SHORTAGE
MINISTER of Planning, Provincial Affairs and National Housing Herman Kriel said in parliament recently that the government aimed to provide shelter for all South Africans by the year 2,000. He said there was a shortfall of an estimated 756 986 houses for blacks, excluding the "self-governing" territories, at the end of 1990. The provincial breakdown of the shortage was: Transvaal — 323 848 houses; Natal — 180 000; Orange Free State — 68 378; and the Cape province — 184 760.

TOURISM
FOREIGN tourists brought a record R2,47-billion into South Africa last year — 16 percent more than in 1989, according to the SA Tourism Board's 1990 report. Arrivals totalled 1,02-million people — a 1,6 percent increase over the previous year. Of these, 51,4 percent came from African countries and 48,6 percent from abroad. The United Kingdom and Germany were the main sources of tourism.

PUPIL:TEACHER RATIOS
EDUCATION and Culture Minister Piet Clase told parliament recently that pupil:teacher ratios in the various education departments were as follows for 1989: House of Assembly — 1:17,6; House of Representatives — 1:23,5; Education and Training — 1:36,3; and "self-governing" territories — 1:41.

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King Luthuli Centre brings hope to youth

An institution similar to the [Martin Luther] King Centre in Atlanta, United States of America, is shaping up in South Africa. The institution, King Luthuli Transformation Centre (KTLC), is situated in Bramfointein, Johannesburg. The four-year-old centre is the brainchild and initiative of former South African Council of Churches (SACC) youth secretary, Rev Joseph Tshawaye.

Tshawane told PUPILS FORUM that he developed the initiative to start the centre after discovering that due to various social factors, youth had lost hope in the future. This left them with no option but to resort to finding quick solutions to their frustrations and problems, according to the prelate.

He said the first programme he introduced at the centre was Discover, Develop and Expose (DDE). Through this programme, Tshawaye said, he aimed to tap the talent among young people, develop it and make it reach out to help the individual and the entire community.

"The programme combines the anger of the young people as a result of apartheid, the achievements they can still make within the system and the contribution they can make to reverse the system through their talent," said Tshawane.

This programme was also designed to counter the government's "Win Hearts and Minds" (Wham) campaign of the 1980's, said Tshawane.

Several youth activities, such as sports, music, dance and arts, were developed - almost identical to the Wham campaign - the only difference being that the KTLC programme was to empower the children.

Also due to the country's education crisis, the centre has decided to introduce tutoring for standard 10 pupils. The classes are held on Saturdays in the form of workshops where pupils share their views with the tutors.

Depending on the availability of resources, Tshawane said, the centre could develop into a youth leadership college.

He said the centre was currently establishing its own library with donations of books from several overseas universities.

The centre also runs a yearly essay competition for students. The winner of last year's competition, Portia Mishali of Pinville in Soweto, will receive her award shortly.

Mishali and her runner-up will visit the King Centre in Atlanta.
School language change mooted

Legislation has been introduced in Parliament which will transfer the responsibility for the medium of instruction in black schools from the State to parents and the community.

The Education and Training Amendment Bill sought to change the policy on the medium of instruction in certain standards and remove uncertainty about who was responsible for school health services. Minister of Education and Training Dr Stoffel van der Merwe said:

The implications of the changes are:

- A transfer of responsibility for the medium of instruction from the State to parents.
- To recognise the right of parents to decide fundamental education matters themselves.

"In the past, paternalistic choices were often made on behalf of the parents of the communities."

This had prejudiced Afrikaans because it had been forced on pupils, Dr van der Merwe said.

DET schoolchildren were taught in their mother tongue until Std 2, whereafter the parents usually chose English for their children.

"The abrupt transition to a new medium of instruction in Std 3 has, however, serious educational disadvantages..." During the transition, learners have limited proficiency in their new medium of instruction and the learning process is usually seriously hampered in the remaining school years."

Research had shown that an earlier, more gradual change-over to another medium of instruction was desirable and that the change-over should take place gradually in selected subjects.

Regarding health services to schools, Dr van der Merwe said the provinces should act in their own right in the future.

- Sapa.
New school language policy

By ANTHONY JOHNSON
Political Correspondent

THE government plans to introduce a policy in which parents will have a greater say concerning the medium of instruction at schools, the Minister of Education and Training, Dr Stoffel van der Merwe, said yesterday.

Present policy dictates that pupils receive mother-tongue instruction from Sub A to the end of Std 2, thereafter parents could decide whether the medium of instruction should remain mother tongue, or be in either Afrikaans or English.

This has resulted in most black schools switching abruptly to a new medium of instruction in Std 3, with “serious educational disadvantages”.

Speaking during the debate on the Education and Training Amendment Bill in Parliament, Dr Van der Merwe said the legislation would allow for mother-tongue instruction during the introductory phase, followed by a more gradual transition to English or Afrikaans.

It was also possible that English or Afrikaans could be the medium of instruction from Sub A.

Dr Van der Merwe emphasised that the proposed amendments in no way altered the existing possibility that parents could select the mother tongue as medium of instruction for their children up to Std 10.

He added that any fear that may exist among parents that the use of English as a medium of instruction in schools would undermine the development of African languages was unfounded.

What the new system envisaged was the transfer of the responsibility for the choice of language medium from the state to parents, he said.

Dr Van der Merwe said the new system raised various possibilities:

• The changeover to a new medium of instruction could take place earlier and more gradually, allowing for considerable educational advantages over the abrupt transition model.
• All subjects need not change over simultaneously, so that the pupil could gradually cope with the effects of the transition.
• Some subjects could be taught throughout (from Sub A to Std 10) in the mother tongue, while other subjects could be taught through the medium of an official language.

“The possibility is not excluded that learners may receive instruction in all their subjects through the medium of their mother tongue, throughout the duration of their school career.”

Dr Van der Merwe noted that the new system had important implications for teacher training which would have to be adapted to ensure its successful implementation.
in war of words
Pasco and Cosas
EDUCATION — GENERAL

1991

JUNE.
Reports
EDWARD MOLOINYANE
and DENNIS CRUYWAGEN

Weekend Argus Reporters

The black education timebomb has been ticking with renewed urgency since the beginning of the year - and the frustration, that has been building up, for years, is starting to explode in new anger.

Most recently this has manifested itself in the "mass action campaign" for the Department of Education and Training (DST) to act on the problems in black education.

This annual demonstration of black students - the Spectra campaign - was called on pupils to return to school this year. Thousands of pupils in primary and secondary schools, landlords and doctors have not been accommodated as schools burnt at the seams.

The DST also failed to provide libraries and libraries to be used as classrooms to cope with the numbers promised and promised to provide equipment as soon as the number of pupils was known.

Ironically, the tables and libraries in most cases gathered dust for years due to lack of equipment and books.

The teachers' goals began sounding by the end of the first term Principals had, as usual, submitted requisitions for textbooks, furniture, stationery and teachers last April reported that nothing was forthcoming.

The education summit led by the ANC's Mr Nkosazana Dlamini and President De Klerk in Pretoria in March renewed some hope. It seemed that at least the immediate issues - textbooks, desks, stationery and additional teachers - could be resolved. But these hopes were in vain, it seemed.

This brings into question the real meaning of democracy in South Africa, where only the rich get books and new desks, while the poor are left to scrawl on blackboards because textbooks were non-existent.

And so frustration sets in.

As the "culture of learning" began to lose direction, teachers - some not having been paid since the beginning of the year - decided to go in deputations to the DST. But they failed to produce results.

Matters came to a head after the DST claimed that rapid urbanisation had aggravated matters, and that lack of funds prevented budgeting for more teachers.

The Regional office of the DST also claimed that textbooks were ordered in Pretoria only after requisitions from all centres in the country had come in.

At least 700 pupils sat on the floor because there were no desks, and already over-worked teachers had to write notes on blackboards because textbooks were non-existent.

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FRUSTRATION MOUNTS IN CAPE SCHOOLS

□ DESERTED: The "culture of learning" is disintegrating as township schools embark on a mass action campaign.

□ INCOMPLETE: The lab, above, at Mandela High is still without vital equipment.
Back-to-school protest fails

Staff Reporter

MOST black schools in the Peninsula were deserted yesterday in spite of a Congress of South African Students (Cosas) call to return to classes yesterday in defiance of the Republic Day holiday.

A handful of pupils at two schools in Guguletu said they were either there to "collect books" or in support of the Cosas call.

The call followed last week's Peninsula-wide classroom boycott called by Cosas in a protest aimed at the Department of Education and Training (DET).

They say the DET was responsible for gross overcrowding of students at schools and for massive shortages of books and teachers.

A Cape Times tour of the townships yesterday showed most schools to be closed and deserted.

Pan Africanist Student Organisation (Paso) national deputy president Mr Junior Talwe said members throughout the Peninsula had been summoned to attend a Guguletu prayer meeting in protest at countrywide violence.

Paso members were not attending school yesterday, he said.

Mr Talwe said his organisation had "nothing to do" with last week's Cosas stayaway campaign which he described as "counter-productive and causing suffering among our youth."

SAPA reported from Johannesburg yesterday that the planned Republic Day defiance campaign called by militant students and teachers appeared to have fallen flat.
Paso comes out of the shadows

FOR a time it has lived in the shadow of the older and more established Congress of South African Students, but in recent weeks the Paa Africanist Students Organisation of Azania has made its voice heard in student politics.

Formed in 1969, and regarded as the student wing of the PAC, Paso is seen to be much more militant than Cosas.

And it could be that this reputation for militance was one of the reasons why some of the blame for the recent student unrest in Khayelitsha has been put at its feet.

Paso's national deputy president Mr Junior Taliwe said this week that the ideological differences between the ANC and PAC was being replayed on a smaller canvas in student politics.

In Azania we have two liberation movements, the PAC and the Chartists. Our schools have been divided into two camps. Those who believe in Africanism will be accommodated in our structures.

He defined an Africanist as "a person indigenous to the soil" and anyone who identified with the aspirations of the people of Africa.

Whites could be regarded as Africans as well.

Nationally the ANC and PAC are talking about forming a patriotic front. But Mr Taliwe claimed no official consultations were taking place between Paso and Cosas.

He dismissed allegations that Paso was anti-white. "We believe there's only one race the human race. We don't believe people are black, coloured, Indian or white."

The PAC has dissociated itself from the slogan "One settler, one bullet".

Mr Taliwe said: "The Azanian People's Liberation Army use this slogan in the battlefield. Because we are Aplu inside, we feel we should use the slogan, even if it has been discredited by the PAC."

"But it does not mean we are fighting settlers. We are reminding them they must return our land...then there will be no settlers and bullets."

He rejected allegations that Paso had been involved in the recent unrest in Khayelitsha or that members had been seen making petrol bombs, as alleged in a newspaper report.

"That is untrue."

Allegations were also made that Paso students had gone looking for white teachers to "fix the settlers."

"That's untrue because card-carrying Paso members are not party to the directionless and unexplained programme of Cosas. I was surprised to read Paso was out to attack white teachers."

Paso was concerned that some qualified African teachers were jobless.

"Our African brothers who are qualified must be employed by the Department of Education and Training. They should not be roaming our locations' streets."

ANC have in mind, would be possible if more political tolerance was displayed in the ground, he said.

Colour is not important to Cosas, he added.

Colour not an issue

"We can't run away from the fact that we are a non-racial organisation. To us colour is not important. We have so-called whites in our regional executive committee and we are represented at some white schools."

Cosas does not adhere to the slogan of "One settler, one bullet" and neither is it involved in any witch-hunt against white teachers.

"White teachers are members of the non-racial South African Democratic Teachers Union and uphold the organisation's principles. So we have no problems with them."

"But we say that we have many qualified teachers sitting without jobs in the townships. The Department of Education and Training and Training must employ them."

Cosas' plan of action has drawn fire from some quarters and youths have been criticised for stoning vehicles.

"We are discussing this with Paso. We have found that people who are not members of either organisation are doing these things. Afterwards they claim that they are involved with Paso or Cosas. We are discussing how to avoid this because we don't want any conflict."

He said students were angry that nothing had been done to improve conditions at schools.

"We've reached the middle of the year, but we are not ready for our mid-year exams. The DET must take note that our grievances have not been met. The conditions are not conducive to schooling. The DET must change them.

Politically, Cosas shares the views of the ANC. It wants a non-racial, non-sexist, non-discriminatory democracy in a free and united South Africa.
Community colleges can help SA’s disadvantaged students

COMMUNITY colleges are recognised in the United States as institutions primarily designed to meet the educational needs of the community in which they are situated.

Programmes offered have direct relevance to individual needs and those of local business and the community. They are there to serve students who are traditionally disadvantaged and disempowered.

Community colleges offer programmes in five areas of activity:

- The first is the college division which deals with more traditional academic aspects of study. It admits students to two-year “associate” degrees in arts and science, after which students either go on to work or transfer to traditional tertiary institutions.

Accessible

The colleges meet a number of needs: conventional degree courses at universities are more selective in their intake and the weaker students find admission to community colleges easier.

Community colleges are neighborhood institutions, so residence costs are not incurred; and the cost per student is much lower than the cost incurred at university.

However, and most importantly, programmes at these colleges have been developed in consultation with universities to ensure recognition and accreditation at tertiary institutions.

SILAS ZUMA writes about community colleges in the light of the new government educational plan

In the South African context this must be a most appealing possibility given the growing pressures on tertiary institutions and the specific problem of admission and costs.

Universities could continue as centres of excellence while the needs of growing numbers of the disadvantaged could be tackled by community colleges.

- The second division is that of vocational technical education, in which the entire range of technical and vocational courses demanded by the environment in which the community college is located is offered.

These courses are characterised by a high degree of flexibility in course content and a high degree of interaction between labour unions active in the occupation in question, management of that industry and the academics teaching the courses.

It takes little imagination to consider the effect the wide-spread introduction of this concept would have in South Africa.

The private sector has long complained about the lack of technical and vocational skills and the question must be whether it would rise to the occasion and become actively involved in such training.

- The third division is remedial or development education. This aspect of the work of community colleges aims at giving adults who had poor previous encounters with the formal school system a “second chance”, as well as providing recreational and non-formal education.

Community colleges admit students with a wide range of entrance levels and provide courses on the entire range of adult education in the formal and non-formal sectors.

The need for a second chance may arise if a person has left the formal system functionally illiterate in the worst case, or if the student has not achieved a level of education with which the working world can be successfully negotiated.

- The community college programme offers students a chance to gain a high school education, enabling them to go on to secondary education if they wish.

- Community education is the fourth division of the community college and provides non-credit courses ranging from adult literacy, health education, computer literacy and home economics to leadership.

The colleges make their facilities accessible to the communities in which they are located and utilise existing buildings and resources. The teaching staff also make their skills available to these communities.

- The fifth division is that of continuing professional education, in which those who are already employed are given in-service training of some kind. The community colleges also provide for in-service training programmes in both the private and the public sector.

Flexible

The community college principle raises vital questions for South Africa. Given its flexibility and specific level of response to community and socio-economic needs, it suggests itself as an appropriate new tier in the local education system in the future.

Its introduction would require the co-operation of the state, communities, the formal education system including tertiary institutions — and the private sector. But everyone stands to benefit from community colleges — not least, the millions of young South Africans who presently have nowhere else to go.

The questions is, can this country afford not to introduce the community college system — and soon?

Silas Zuma is the director of projects and planning of the Education Foundation. He has recently returned from a month’s study tour of the US.
Ten years of good advice to students

By LULAMA LUTI

THE Career Centre in Soweto, which opened its doors to the public in December 1981, celebrates its 10th anniversary this year and is growing in leaps and bounds.

An expansion programme is already underway and construction of bigger and better facilities has begun. The new building will include a computer laboratory, counselling rooms, additional classrooms, offices and a community hall.

The centre’s executive director, Dan Monyemore, told City Press the expansion programme was a vote of confidence in the centre by both the business sector and the community.

Established to provide career and guidance counselling to students, the career centre has since initiated various other programmes which are coordinated by its eight-member staff.

Early in 1989 the centre established the Sebolelo Mohajane Bursary Fund in honour of former executive director and top educationist Sebolelo Mohajane, who died in a car accident in 1988.

The fund is managed by a board of trustees appointed by the centre’s 14 board members.

“Our focus since inception has been to empower young people through professional career counselling to enable them to make informed choices and to recognise their role in the community,” said Monyemore.

The centre’s post-matric project received a major boost this week when the South African Permanent Building Society presented the institution with a R15 000 cheque.

Monyemore said the aim of the eight-month project was to bridge the gap between school and tertiary education or employment. It also serves to enhance and increase the students’ chances of success after high school.

Monyemore said the corporate and business sectors had an important role to play in the provision of resources in black education.

“The corporate world has a tremendous responsibility in the creation of a new social order. We are entering a new era and much as we may disagree on how that is to come about, it is a fact that every one of us has an important role to play.

“We have companies out there who have the ability to do it and we hope to persuade them to recognise they have a responsibility to the communities that serve them.”

Human resources manager at the Perm, Dave Symons, said the donation was in line with his company’s national social responsibility programme.

“At the moment we are exploring avenues for future contribution and we have already identified education as a broad field where our participation will mean a great deal.

“By helping in the post-matric project we hope to be able to help pupils who have not had the chance of knowing what is involved in commerce and industry while they were growing up.”
Master plan to educate all in SA

By Peter Prebble

This is a very good place

The requirement for education is increasing. The government's education policy is to expand access to education. The plan is to provide education for all children from primary to tertiary level. The government is committed to increasing the number of schools and improving the quality of education. The plan also includes the provision of free education to all children.

The demand for education is increasing, and the government is trying to meet this demand. The plan includes the expansion of infrastructure, the recruitment of teachers, and the provision of educational materials. The government is also looking into the possibility of providing education through distance learning.

The government is committed to providing education for all children. The plan includes the provision of education for children from primary to tertiary level. The government is also looking into the possibility of providing education through distance learning.

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FREE SCHOOLS FOR EVERYONE

If academic freedom is preserved, the universities...
Major reform possible

Proposed

Teacher training and assistance are also

Education and Training

The document proposes a greater use of

Secondary education in "vocational"

Day education

The program of public sector

Education and Training

The document focuses on the role of

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The program of public sector
Govt gets black mark in the classroom

As apartheid falls by the wayside in other areas, in education it continues to stifle change despite the urgent need for drastic overhauls.  
MARK SUZMAN and PHIL MOLEFE report.

WHILE President de Klerk appears to have made bold political moves as part of his reform package, the same cannot be said about his record in dealing with education.  
Education remains the one major area that has not made significant progress towards nonracialism.  
Government spokesmen have stated there will be no room for discrimination in schools in the new dispensation, but they have not spelt out what form a new education system should take.  
Discrepancies in education spending and the provision of resources between black and white pupils are as wide as ever and the Government seems unable to deal with the crisis.  
Educationists and politicians right across the spectrum agree that the current system, with its 18 education departments still firmly ensnared in the legacies of Bantu Education, has to be changed.  
This realisation is strengthened by the fact that without a properly constituted education system, there will be no economic resurgence in a new South Africa. Skilled people and facilities are indispensable ingredients for economic success.  
Critics claim that the Government's education policy is characterised by bureaucratic miscommunication, inefficiency and incompetence.  
Despite a chronic shortage of schools and teachers in the black community, the Government has continued to pursue a policy of "rationalisation".  
According to Minister of Education and Culture in the House of Assembly Piet Claise, there are 164,000 empty places at white schools.  
There are only 5,360 blacks currently at white schools - a fraction of the more than 10 million black children of school-going age in the country.  
Mr Claise told Parliament in April that 12 white teachers' training colleges were nearly half empty, with vacancies for another 4,393 students.  
And although students of all races can now be admitted to these colleges and technikons, no finance has been provided to make this policy possible.  
This anomaly has become particularly apparent in Natal, where more than 600 teaching posts, ranging from pre-primary to high school, are at stake - and it is feared that a further 1,500 posts will go next year.  
According to the Natal Teachers Society (NTS), 500,000 children between the ages of six and 14 are not at school in the Natal/KwaZulu region, which means 33,000 teachers are needed if these children were to receive any education.  
"The NTS reiterates its conviction that all colleges of education are essential to provide the vast number of teachers who would be necessary in the new nonracial South Africa," asserts NTS president Ian Corbishley.  
Last week, the Joint Education Committee of the Durban Metropolitan Chamber of Commerce and the Natal Chamber of Industries requested an urgent interview with the State President to discuss the imminent replacement of teachers and closure of Natal schools.  
The bodies have set out a number of proposals to safeguard Natal/KwaZulu's educational resources.  
These called for the Government to:  
- Declare a moratorium on the closure of schools and the dismissal of teachers.  
- Make available schools earmarked for closure to all those without educational facilities.  
- Urgently set up a national education forum to develop strategies for maximum use of educational resources.  
The Government responds by saying it is waiting for the recommendations of the Education Renewal Strategy, set up by the Department of National Education.  
The report, due to be made public tomorrow, is expected to call for a unified national education system.  
At the same time, the joint working group set up between a delegation led by ANC deputy president Nelson Mandela, which met the State President in February, and various Ministers of education and their officials is working on the crisis.  
Nevertheless, the underlying fact remains that the education debate is not simply an abstract dialogue. Practical education reform on the ground remains an issue of paramount importance to South Africa.  
And if it is not properly addressed, the political and economic consequences could be disastrous.
Education plan shifts emphasis to technikons

Political Staff

A major new plan for education — including free and compulsory primary schooling and a radical shift towards technical training — has been welcomed by the government.

The proposals are made in an "education renewal strategy" drawn up over the last 15 months by a team of experts led by National Education Director-General Dr Johan Gerbers.

The recommendations include:

- "Formative education" which concentrates on reading, writing and arithmetic and aims to make all pupils literate and numerate by the age of 13;
- A much greater emphasis on technical education with higher entrance qualifications for universities and incentives for pupils to choose a technical education stream after completing the first seven years of formative education.

The strategy document is to be published this week. Senior government sources said yesterday that although it was not an official policy document, it reflected government thinking.

"This is a very good piece of work," a senior source said. "It comes at a very good time when we are on the verge of trying to get something off the ground to get education going."

Some of its proposals would probably be implemented immediately while the more dramatic proposals would first have to be negotiated, the source said.

The Democratic Party expressed disappointment that the plan apparently did not recommend the interim restructuring of education under a single ministry, as expected.

The thinking seems to be that this should not happen until a new constitution has been negotiated.

DP education spokesman Mr Roger Burrows said he had expected the strategy to recommend one ministry with sub-regions controlling all schools, and a more open admissions policy.

"We shall have to see when it is published this week."

The basis or the strategy is that a Third World country like South Africa cannot afford free education beyond Standard 5.

After that children should choose from three streams:

- The existing academic stream, which they would have to pay for;
- A more practical education in technical colleges, which the State would pay for or subsidise;
- Or going straight into career training but with State recognition for on-the-job training.

Universities should be rationalised to avoid duplication of subjects and university entrance standards would be raised to encourage pupils to study at technikons, which would offer some subjects now offered at university.
Praise from race body for high pass rate

Not everything was bleak on the black education scene in South Africa last year despite the turbulence and violence in the country, says the SA Institute of Race Relations (SAIRR).

The institute said in a statement on Wednesday that last year students awarded bursaries by it achieved a 78 percent pass rate.

Of the institute's 798 university and technikon bursary holders in 1990, 148 students graduated. Twenty of these had continued as post-graduate bursars this year, while other bursars were continuing their studies in second and third year.

The president of the SA Institute of Race Relations, Helen Suzman, said she wanted publicly to congratulate all the institute's bursars on a "fine performance".

Institute bursars attended a total of 17 universities across the country.

The SAIRR said there was only one technikon graduate in 1990, but the number of students attending technikons had risen significantly this year. Altogether 32 new technikon bursary awards had been made for 1991, the highest since the inception of the institute's bursary programme, which brought the total to 78 technikon students, 44 of whom were continuing students.

Shift

Dennis Venter, bursary director of the institute, said the growing number of its technikon students emphasised recognition by the institute and its donors that a shift towards technical education was needed in South Africa to generate the skills required for employment.

Mr Venter said sponsors of the bursary programme had made additional funds available for more students to attend technikons. The comparatively recent opening up of technikons to all races would greatly facilitate black technical education, he said.

Science (25 percent) accounted for the largest proportion of the institute's graduates last year, the institute said, with education (19), arts (17), law (12), para-medical (12), and engineering the lowest at three percent.

The SAIRR will be accepting applications for bursaries from July for people wishing to study in 1992. The closing date is October 31.

Contact: Moira Campbell
Tel: (011) 403 3600
THE Government plans to offer seven years of free and compulsory schooling to every child in the country.

The plan, dubbed the "Educational Renewal Strategy", is the product of 15 months of thorough investigation by a team of experts headed by the Director-General of National Education, Mr Johan Garbers.

The plan is to be unveiled tomorrow, according to a Sunday newspaper. A main feature of the proposal is reportedly its emphasis on technical training rather than academic teaching.

The proposals will come up for discussion by all political parties and will be implemented in stages once consensus has been reached.

By THEMBA MOLEFE

But the Azanian Students Movement yesterday called the plan "politically bankrupt".

Publicity secretary Mr Sipho Maseko said: "The so-called revolutionary reform plan does not in any way address itself to the crisis in education - from primary school to tertiary level - with a black perspective."

"The proposals contained therein fall short of overall demands by black students."

The proposals include:

* Free and compulsory education for all South African children up to Standard 5. At present schooling for black children is free but not compulsory, while for whites it is compulsory but not necessarily free.
* "Formative education" which will be centred on a core syllabus of reading, writing and arithmetic and:
* A system which aims at producing functionally literate and numerate children by the age of 13.

The Government proposes that after Standard 5, pupils will be offered the option of three streams.

The first would be similar to the existing "academic" stream which parents would have to pay for; the second would entail a more career-oriented education and the third would allow 13-year-olds to move directly into career training.

Children would be able to switch from one stream to another.

University entrance requirements would be tightened, more technikons would be built and there would be a streamlining of courses offered at universities.
‘Get back to school’, parents order children

By VUYO BAVUMA
Staff Reporter

ANGRY Khayelitsha parents have told pupils to abandon their three-week “mass action programme” and go back to school.

Some parents have accused their children of being “negative” towards education and have scolded them for boycotting classes unilaterally without proper consultation.

They want the pupils to return to classes and to consult parent-teacher-pupil associations and the National Education Co-ordinating Committee before formulating new strategies for fighting the Department of Education and Training about the crisis in township education.

The high school boycott, spearheaded by the Congress of South African Students, has led to widespread violence throughout Peninsula townships and to the death of a pupil. Several children have been injured in clashes with police.

Last night the Khayelitsha branch of Cosas called a meeting of pupils, parents and teachers.

Parents were asked to support the “mass action programme launched in response to, among other things, the DET’s failure to supply enough textbooks, teachers and school facilities.”

But parents were unsympathetic — and bluntly told pupils to go back to school.

Some parents said the children should write the mid-year exams due to start this week.

Pupils had refused to write the exams as part of the action programme, saying they were ill-prepared because of problems in schools.

Parents said they believed the action programme had been undemocratically planned.

The meeting decided that Cosas should immediately meet parent-teacher associations to discuss ending the programme. After that, the pupils, the NECC and PTSA should formulate “a democratic strategy” to fight the DET.

Two members of Cosas apologised to parents for their “mistake” in not consulting them before implementing the action programme.

One parent said: “I do not like this at all. Initially you didn’t tell us about your plans — but now you are asking us to support you because you are in a difficult situation.”

Another said: “There are those who are thirsty for education. We as parents are working so that you can get an education, but now you are being negative.”
as all toll roads are the responsibility of the State, and toll-road companies currently operate and maintain the toll routes and plazas as agents of the State.

(2) The State did in the past provide guarantees to the financiers of toll roads in order to secure funding for toll-road construction. All toll-road funding has however, with effect from 1 April 1991, been undertaken by the South African Roads Board. The rejection of the National Roads Amendment Bill during 1990, which had total privatization as its goal, demanded this action.

Vacant school premises: disposal

65. Mr R M Burrows asked the Minister of Welfare, Housing and Works:

(1) Whether vacant school premises are transferred from the Department of Education and Culture to his Department for disposal, if so, (a) how many school premises are on the books of his Department, (b) how many of these are not being utilized for education purposes and (c) in respect of what date is this information furnished;

(2) what is the average delay in handling requests from outside bodies and/or Government Departments for the use of unutilised school buildings for education purposes;

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

The Minister of Welfare, Housing and Works:

(1) Yes, (a) 52, (b) 36, (c) 26 April 1991.

(2) Taking the prescribed procedures into consideration, as set out in Question 23, as put by you for written reply, a certain time-table cannot be linked to the handling of requests for the usage of redundant school buildings as it will differ from case to case.

(3) No.

Questions

Indicates translated version.

For oral reply:

General Affairs:

Question standing over from Tuesday, 28 May 1991:

Indian artists: taxes collected

*1. Mr D K Padiechey asked the Minister of Finance:

(1) Whether any amount was collected in taxes from a group of artists from India who recently toured South Africa, and whose name has also been furnished to the Minister’s Department for the purpose of his reply; if so, what is the name of this group;

(2) whether the promoter and/or sponsor of the show in question, whose name has also been furnished to the Minister’s Department, applied for any tax concessions, if so,

(3) whether any tax concessions were granted; if not, why not; if so, what was the value of these concessions?

The Minister of Finance:

(1) The Commissioner for Inland Revenue is aware of the relevant tour and will ensure that the provisions of the tax laws are complied with. In the light of the secrecy provisions contained in section 4 of the Income Tax Act, details of his actions and findings may, however, not be furnished to any person other than the taxpayer or his lawful representative.

(2) and (3) In view hereof I can furnish no further information or comment in reply to the hon member’s questions.

The Minister of Finance: Mr Chairman, first of all I would like to thank the House for allowing this question to stand over. It was not possible for me to be in two places at the same time. I had questions to answer in one of the other Houses. I thank hon members for the courtesy.

New questions:

* Certain organisation: request for grant-in-aid

*1. The LEADER OF THE OFFICIAL OPPOSITION asked the Minister of National Health:

Whether her Department has received a request for a grant-in-aid from a certain organisation, the name of which has been furnished to the Minister’s Department for the purpose of her reply; if so, (a) when, (b) what (i) were the reasons for and (ii) was her Department’s response to this request and (c) what is the name of this organisation?

The Minister of National Health:

No, (a), (b), and (c) fail away.

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister’s reply, I would like to know for the purposes of the record whether if it is correct that the name of the organisation referred to in this question is Highway Hospice.

The Minister of National Health: Mr Chairman, that is correct, but that was not the question.

Transit camp: Lenasia Ext 9 and 10

*2. Mr D K Padiechey asked the Minister of Planning, Provincial Affairs and National Housing:

(1) Whether, with reference to his reply to Question No 6 on 21 May 1991, a superintendent has been appointed for the transit camp in Lenasia Extensions 9 and 10, if not, why not; if so, what are the details in this regard;

(2) whether there has been an increase in the number of squatters in the above camp since November 1990; if so, by how many;

(3) whether any steps have been taken to contain the growth of this camp; if not, why not; if so, what steps;

(4) whether water, sanitation, refuse removal and other services are being provided at this camp; if not, why not; if so, what are the relevant details?

The Minister of Planning, Provincial Affairs and National Housing:
Single, non-racial education ministry in SA?
THE MINISTER OF EDUCATION

[Signature]

THE CIRCULAR

[Signature]

THE CITY OF SPOKANE

[Signature]

[Stamp]
In a new South Africa where the unity state of the country will not determine the right to education, the government's Bill of rights will only be a bill of rights if it includes education as a constitutional and educational right. It is not clear how the government plans to ensure that the rights of all South Africans, including those of the minority, will be protected.

The debate on affirmative action has been polarized, with some arguing for a quota system and others against it. The government has been accused of using affirmative action as a means to distribute resources, rather than as a tool to improve education and create equal opportunities.

The role of the courts in interpreting constitutional rights is also a matter of debate. The Constitutional Court has interpreted the right to education in a way that includes access to higher education, but there are concerns that this could lead to an overemphasis on the needs of the white minority.

The government has been criticized for not doing enough to address the needs of rural and poor communities, and there are calls for more equal funding and resources to be allocated to these areas.

In conclusion, the debate on education in South Africa is complex and multifaceted, with different stakeholders holding different views. The government needs to find a balance between ensuring equal access to education and providing the necessary resources to support those who are most in need.
Industry, business urged to switch pupils on

DURBAN — Local business and industry could revolutionise education by providing electricity to schools, Education Foundation executive director Johan van Zijl said yesterday.

He told delegates at a Wild Coast Sun conference 90% of black schools did not have access to electricity.

"Provide electricity and at one stroke you can turn a simple school into a 16-hour-a-day education facility, the basis for a community college after school hours, a study and homework facility for students, an adult literacy and even a community centre." Business and industry could turn the provision of power into localised self-help projects.

He said primary school education, which yielded the greatest economic returns to investment, should be a priority, and called for the re-opening of the tax concession debate for funding. — Sapa.
Govt warned against centralised education

Political Staff

The Government has been warned that an excessive emphasis on centralised control over education in the new South Africa could lead to "unchecked and stifling autocracy".

The Education Renewal Strategy discussion document—which recommends that race should not feature in structuring a new policy—suggests an over-arching central education authority possibly coupled with regionally based departments of education.

It recommends that the new education model should "visibly promote and express national unity" but that freedom of association should be a cornerstone of it.

"It is as important that adequate and satisfactory allowance be made for the accommodation of diversity such as language, religion and culture."

The document believes the principle of maximum devolution of power to local communities and individual institutions should be upheld throughout.

"The weight of evidence indicates the desirability of a decentralised system."

Inertia

This would also counter the "dehumanisation typical of large and centralised bureaucracies."

"Administratively, centralised education models usually lead to a bureaucracy characterised by time-consuming decision-making lines, an inherent inertia and cumbersome system."

"To establish unity in the total education system, policy development on the national level certainly is necessary, but then with the involvement of communities on the regional and local levels."

"Decentralisation also enables the establishment of closer links with the specific educational needs of regions and communities. In this way, education gains legitimacy and generates greater acceptance and loyalty."

The document says the State cannot assume sole responsibility for providing education, emphasising the role of parents, teachers and the private sector.

It says progress could be made in achieving equal opportunities in education if the State's share of responsibility for the education system were "balanced by the community."
Leaner schooling system called for

Political Staff

The growing financial burden of education has left South Africa no choice but to create a leaner and more cost-effective system of schools and colleges.

This is one of the key points in the Education Renewal Strategy discussion document published yesterday, and is cited as a main reason for the urgency of education reform.

"Over the past few years," it says, "the State has experienced increasing difficulties in financing the rapidly expanding education system."

"The crux of the problem is that the economic growth of the country has been slower than the growth in pupil and student numbers."

"The only solution is to offer more cost-effective education."

Recommendations in the report suggest wide-ranging changes in the training of teachers, facilities, aids to learners, control and administration, and funding.

It points out that between 1987 and 1990 the total education budget increased by 57 percent. "However, taking the increasing cost of education into account, this increase represents a decrease of 6 percent in real terms."

"This decrease must be evaluated in the light of a required 14 percent real increase owing to the growth in pupil numbers."

Maintaining standards in the face of an unprecedented demand for education is one of the most daunting challenges facing education planners, it says.

Last year 325,000 new black pupils entered the education system. This would reasonably have required 325 new schools, each for 1,000 pupils.

At a cost of about R2 million a school, this means about R650 million would have been required for school buildings alone in 1990.
Single education system proposed

The strategy is based on the premise that the State cannot afford to pay much more for education than the private sector. After that pupils would be crammed into academies. The strategy recommends that the children be taken to the academies, and that the costs of educating them should be found from outside money.

By Peter Fabrisio
Political Correspondent

The strategy was drawn up by the Department of Education and Skills and the South African Council on Education. The strategy recommends that the State should not be responsible for the cost of educating children. The strategy recommends that the children be taken to the academies, and that the costs of educating them should be found from outside money.
'Edukons' may bridge the gap

CAPETOWN — An investigation into setting up “edukons” to bridge the gap between secondary and tertiary education has been recommended by government’s education document.

It said the Universities and Technikons Advisory Council should investigate to what extent academic support and bridging programmes should be offered at their institutions, as well as at some technical colleges and under-used, teacher training colleges.

The report said that a new look at admission requirements at universities and technikons was necessary in the light of growing student numbers.

Universities should tighten up their admission policies, rationalise their study programmes and lay down formal study goals to maintain standards.

Technikons should be given the power in law to set additional admission requirements and to limit intakes.

There was an impression that too many universities sought to be active in too many post-graduate fields. The council and the Committee of University Principals should make recommendations on post-graduate study rationalisation, to be implemented within five years.

In addition to rationalisation within institutions, the study programmes policy of universities, technikons and technical colleges should be adapted to distinguish more clearly between the emphases of these institutions.

A working group concerned with this aspect had revealed that programmes were not always offered by the appropriate institutions and the large number of instructional programmes could lead to uneconomical class sizes, duplication of facilities, ineffective use of high-level staff and increased administrative costs.

These findings should be brought to the attention of educationists. — Sapa.
Govt could fund whites-only schools

CAPE TOWN — Government’s Education Renewal Strategy did not rule out racially based education, allowing for exclusively white schools, National Education director-general Johan Garbers said yesterday. He told reporters white schools could exist with government funding.

DP education spokesman Roger Burrows said this would be a huge mistake as access to all government-funded schools had to be provided without discrimination.

Creation of private schools should be encouraged as alternatives to state schools. Those funded by government would have to prove that no discrimination was taking place.

Burrows welcomed the strategy, which embraced a central education authority and regional geographic departments, as a step in the right direction. The DP was pleased with recommendations on devolution of decision-making to school management council level.

He noted with concern that there was little provision for pre-primary education or specialised education, and expressed concern about funding.

Natal Teachers’ Union member Musa Shezi criticised Garbers for not consulting teachers’ associations in the drawing up of the strategy. This, he said, was not conducive to the spirit of consultation the document — drafted by heads of department within the education system — claimed.

Garbers said the ANC-government joint working group had discussed the document’s proposals on Saturday.

- CP education spokesman Andrew Gerber said his party rejected the strategy, saying its consequences for Afrikaner education would be tragic.

TANIA LEVY reports the National Education Co-ordinating Council (NECC) has welcomed the strategy but said it simplified the complexities of restructuring education.

It was deeply concerned by the fundamental assumption that education was normal in SA. This was reflected in the strategy’s failure to address the question of financial responsibility and accountability and the lack of a plan to transform the quality of education.

It criticised the long-term implications of making Std 5 the highest level of education for most, and the strategy’s lack of intent to redress racial budgetary allocations and imbalances in provision of books, classrooms and teachers.
Education report: Cautious reaction

Political Staff

THERE has been a cautious reaction to the government-commissioned Education Renewal Strategy report, released yesterday.

While groups did not reject the report unequivocally, fundamental criticisms were levelled at the government's education reform plans presented in the ERS initiatives.

The National Education Co-ordinating Committee (NECC), chief opponents of the report, dismissed the proposals as "thoroughly inadequate and in no way representing a new or strategic attempt to restructure education."

"The ERS proposal is essentially based on a false assumption that education in South Africa is normal and the complexities of restructuring education are simple."

The National Party urged South Africa to accept the document, while the Conservative Party and Democratic Party questioned it.

National Education Minister Louis Pienaar said the issues outlined in the document made it clear there were no quick solutions to South Africa's education problems.

Dr Francois Pauw (CP Nom) said the ERS document showed the government wanted to instal Third World standards on the population.

Roger Burrows (DP Pinetown) said there appeared to be no clarity in the document on the proposition that racially restrictive admissions to schools should be prevented.

He said that the chairman of the ERS integration committee and Director General of National Education, Dr Johan Garbers, had stated that "white-only schools" funded by the state could exist under the proposed model.

"Is that correct? Is it reasonable to even leave that a possibility?"
Education takes centre stage

James Mudler argues that the mind approach taken by the ERS should be replaced...
CAPE TOWN — National Education Minister Louis Pienaar yesterday released a discussion document setting out principles for a non-racial education system that would leaner, fitter and more affordable than the present model.

The Education Renewal Strategy document said the present education system, based on the racial principle of own and general affairs, was viewed by many South Africans as lacking legitimacy.

It said a single education system had in fact been established but that its "population group basis" brought the perception that "unity, or commonality, did not feature at all in the organisational base of education".

A new education model should therefore visibly promote and express national unity with freedom of association forming its cornerstone. Adequate allowance should also be made for accommodating diversity of language, religion and culture.

New principles set out by the document include equal opportunity, freedom of choice, relevance, linkage of formal and non-formal education, state and parental responsibility, state/private sector responsibility for informal education, state support for private education and the professional status of educators.

Special emphasis is placed on the inherent potential in the non-formal education sector, and the creation of "edukons" as a bridge between secondary schooling and technikons or universities.

The document recommends that education should be geographically and non-racially based, and calls for the development of a well-structured qualification system for vocational training and the simplification of teacher training. A more flexible remuneration for teachers is also mentioned.

It calls for qualification structures for vocational training to be developed to promote the mobility of learners between schools, universities, technikons, technical colleges and education provided by the private sector.

The transition problems experienced by new students at universities and technikons will be solved as a matter of urgency. Education technology, including the use of radio and television, is recommended for school education.

The discussion document also makes far-reaching recommendations to promote vocational education, thereby moving away from the present emphasis on academically orientated education.

In a statement, Pienaar stressed that government had not yet made a decision on the document's recommendations. Comment was invited and should reach the committee of heads of education departments before the middle of August.

He said a document similar to the Education Renewal Strategy, on a new school and technical college curriculum, would be released. — Sapa.
Cosas: Exams 'under protest'

THE Congress of South African Students has urged black pupils to write their mid-year exams under protest because the Department of Education and Training (DET) has failed to meet their demands.

Cosas made the call yesterday at a press conference in Johannesburg.

However, a city Cosas spokesman said the exam and classes boycott would be maintained.

For the past three weeks, Cosas has led mass protests in local townships.

The spokesman said yesterday that pupils still gathered at their schools for "awareness lectures and videos", but would neither attend classes nor write mid-year exams.

In Johannesburg yesterday, Cosas publicity secretary Mr Lulu Kekana said his organisation was committed to writing examinations. — Staff Reporter, Sapa
Govt plan met with suspicion

Education Reporter

The government's new education strategy has been greeted with suspicion by traditional opponents of the present racially divided system, who fear that culture and language differences could still be used to perpetuate apartheid.

The National Education Co-ordinating Committee (NECC) criticised the proposals as thoroughly inadequate, saying making Std 5 the highest level of compulsory education for the majority would not redress racial imbalances at higher levels of skill.

NECC spokesman Mr Mel Holland said only the rich would be able to get a general education and would continue to dominate economically.

Further criticism included the failure to address the historic racial imbalances in the provision of textbooks, classrooms and teachers, and in the training of the unemployed, he said.

The initial response of Professor Jakes Gerwel, rector of the University of the Western Cape, was that the narrow, expensive senior secondary academic stream envisaged in the government's strategy could "disadvantage the black community for another generation by keeping black people out of university".

Ambiguous

Some aspects, such as the linking of non-formal, on-the-job training to formal education certificates and levels, seemed positive.

However, the key phrase "accommodating diversity" was so ambiguous as to be meaningless.

"It could mean perpetuating racism and apartheid or a sensible tolerance of different opinions," he said. "There are several serious questions to be asked."

Cape Technikon vice-rector Dr Kobus Steyn said the move appeared to be a step in the right direction "considering the manpower requirements facing the country."

Democratic Party education spokesman Mr Roger Burrows said the DP welcomed the recommendation that race should not be a feature of either the proposed central education authority or the regional departments.

The Conservative Party rejected the document. "We are not prepared to give up our own education system, our teachers to unemployment and in the process to destroy our own future."
School scheme

Plan takes apartheid out of classroom

By Anthony Johnson
Political Correspondent

The eventual demise of school apartheid moved a step closer yesterday when a government-commissioned “discussion document” for revamping the entire race-based education system in South Africa was unveiled.

The far-reaching “Educator Renewal Strategy” was described at a city press conference as the recommendations of the “education fraternity” to the broader constitutional debate.

But it was later warmly welcomed by the National Party as an “extremely important” document which would set the framework in which education had to adapt to “changing circumstances”.

Besides recommending a single education authority and non-racial regional departments, it stressed that equal education opportunities must be offered.

The document also contained proposals which would give all people access to basic education. Among these was the “strong recommendation” that all South Africans receive free and compulsory education up to Grade 6. Also that, parents and the private sector should share the education costs.

However, it emerged at the press conference that the government is contemplating allowing white-only schools if parents wanted them, and would pay for such apartheid education on the grounds that it met cultural needs.

Dr Johan Garbers, director general of the National Education Department, said “if parents want autonomous education that must be possible... it could be white-only.”

He noted that though groups like the ANC, the PAC and Azapo had been invited to make inputs into the original document, the department “did not really get any responses from them”.

However, the multi-party working group on education had been informed about the proposals at the weekend and all groupings — political or educational — were now welcome to comment on the discussion document, he said.

The document embraces a number of proposals that have been widely called for by organisations that opposed the present, race-based system, and was generally welcomed yesterday.

CP education spokesman Mr Andrew Beka, however, predicted that the proposals would have “tragic consequences” for Afrikanders and the broader white community.

Key problems

Democratic Party education spokesman Mr Roger Burrows said the party was “extremely pleased to note the recommendation that race should not feature in structuring the provision for education and that there should be a central education authority as well as regional departments”.

Mr David Roos, leader of the Education Division of the Democratic Party, said the party supported the document, as did Mr Garbers.

The report stems from the fact that the teacher recruitment requirements in the present education model had been based on “an unacceptably low-costing, race-based”.

It recommended that race should not feature in structuring the future education model and that “justice in educational opportunities must be ensured”.

The new system would provide for the existence of a central education authority and a number of regional departments, which would place political decision-making on education closer to the communities affected.

These recommendations — once amended following inputs from other parties — would be put to the government as an input to the negotiations on a future constitution.

However, many of the more technical proposals could be implemented in the near future. These include the recommendation that schooling up to Grade 9 be free and compulsory.

Proposals on how the new system would be financed would be worked out once decisions had been reached on the content of the new system.

The document points out that a disturbing shortage of technicians skilled students could hamper South Africa’s ability to meet the economic challenges of the future.

There should also be greater opportunity for movement between universities and technikons.

It called for the removal of institutions called “teacher training” to offer bridging courses to universities and technikons for those who have had inferior education.

Teachers of subjects such as science and mathematics should also be given higher pay, the report recommended.

Many of the recommendations are part of an effort to accommodate the increasing demand for education, the report described as a “leaner but better” education system.

Govt plan met with suspicion — Page 7
Increase in pupils creates a dilemma

THE proposals submitted by the Department of National Education for the restructuring of education should be seen against the backdrop of a dramatic increase in black pupils.

They should also be seen against the background of the problems this rise in pupil numbers presents for the future of South Africa.

Because of this increase, black education reached a point at the end of the 80s where more money from the national education budget actually meant less per pupil.

The total education budget between 1987 and 1990 increased by 57 percent, but weighed against the growth in pupil numbers, this increase represented a decrease of six percent in actual terms.

Demand

A closer look at the increase in pupils in the past five years reveals that while their numbers over this period had increased by a national average of 4.3 percent, the total number of enrolments (in real terms) at black schools funnelled to approximately 325 000 by the end of the same period in 1990.

At an average of 1 000 pupils per school, this figure represented a demand for at least 325 additional schools.

As a cost of about R2 million for a single school, at least R600 million was required by 1990.

In the same year blacks represented 72.7 percent of the total number of pupils in the country.

This figure includes the TBVC states.

These figures were made public by the Department of National Education in a discussion document released in Cape Town yesterday.

nominal throughout the 80s, the number of matric certificates issued to blacks (full-time and part-time) has risen from 20 562 in 1980 to 175 963 in 1990.

To achieve the much desired increase in retention (of pupils) the emphasis has to shift largely, but not entirely, to an increase in facilities and teachers, the department says in its paper.

While the discussion paper recommends large-scale re-development of the country’s education system, many of the issues are directly related to the quality of teachers.

“Qualifications cannot be regarded as an infallible indication of the quality of teachers, since many other factors like commitment, experience and management ability and a talent for teaching play a role in the making of a good teacher.”

“But qualifications cannot ever be regarded as giving at least some indication of teacher quality,” the paper says.

Adequate

In this regard, if the customary 12 years of schooling plus three years at a teachers’ training college are deemed adequate, there has been a dearth of qualified teachers in South Africa.

At least 45 percent of the teachers in the country in 1989 did not meet this basic requirement.

However “good progress” has been made in this area as the figure was as high as 53 percent three years earlier.

The crisis in education also points to the need for a revision of the present teacher training programs and structures and the teacher/pupil ratio.

While studies in developing countries by the World Bank have established that class sizes of between 20 and 35 (up to 40) do not make an appreciable difference to pupil performance, the national average for blacks was 51 to 1 compared to 19 to 1 for whites.

And since these figures were the averages, it can be safely assumed that there were higher figures in some places.

In summing up the crisis in education within the confines of the budget – in terms of money poured into it – the department contends that despite the attempts to uplift black education “there has not yet been success in avoiding the build-up of further backlogs in education”.

Proposals

The department proposes alternative education programmes to make each rand go further.

“The necessity for some structural changes in our education system to make it more affordable is also obvious,” according to the Education Renewal Strategy Discussion Document.

The Minister of National Education, Mr Louis Plenaar, yesterday laid before Parliament the discussion document which contains a wide range of proposals for a future education system and invited comment from all interested people and organisations.

Document

He emphasised in Parliament that the Government had not reached a decision on the recommendations contained in the document.

“The report is being released as a discussion document to provide all who have an interest in education the opportunity to comment on it,” Plenaar said.

The document would be finalised after all further proposals have been deliberated he said.

All comments should be addressed to the Department of National Education before the middle of August.
Government launches radical plan for schools

From Page 1

SOWETAN Wed

SCHOOLS CRISIS

Government launches radical plan for schools

SOWETAN Wed

Education was welcome to submit suggestions. The matter was open for discussion until the middle of August.

The recommendations were rooted in the ideal of nonracialism and any future system should be controlled at a regional level, Pienaar said.

"However, provision will have to be made for diversity which could be based on language, religion and culture," he said.

The Minister also said that while the report put forward the ideal of a single policy-making authority in a new South Africa, "the maximum devolution of power to local communities and school management councils should be pursued without detrimentally affecting the unitary structure of education in any way."

What do you think of the official plan to get education for all going again? The Minister of Education has invited opinions. Telephone Radio Metro DJ Tim Modise between 4.30 and 5pm today and give yours. The hotline number is 714-0063. Listen to the Sowetan/Radio Metro Talkback programme on mediumwave 576 KHz.

He proposed that a mechanism, which he referred to as Edukons, should be created to provide bridging courses which could aid the transition from high school to university or technikon.

Far-reaching recommendations are also made with regard to the training of teachers.

These measures include greater freedom for colleges of education and making available under-utilised facilities to alleviate shortages that might be identified.

Higher pay for teachers has been recommended as well as greater use of radio and television in education.

Pienaar said the recommendations were also made to create a more efficient education system.

The recommendations were submitted to the Government on the grounds that constitutional negotiations were still an issue and to encourage the debate for a new education system to prevent the creation of another "lost generation".

* See pages 4 and 6.
New education model leaves room for facially segregated facilities.
Cash drive to aid Alex youth

The Aleksian Kopano Education Trust has embarked on a multi-million rand campaign to assist troubled Alexandra schools and to prepare township pupils for employment.

The Education for Employment Campaign was launched to tackle high unemployment and inadequate schooling in the township.

"The programme is a positive attempt to reduce poverty and crime in the communities of Alexandra and Sandton," trust chairman Mr Holly Luton said.

"We are all concerned about the increasing crime rate in Sandton, but installing costly security systems is not a long-term answer.

"The problem must be tackled at its roots. That means providing the unemployed youth of the township with an alternative to crime - the skills that will enable them to get and keep decent jobs."

The programme will provide job training for the "lost generation", improve school facilities and give management training to leaders of Alexandra's community.
Schools to reach out with Goodwill

REACHING out to try and bridge the gap between all schools is the Goodwill Foundation.

Principals of 423 schools have been invited to a cocktail party to launch the foundation at the Klipriviersberg Recreation Centre, Peggy Vera Road, Kibler Park, at 4pm on Friday June 14.

The foundation's aim is to "adopt" all the schools in the south of Johannesburg.

By being adopted the schools have the option to participate in and benefit from funds raised.

As the foundation is non-political, independent and non-profitmaking all funds raised go towards the goal of making South Africa friendly, prosperous and united.

Mr C Smith, chairman of the Goodwill Foundation, will set out its aims at the cocktail party and explain fundraising and explain fund-raising.

Mrs Anne Jacobs, organiser for the group, stressed that all principals were invited. They were keen to hear from Soweto headmasters who had not responded to invitations.

For more information she can be contacted at (011) 900-1238 (work) or (011) 943-2105 (home) or (011) 900-1947 (fax).
Education renewal plan 'inadequate'

By Nkopane Makobane

THE Government's "Educational Renewal Strategy" has come under fire from education and student movements.

The National Education Co-ordinating Committee yesterday described as "inadequate" proposals by the Department of National Education on the reconstruction of education in South Africa.

The South African National Students Congress said the ERS document fell far short of the demands made by student and education movements.

Ongoing debates

The NECC said while it welcomed the DNE's participation and contribution to the ongoing debates around the reconstruction of education, the ERS proposals in no way represented a new or strategic attempt to restructure education.

"The NECC welcomes the recognition by the State for free and compulsory basic education. However, it is deeply concerned that the ERS proposal is essentially based on a false assumption that education is normal and restructuring it is simple."

Mr Moss Sekhu, Sansco's general secretary, said the document did not address itself to the present education crisis. To suggest that the document was apolitical was ridiculous in the extreme since the ERS had far-reaching political implications.

Barely literate

"There is an assertion that education will be free up to Standard 5. We say that this is not sufficient. A child of 13 years with a Standard 5 certificate is barely literate and cannot make career decisions."

"We suspect this maybe a sophisticated method of denying quality education to blacks. The least the Government can do is to fund education up to Standard 10," he said.
ANC warns on education

Staff Reporter

The government's Education Renewal Strategy marked a departure from blatant race-based education but left the possibility that disguised apartheid could continue to dominate schooling, the ANC warned yesterday.

The ANC said in a statement the government-commissioned discussion document signalled a change from a "racially based approach to solving the educational crisis".

But the government had failed to state who would control and make decisions for the process of the ERS, the ANC said.

An issue which still had to be recognised was that the current crisis was "neither accidental nor a product of unruly students, but a product of apartheid education".

PAC spokesman Mr Joel Gwabeni rejected the strategy outright as it did not address the problems created by the backlog in "African education resulting from decades of apartheid".

The ANC said some of the most important points of departure from old policies were the scrapping of race as criteria for educational development, the importance of compulsory primary education, and community involvement in schooling.

But exclusions in the report could mean that the modified education system would continue to "perpetuate privilege, exclusivity and separation under the guise of diversity and the principle of freedom of association".

Central issue

The ANC questioned who would benefit the most from the recommendations.

The report was also silent on the allocation of funds, which was "remarkable" as the "one central issue—that has plagued education development in South Africa for too long, has been the racial allocation of resources", the ANC said.

The education system needed to be reconstructed, not renewed, as technical solutions would not solve the problems of victims of apartheid education—only an Education Bill of Rights would, the ANC said.

"We cannot leave such measures to mere technical solutions, well formulated as they might be, as the motivation for ERS has been located in three areas:

- The failure of the "10-year plan".
- The identification by the education bureaucrats of a series of educational problems such as poor performance, dropout rate, classroom and teacher ratios.
- And criticism of the educational system over illegitimacy and racially-based education," the ANC said.

Mr Gwabeni said: "Only a democratically elected Constituent Assembly will have the legitimacy that will entitle it to set up the education commission to draw up a National Education Strategy of the people of Aranias."
PRETORIA. — Very little effective education is taking place in some black schools and there is an almost complete breakdown in discipline among pupils and some teachers.

This was said at a press conference here yesterday by the Northern Transvaal chief regional director of the Department of Education and Training (DET), Mr. Job Schoeman.

"The state of education (particularly in secondary schools) in Mamelodi, Atteridgeville and Soshangue, is cause for grave concern," he said.

Mr. Schoeman said the situation was characterised by abuse of liquor and drugs, assaults (sexual and otherwise), widespread intimidation and a total disregard for the rules and any form of authority.

He accused pupils and groups of teachers of meting out "kangaroo justice" by chasing away teachers and principals and taking over control of schools.

Mr. Schoeman also said the defiance campaign by members of the South African Democratic Teachers Union brought more serious results, like principals and their heads of departments becoming virtual prisoners in their own schools and being prevented from exercising control.

In Vereeniging yesterday, 375 black teachers were arrested during a protest against the dismissal of a colleague and arrest of 30 teachers at a similar protest on Monday. — Sapa
New education model protects white privilege.

It was the struggle's consequences that necessitated the emergent of Resistance derision of education's ascendancy over the faculty's present and past.

The ANC model is an educational system that would codify a resistant education system. It was the recognition of the fundi derision of education's ascendancy over the faculty's present and past. The ANC model is an educational system that would codify a resistant education system. It was the recognition of the fundi derision of education's ascendancy over the faculty's present and past. New education model protects white privilege.

Student participation by the student coalition, the struggle for a new education model, and the struggle to re-institute the fundi derision of education's ascendancy over the faculty's present and past. New education model protects white privilege.
Joint working group under fire

THE Joint Working Group (JWG) on education has come under fire from discontented students who say talks with the state have failed to bear fruit.

Once hailed as a giant leap towards finding a solution for the country's education deadend, the JWG is now facing criticism from disillusioned students.

Caught in the crossfire are progressive educationists, including representatives of the ANC and National Education Coordinating Committee (NECC).

Crisis

The JWG was established after a meeting between the ANC deputy president, Mr Nelson Mandela, and a delegation of educationists and the State President, Mr FW De Klerk, in February this year.

The JWG was given the task of examining "short-term" measures to deal with the crisis as well as looking at more long-term educational issues.

Pressing needs that were identified included the delivery of textbooks, supply of equipment, upgrading of dilapidated buildings and employment of qualified teachers as well as the recognition of "legitimate" teacher and pupil organisations.

Four months after the JWG's first meeting, virtually no progress has been made.

Frustrated pupils have lashed out not only at the Department of Education and Training (DET) but also at the MDM representatives on the JWG for failing to get the government to deliver "the goods".

Although the Congress of South African Students (COSAS) has not adopted a unified position, several of its regions have voiced discontent over the JWG and questioned its effectiveness as a forum to bring about tangible changes in the education system.

They have accused representatives of left-wing education bodies of "talking the same language as the DET".

Cosas national president, Mr Thami Rubusane said the JWG was "out of touch" with the real problems and people affected by the education crisis.

JWG member Ebrahim Rasool, a World Council of Religion and Peace employee, conceded that the pupils' anger was understandable and that little or no progress had been made.

Rasool said the deadline for the delivery of books had long expired.

He said the failure of the government to respond reflected "bad faith".

"Hard line"

"It shows that the only action the government respects is when the students are back on the streets with mass action," Rasool said.

Rasool said MDM representatives on the JWG intended taking a more "hard line" attitude when the JWG meets later this month.

"We need to be more aggressive because we do not have the impression the government is doing anything.

"Failure to persuade the government would mean we disband and issue a statement clearing our names."
LINDA LOTTON reports on the issue of a new South African language being chosen as the official language, given the country's cultural diversity and the need for an official language to bridge the gap between different groups. The ANC conference in Limpopo, Limpopo, is an opportunity to discuss this issue. The conference called for the production of a new South African language, potentially a hybrid of existing languages. This decision is crucial in ensuring that the country's diverse populations are represented in a cohesive manner.
DET forced to change its school calendar

Pressure on the Department of Education and Training (DET) has resulted in the adjustment of the black school calendar to coincide with that of white schools.

The rejection of the DET calendar was intensified last year during the teacher’s defiance campaign against the department’s code of conduct.

Several schools, particularly on the Reef, ignored the DET calendar during the June holidays, but due to apparent lack of co-ordination among the various teacher and student structures, the schools returned to the department’s calendar during the September holidays.

Disciplined

In the northern Transvaal region, several teachers were disciplined by the department for failing to report to school as a result of the “defiance calendar”.

The department said that the decision to have a calendar similar to that of the white Transvaal Education Department was in line with the DET’s policy to “meet the aspirations of black pupils”.

Dates

Thus, schools under the jurisdiction of the DET will close on July 5 instead of June 14 or 15. They will reopen on July 29.

In the last quarter, the schools will close on September 20 and re-open on October 1. The school year will end on November 29.
A GOOD START

As a contribution by the State education establishment to the broader debate, the Education Renewal Strategy (ERS) discussion document released in Cape Town this week is an admirable effort.

As reported last month (PM May 24), it recommends a major overhaul of the existing race-based system and its replacement with a nonracial system under a single policymaking department and autonomous regional departments.

National Education Director-General Johan Garbers stresses that the document is the start of a process rather than the end. He wants it to be seen as a contribution to a debate and not as prescription by State departments.

But one aspect in particular is likely to be regarded as a major flaw: Garbers says a recommendation to permit the establishment of schools catering for particular language or cultural preferences includes the right to have "whites only" schools which will be entitled to State funding.

As a principle, however, Garbers rejects race as an "educationally relevant consideration." The ERS's first recommendation is that "race should not feature in structuring the provision of education in a future education model for SA, and that justice in educational opportunities must be ensured."

He says, though some of the ERS recommendations can be implemented immediately, others, such as integrating the "own affairs" and black education departments, require constitutional amendments and are unlikely to be tackled before wider political negotiations get under way.

The document spans the entire spectrum of educational issues and also recommends:

□ Seven years of compulsory, State-funded schooling after which parents would have to take increased responsibility for financing their children's education;
□ Stricter criteria for university and technikon admissions;
□ Limited private sector participation in the provision of tertiary education;
□ More effective use of infrastructure, including teacher training colleges and school buildings; closer ties between formal and non-formal teaching; and
□ Greater autonomy — including the use of funds — for school committees made up of parents.

The working groups that contributed to the document were drawn from all State education departments and related institutions as well as those in the homelands.

More than 200 submissions were received from interested groups. The ANC, PAC and Azapo were invited to submit proposals, but did not.

The document was, however, shown to the joint working group on black education — which includes members of the ANC — but there was no immediate response, says Garbers.

National Education Minister Louis Pienaar says government has not yet taken a stand on the document. It has been released for discussion after which the recommendations will be finalised and submitted to Cabinet.

Democratic Party education spokesman Roger Barrows says many of the ERS recommendations correspond with DP policy. In particular, the DP is "extremely pleased" with the recommendation that race should not feature in structuring the provision of education, and that there should be a central department as well as regional education authorities.

Predictably, the Conservative Party rejected the report. Education spokesman Andrew Gerber says the acceptance of its recommendations would have "tragic consequences" for Afrikaners and the broader white community.
New Education Strategy - A Face
SRCs - Organising Campaigns

Campaigns are a very useful way of organizing students around a particular issue. There are two main types of campaigns:

* "Victory" campaigns, where you want to win a particular demand.
* "Awareness/solidarity" campaigns, where you want to make students aware of an issue.

This week, we will look at how to run campaigns.

1. Victory Campaigns

We spoke to Nombonzi about a campaign at her school organised against corporal punishment. This is what she said:

"We had a list of problems with corporal punishment at our school. The teachers were beating students, especially body tests, hitting them with their fists or just kicking them. The SRC decided that something had to be done.

The first thing we decided to do was to speak to students about the issue. We went around to all the classes, and discussed with students. We noted examples of corporal punishment being abused.

We found that many students supported the campaign. They were not used to anti-corporal punishment discipline and feared being stigmatized if we were not. We also had programmes with skits showing the problems.

At the same time, we thought it was important to get the support of the parents. Some of them behaved in corporal punishment; they used to beat their children when they were away. We took students around to parents, and discussed the issue with them. We also spoke to teachers, to get their opinions.

Many teachers agreed with us. But some said there must be other forms of discipline. We discussed some of these with the students. The discussions were very good, and many more students thought about discipline. And what it meant for them. Students felt that disciplinary action should be constructive and not just a means of disciplining the students. The students started to take more responsibility, to see the importance of self-discipline.

A victory campaign is organized to win a demand, such as an end to corporal punishment, the right to hold alternative programmes, the right to have an SRC, etc.

These campaigns have three main objectives:

* To put pressure on the authorities to agree to the demands.
* To make the broad mass of students aware of a particular issue.
* To unite students around the demands.

Nombonzi's story is a good example of a "victory" campaign. From it, we can learn some important points:

1. Have a clear set of demands that you are fighting for. Sometimes you might have two kinds of demands - short-term demands, that can be won, and long-term demands, which you might not win, but which will give students an idea of what they are fighting for in the long term.

2. Get as many students involved as possible. In our example, the SRC spoke to all the students, and they also spoke to the parents and teachers. This gives your campaign much more power, and it also unites a lot of people around the issue.

3. Use your campaign to educate students. In our example, students really started discussing the issue, and became much more aware of the problems with their education.

2. Awareness Campaigns

Awareness campaigns are not aimed at winning demands, but at educating students. They can be held around anniversaries such as Sharpeville Day, or in solidarity with other struggles, such as a workers' strike, education struggles in other centres, rent boycotts, detentions, etc.
Education plan doesn't pass the test
NATIONWIDE opposition to a class boycott in black schools has grown significantly in the past few weeks, with students calling for a return to classrooms to avoid further chaos in violence-torn schools.

Pupils were told by several organizations to resume their studies in the classrooms to prevent the boycott from becoming "backfiring".

There were also increasing reports of vandalism of schools and damage to buildings.

The Department of Education and Training (DoE) revealed that 10 schools in the Cape Peninsula had been affected by the boycott.

A statement from the Department said that the DoE was not aware of any schools that would be closed due to the boycott.

The Department also confirmed that it had received reports of vandalism at schools in the country.

The Statement said it was monitoring the situation closely.

The Statement also said that it was concerned about the safety of students and educators.

"We are closely monitoring the situation and will take appropriate action to ensure the safety of all students," the Statement said.

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Teacher argues for new schools system

THE country's education crisis is likely to persist until a new system is found, a speaker at a Nation Building seminar in Mamelodi, Pretoria, said at the weekend.

Teacher Mrs Lilly Boshogo agreed with educationalist Mr Franklin Sonn that "the problems are not problems of education but rather of education's response to the problems of the society".

"Our education is presently operating in a highly hostile and unstable climate and this situation has profound implications for educational management.

"It is against this background that we should understand the rise of militancy among teachers' unions."

The seminar, attended by about 600 people and sponsored by Pick 'n Pay and Sowetan, focused on youth, parenting and the impact of violence on education and children.

Challenge

Boshogo said the challenge for teachers was to manage the conflict in such a manner that it was possible for education to continue.

She called for teachers to be given greater professional autonomy.

But as professionals, teachers should not fight for their rights at the expense of the pupils, she said.

Relationships between parents, pupils and teachers had weakened "to the extent that one is unable to tell whether there is progress or retrogression".

"Even if our new generation is partly to blame, the author of our calamities is the Government by introducing apartheid," she said.

Bleak

A youth, Iris Moche, told the seminar that a recent study involving 160 teenagers in Atteridgeville and Mamelodi aged between 14 and 18 revealed that 92 percent believed they had a bleak future.

About 81 percent felt parents were not socialising with their children properly and were not co-operative.

"This will always be the case until we depend on each other for guidance and until the educators realise their role as socialising agents," Moche said.
Half of schools in city now open

Education Reporter

HALF the government schools in greater Cape Town that were reserved exclusively for whites have voted to admit children of all races, a spokesman for the Cape Education Department (CED) said yesterday.

The figure — 87 out of 174 ordinary public schools falling under the CED — includes the northern and southern areas.

CED spokesman Dr Orland Firnasi said 75 out of 110 schools under the Cape Town School Board, or 68% of schools in the Southern Suburbs, had ministerial permission to open.

This compares with 12 out of 64 schools (19%) in the northern areas.

In addition, six southern suburb and 30 northern area schools have indicated that they have still to vote on the issue.

Some 23% (163) of 744 CED schools in the province already have permission to open, while 85 schools have still to vote and four will vote again after failing to acquire the minimum poll the first time.
Teachers in harmony

TWO music teachers have finally struck the right anti-apartheid note by 'breaking the colour bar' and becoming 'the first educationists of colour' to work in white government schools.

The two part-time music teachers are employed in schools under the control of the Cape Education Department, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.

He was replying to a question by Mr Roger Burrows (DP, Pinetown).

But Mr Clase struck a flat note by admitting that the two part-time music teachers in the Cape were the only people of colour in the whole of the country to be employed in schools as teachers under the control of his department.
Hope for end to class boycott

DEPARTMENT of Education and Training regional director Mr Bill Staude said yesterday that he was "optimistic" a solution to the month-long boycott of classes in black schools in the Peninsula would be found.

"I think all parties would have to reach an agreement on the basis on which the children could return to school."

Although his department had already delivered extra books to schools in the region and all matric pupils had now received their books, there were still shortages in Std 6 to 9.

"We are very hopeful that all the books will be delivered by the start of third semester," Mr Staude said, adding that there had been talks yesterday about the upgrading of school buildings, more teachers, books and sporting facilities.
Mayor 'concerned' at township schools

CITY Mayor Mr Gordon Oliver has written to President F W de Klerk expressing "grave concern" at the state of education in the city's townships.

He said in the letter, after a tour of high schools during the height of the class boycott last week, that the future of "thousands of children" was being jeopardised.

Mr Oliver said after the Cosas-organised tour: "There are schools that do not have desks and chairs for the pupils, and pupils are literally writing examinations on the floors of their classrooms. "There are schools that do not have any sports facilities whatsoever."
Mass protests planned for Vaal Triangle, S. Tvl

The Vaal Triangle and Southern Transvaal are the targets this weekend of mass action protests against township electricity cuts and to pressure the Government into solving the education crisis.

What has been described as the first in a series of mass protests following power cuts in Vaal Triangle townships last week will hit Vereeniging this weekend.

Cosatu education officer in the Western Transvaal, Shelle Papane, confirmed yesterday that a protest march was being organised in the town for Saturday.

Freedom

He said about 10,000 residents were expected to protest against the blackout in townships, and to demand peace, jobs and freedom.

The march, he said, would start at the Vaal Showgrounds at 11 am and move along Beaufort and Leslie avenues, ending opposite the post office, where a memorandum would be presented to the police district commandant, Colonel Jaap Venter.

The Vereeniging Town Council has given permission for the march, which requires the approval of the chief magistrate, with whom an application has been lodged.

Vaal Civic Association chairman Malik Madise said on Tuesday a meeting would be held tonight at Cosatu House in Vereeniging at which the association, ANC, PAC, Cosatu and other organisations would look at suggested mass action in the Triangle.

The Southern Transvaal region of the National Education Coordinating Committee is planning mass protests on Saturday to put pressure on the Government to address the education crisis.

Amon Msane, regional general secretary, told a media conference in Johannesburg that the protest would include marches to all Department of Education and Training offices in the PWV, culminating in nationwide rallies on Sunday to mark the 15th anniversary of the 1976 Soweto uprisings.

"We call on all our masses in the factories, schools, townships, suburbs and cities to come out in strong support of our just cause," said Mr Msane.

The NECC has accused the DET and the Government of failing to address grievances, and has called on the Minister, Dr Stoffel van der Merwe, to resign by June 16 if these grievances are not addressed.

"This year, we commemorate the deaths of those children 15 years ago in the struggle to normalise education," Mr Msane said.

Begged

"Since the beginning of the year, we have demonstrated, we have demonstrated, we have petitioned, we have begged, we have appealed, we have negotiated with every decision-maker in the DET hierarchy, including President de Klerk, all to no avail."

He said most pupils were still without books halfway through the school year. — Vereeniging Bureau-Education Reporter.
Natal could close 19 white schools

THE Natal Education Department (NED) could close 19 schools by the end of the year in continuing rationalisation of white schools, NED chief director John Deane confirmed yesterday.

An Education Department spokesman said nine of its schools had been closed so far this year.

Education and Culture Minister Piet Clase recently announced that five white teacher training colleges around the country would be closed.

Deane said Clase had approved the closure of 11 Natal schools and the NED was considering closing eight more.

Some schools would be closed altogether, while other buildings would become vacant because schools would amalgamate.

Some of the vacant school buildings would be offered to black and coloured education authorities, he said.

The National Education Co-ordinating Committee (NECC) has said that the closure of more white teacher colleges reinforced its view that government was committed to a "piecemeal solutions which had the potential to exacerbate an already tense and potentially explosive situation".

State education strategies would continue to be unacceptable because they deliberately attempted to renew apartheid education rather than restructure the entire education system, NECC assistant general secretary James Maseko said in a statement.

Clase's announcement "smelt of bad faith" on the part of government because it amounted to implementation of the recently released Education Renewal Strategy, which government had said was merely a discussion document, he said.

No consultation had taken place with other key players in education, so the move amounted to the NP continuing to impose ready-made solutions on people, said Maseko.

Natal schools whose closure Clase had already approved were the Grange primary, Tee See pre-primary, Forest Hills junior primary, Bulwer primary, Ncandu Park primary, Voortrekker junior and Voortrekker senior primary schools.

Hostel

Ladysmith's Kilpriet primary and Keatestraat junior primary school buildings would be closed and offered to the House of Representatives as the schools amalgamate at new premises in Kranskop.

The school building and hostel at Drakensview would also be closed and offered to the House of Representatives, Deane said.

Durban-Noord Afrikaans junior primary would close as it amalgamated with the Afrikaans high school in the area.

Other schools that might close were Louis Botha primary, Pietermaritzburg Musiekskoil, Camperdown primary, Maritzburg Model, Carrington Heights junior primary, Northcrest primary, Hibiscus primary, Coronation primary and Aiken Park high.

Problems remain

CAPE TOWN — SA's deep-seated problems would not be removed by the scrapping of apartheid laws, the Human Sciences Research Council (HSRC) has concluded in a study released yesterday.

Apartheid was a symptom and any thought that reform measures would automatically ensure the transformation of society was a dangerous oversimplification, it said.

The study, called SA in the Nineties, has contributions from 25 writers and is edited by D J van Vuuren, N E Wiekahn, N J Rhodie and M Wiechers.

It focuses on many of the crucial issues that have emerged since February 1990 and on likely developments during the decade.

The HSRC said one of the problems highlighted by the book was the lack of consensus on all aspects of society, which helped explain the legitimacy crisis in the country.

SA had virtually been programmed for mass conflict because of its complex make-up.

"If one tries to look into the future, it seems as if neither a deterministic conflict model nor a consensus model can accurately predict the future course of intergroup relations, but more likely a dialectical interaction between the forces of conflict and consensus."

Another problem was that although most blacks preferred negotiation to violence, many regarded the developments since February 1990 as the result of violence and other direct action.

"They would therefore most probably resort to such action again, even if only to protect themselves from danger, especially if they believed that the security forces were no longer in control.

"This does not augur well for the negotiation process," the study says.
Clase supports one system

CAPE TOWN — Racial discrimination should be removed from the education system, Education and Culture Minister Piet Clase said last night. Addressing a Said Afrikaanse Onderwysers Union banquet in Bellville, Cape, he said criteria other than race should be used when admitting children to schools.

"There will only be one education system in South Africa with uniform funding from the Treasury."

Clase said it was generally understood that one system did not mean there should be a single unwieldy department with 250 000 teachers educating 10-million pupils at 15 000 schools.

Clase said his department wholeheartedly supported the new education guidelines. — Sapa.
NECC to march on DET headquaters

The Southern Transvaal region of the National Education Co-ordinating Committee (NECC) will mark June 16 by marching to the DET headquarters in Pretoria to protest against the prevailing crisis in education.

The organisation’s regional secretary Amon Msane said the march would also mark the beginning of a massive campaign against the department.

He said one of the issues that would be demanded was the resignation of education and training minister, Stoffel van der Merwe. The NECC feels that Van der Merwe has failed to resolve the education crisis.

The march will start from Church Square, Pretoria, to the DET head office, on Saturday. The second phase of the commemorations will be in the form of rallies in various venues throughout the country on Sunday.

On Monday NECC officials will pay visits to several diplomatic missions to inform them about the education crisis.
The kaNgwane department of education and culture has embarked on a massive literacy and continuing education project.

Project co-ordinator, H L Manana, said that Wits University Centre for Continuing Education (CCE) had been called to run a trainee's course.

After completing the course, the trainees will prepare teachers who will in turn provide literacy and adult education tuition, said Manana.

Literacy programmes are already in progress in all the department's six circuits with tuition being provided only in sIsiSwati.

"At the moment the classes are held in the afternoons only and women domestic workers attend.

"The numbers are still quite small, but we are confident that as times goes on more people will enroll. We are planning to introduce literacy tuition in English at a later stage," Manana added.

Parallel to literacy tuition, the department has doubled its efforts in providing facilities for adults who want to continue studies in standards five, eight and ten.

Manana said the CCE had been brought in to provide specific training to teachers who provide tuition to this section of education.

This is in view of the fact that no matter how experienced a teacher might be, there were certain differences between adult and the education of children," said Manana.

Despite several difficulties such as absence of electricity in some areas, the department, Manana said, was doing its best to address these issues in order to extend the opportunity to as many people as possible.

To facilitate the activities of the project, the department has established a special centre in kaNyamazane township. The centre produces material and co-ordinates all activities related to the project, including research and planning.
attack people and common-law offences such as charges of murder, assault with intent to do grievous bodily harm and assault, erection may result therefrom, will be investigated by the South African Police and the accused naturally brought before the court if prima facie evidence exists that an offence has been committed.

In other cases where dogs attack people, for example a child playing innocently, such cases are investigated under local by-laws which usually constitute an offence when vicious dogs wander around without control. Although such attacks usually result in victims being seriously injured and even maimed thereby, criminal liability for such injuries and/or maimings are difficult to prove and the subsequent steps which are taken by the prejudiced parties are usually of a civil nature.

Statistics in respect of attacks by dogs on persons are not accounted for separately. To acquire the information, would be extremely time-consuming and would be to the detriment of other more important police duties. I regret, therefore, that I cannot unfortunately furnish the information which the hon member desires.

2. Yes, I would like to refer hon members to written question number 333 which the hon Minister of Justice answered in the House of Assembly on 10 June 1991. The South African Police and myself fully support the point of view of the hon Minister, as well as the envisaged legislation to which he refers in his answer.

SADF: parachute jumps into Soweto

8. Mr P G SOAL asked the Minister of Defence:

(1) Whether the South African Defence Force recently staged parachute training jumps into Soweto; if so, (a) when and (b) why;

(2) whether the residents of the area were warned beforehand; if not, why not; if so, (a) when and (b) how;

(3) whether it is usual Defence Force practice to do military training jumps in residential areas; if not, why was this practice carried out in this instance; if so, what is the current practice in this regard?

The MINISTER OF DEFENCE (B1155E)

(1) Yes.

(a) On 28 and 29 May 1991.

(b) The rehearsal and evaluation of rapid deployment operations in support of the SA Police, so that support of the SA Police time and deployment-wise for similar circumstances in the future can be established.

(2) No, it is not customary to divulge particulars of such exercises.

(a) and (b) Fall away.

(3) Paratroopers can in cases where it is necessary and depending on weather conditions be dropped in any place and at any time.

School syllabuses curricula: re-assessment

*9. Mr R M BURROWS asked the Minister of National Education:

(1) Whether he or his Department intends to commence or has commenced the re-assessment of some or all school syllabuses and curricula in South Africa; if not, why not; if so, (a) when is this to be commenced or was it commenced and (b) which syllabuses and curricula are involved;

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

The MINISTER OF NATIONAL EDUCATION (B1155E)

(1) The Committee of Heads of Education (CHED) is at present busy with the revision of the broad curriculum for pre-tertiary education. A draft model for a revised broad curriculum will be released for comment in the near future with a view to finalising the model. Thereafter curriculum development will be done in terms of the different subjects included in the model.

(a) Falls away.

(b) Falls away.

INTERPELLATION

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

Own Affairs:

Development of entrepreneurs programme

1. Mr M A TARR asked the Minister of Agricultural Development:

Whether he envisages any changes being made to the development of entrepreneurs programme in his Department to meet the needs of the new South Africa; if so, (a) what changes and (b) when?

The DEPUTY MINISTER OF AGRICULTURAL DEVELOPMENT (B1189E.INT)

The Department provides for entrepreneurial development through extension services, formal and informal training, advisory and information services, engineering services, and agency services. The extension services are conducted from the seven regional headquarters, decentralised to subregions, and eventually to extension offices at district level. Extension services are backed up by research and demonstration units focusing on whole farm systems on a commercial scale and with soil conservation and optimal resource utilisation as priority objectives.

Regarding extension services, the department is at present restructuring its regional services with the emphasis on the establishment of decentralised agricultural development centres which are to be manned by multidisciplinary teams of experts geared to the developmental needs of agricultural communities. The concept of these agricultural development centres is particularly suitable for the needs of the New South Africa, and it will then be possible to advise all farmers within such an area.

Regarding training of farmers, accommodation at the six agricultural colleges is limited to 1 000 Annual applications are usually about double the number of places available. For that reason entrance standards are fairly high, but there are no race or colour restrictions and the facilities are accessible to all bona fide prospective farmers.

Regarding research, everybody with a knowledge of farming will agree that a solid research foundation is essential for sustained agricultural development. Hon members are aware of the fact that our affairs department took the initiative of the establishment of the Agricultural Research Council. On 1 April 1992 the research arm of this department, that is the 10 research institutes and two research centres, will be taken out of the department and transferred to the statutory ARC under the general affairs Department of Agriculture. This semi-autonomous parastatal body is geared to serve all sectors of South African agriculture with research, development and technology transfer.

In South African agricultural research has until now followed the historical trend of social progress and related technological development. Research priorities have been to serve the interests of the larger farm units in commercial agriculture. This does not necessarily exclude the interests of small farmers, which will become more important and could also be served by the ARC.

Constitutionally, the Department of Agricultural Development is an own department. This structure will remain in place until a negotiated new constitution is agreed upon. In the meantime the department is in the process of
happen if the hon the Minister ensures that we have the right people serving on that research council.

*The DEPUTY MINISTER OF AGRICULTURE AND DEVELOPMENT: Mr Speaker, I should like to thank hon members for their positive contributions this afternoon. I do not think we disagree about the need and the direction we have to take. I think it is very important that we do investigate, as I said earlier, the existing institutions in order not to duplicate them. When we bring those 13 departments under one umbrella, we must also try to unite the expertise and manpower that already exist. That must be the point of departure.

I think we have very good examples in the sugar industry. There we had an integrated approach and extension services and other services are given from the private sector and department to the communities that need it. We can, therefore, continue on this basis. However, I immediately want to say to hon members that it is very clear from the White Paper and the Bills which will now be tabled, that we shall also receive important inputs from the Rural Development Council which is to be established and the Department of Agriculture will have to make an important contribution to get these communities going and create the necessary infrastructure.

We on our part are prepared to do this, and we are already looking at ways to adjust our support services to meet that requirement. As far as technical information is concerned, the answer is yes. This should be given in terms of a cooperative approach where one tractor can be used by a number of farmers. It is absolutely necessary to do this.

Finally, I can say that as far as finances are concerned we are, on an agency basis, looking after various communities and giving them the necessary support to gain access to finances. This will also be a very important aspect in the future dispensation.

Debate concluded.

QUESTIONS

*Indicates translated version.

For oral reply

Own Affairs:

Closure of schools: furniture

1. Miss M SMUTS asked the Minister of Education and Culture:

HOUSE OF ASSEMBLY

(1) Whether desks and other school furniture used by schools falling under his Department are stored or otherwise disposed of when such schools are closed? If so,

(2) whether such furniture is made available to Black schools? If not, (a) why not and (b) how is such furniture disposed of?

B1120E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes;

(2) yes, where it is no longer required it may be supplied to other departments at book value or at a price approved by Treasury in terms of Treasury Instruction N160.

*Miss M SMUTS: Mr Speaker, arising out of the hon the Minister’s reply, are there schools that are not closed where old school desks are stored or not used? If so, would the hon the Minister allow parties from the private sector to buy, restore and make such furniture available to Black schools?

Mr Speaker, we take no delight in keeping furniture that is no longer being utilised. The normal procedure when furniture becomes redundant varies from province to province. They often use that furniture which is still better than furniture in schools that are being run and then they just exchange it. Eventually there is no furniture which cannot be utilised any more according to us and then we are quite prepared to pass it on to whoever is interested in it. We are obviously bound to the regulations of the Treasury and must therefore obtain the approval of the Treasury to be able to do it, but personally, from the Department’s side, we have no objection to it.

Certain school: recount of votes on Model B

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

HOUSE OF ASSEMBLY

(1) Whether application has been made to his Department for a recount of the votes cast in a referendum on Model B at a certain school, details of which have been furnished to the Minister’s Department for the purpose of his reply; if so, what is the name of the school?

(2) whether permission has been granted for a recount; if not, why not:

B1120E

(3) whether the applicants have offered to bear the cost of a recount;

(4) whether his Department has ascertained that the official result of the referendum is above suspicion?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, the name furnished by the hon member;

(2) no, because application was received from only one parent, without proof of irregularity;

(3) yes;

(4) yes.

District Six: population

3. Mr D J DALLING asked the Minister of Welfare, Housing and Works:

HOUSE OF ASSEMBLY

(1) What was the total population of District Six in 1960;

(2) following the rezoning of District Six for the White population group in or about 1966, (a) how many properties were expropriated and (b) what was the average cost of expropriation per property;

(3) whether, subsequent to the above rezoning, any (a) property owners or (b) tenants were given any assistance in moving out of the area; if so, (i) what specified assistance and (ii) what was the total cost involved?

The MINISTER OF WELFARE, HOUSING AND WORKS:

(1) 71 426 persons;

(2) (a) 2 375 properties, and (b) R9 560

(3) (a) Yes, with the exception of White property owners who constituted 66.4% of the total and of which the majority did not live in District Six;

B1152E

(b) Yes;

(i) Assistance was mainly rendered in the transportation of household effects on a continuous basis since proclamation in 1966; and

(ii) Figures are not available but the owners and tenants were provided with alternative accommodation at Mitchell’s Plain, Rylands and other projects at low rentals and reasonable purchase prices.

Students who are not White: financial arrangement

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

HOUSE OF ASSEMBLY

(1) Whether there is any form of financial arrangement between his Department and other departments of education and/or the Department of National Education with regard to financing the costs incurred by his Department in connection with pupil or students who are not classified as White but who are studying at institutions falling under his Department, if not, why not: If so, (a) what is this financial arrangement and (b) what additional amount is made available to his Department under this arrangement;

(2) whether, under the formula-funding system, the Treasury (through the Department of National Education) makes funds available to his Department irrespective of the racial classification of the pupils or students involved; if not, why not; if so,

(3) whether there has been any curtailment in funds made available to his Department as a result of the falling numbers of pupils or students classified as White and growth in the number of pupils or students not so classified;

(4) whether he will make a statement on the matter.

The MINISTER OF EDUCATION AND CULTURE:

(1) No, because the funding of the various education departments is carried out on the basis of a formula which serves as a guideline and generates funds on the basis of the number of actual subsidised pupils enrolled at departmental schools regard-
less of the race classification of the pupils concerned;
(a) and (b) fall away;
(2) see (1);
(3) every year the Department receives less funds in real terms. The formula would only reflect any addition to the total number of pupils after the second year. However, this year there are 10,536 pupils fewer than in 1989;
(4) no.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister’s reply, may I ask whether, in the light of the reply that he has given, the same situation will arise when students of colour are admitted to teacher colleges?

*The MINISTER: Mr Speaker, in a certain sense it will be so, but not altogether, because the formula that is applied there and the procedure differ somewhat. At the moment we are in a process of negotiation with the receiving departments and with certain bodies in respect of the services rendered at education colleges, as the hon member will have noticed in the statement I issued in this regard. We are engaged in such negotiations.

Business interrupted in accordance with Rule 180C (3) of the Standing Orders of Parliament.

Provincial departments: non-White teachers employed

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

Whether any provincial department of education has taken into employment any teacher who is not classified as White; if so, (a) which provincial departments and (b) how many teachers in total?

B1157E

The MINISTER OF EDUCATION AND CULTURE:

Yes.
(a) Cape Education Department,
(b) two part-time music teachers.

HOUSE OF ASSEMBLY

For written reply:

General Affairs:

Sexual abuse: cases

282. Mr B B GOODALL asked the Minister of Law and Order:

(1) Whether any cases of sexual abuse of either boys and girls were reported in 1989 and 1990, respectively; if so, how many in each case;
(2) in respect of these cases, how many (a) men and (b) women were charged with and (ii) convicted of sexual abuse;
(3) how many of the (a) men and (b) women accused of sexual abuse were (i) related to and (ii) strangers to their victims?

The MINISTER OF LAW AND ORDER:

(1) Yes

For the purpose of the answer no distinction is made between boys and girls as statistics in these two categories are not kept separately.

The particulars in respect of boys and girls are as follows:

Rape 1989 1990
2 133 2 623

Sodomy 471 475

Incest 354 251

Indecent Assault 1 660 1 553

Sexual Offences Act 991 1 209

(2) and (3)

No statistics are kept of these particulars.

To acquire the information which the hon member desires, would be extremely time-consuming and would take place to the detriment of other more important police duties. I can therefore unfortunately not furnish this information

AK47 weapons used in armed robbery

354 Mr J CHOLÉ asked the Minister of Law and Order:

How many cases of armed robbery of institutions and/or business undertakings in White areas in which AK47 automatic weapons were used occurred in (a) the first quarter of 1991, (b) 1990 and (c) 1989?

B9496

The MINISTER OF LAW AND ORDER:

(1) 63.
(2) 53.
(3) 9.

NOTE

From 4 January 1991 until 31 May 1991 the South African Police, in cooperation with the public, seized a total of 582 AK47 rifles.

This illustrates the vigilance and determination of the Police to rid South Africa of the curse of the AK47, which has caused so much bloodshed and misery in our society. Persons smuggling fire-arms into the country and using these arms to enrich themselves in a quick and easy manner, care little about the loss of life which these arms could cause.

Their deeds are abhorrent and are rejected by all peace-loving South Africans. For this reason the South African Police receives a great measure of co-operation from the public in general to trace this type of arm.

This curse in the South African society must be condemned in the strongest possible terms. Those who illegally have arms of this nature in their possession and who use them for personal gain, will not be accepted in the South African society.

Consequently I emphasise a standpoint which I took previously, that the South African Police will not rest before this curse has been totally eradicated. In this regard I make an urgent and serious appeal to all South Africans to assist and support the South African Police in this respect. There are ample rewards, and the allocation thereof to persons who lead to the tracking down of this type of arm, will be applied consistently.

Violence: deaths of Blacks

357. Mr L F STOFBERG asked the Minister of Law and Order:

(1) How many Blacks died in Black townships in (a) the Transvaal, (b) the Orange Free State, (c) Natal and (d) the Cape Province in the 1990 calendar year as a result of violent clashes between (i) Blacks among themselves and (ii) Blacks and the South African Police;
(2) how many members of the South African Police were (a) injured and (b) killed in each province in that year during or as a result of such clashes in Black townships?

B0935E

The MINISTER OF LAW AND ORDER:

(1) (a) 1 196
(b) 69
(c) 51
(ii) 48
(iii) 1 050
(ii) 37
(d) 97
(ii) 31
(2) (a) Transvaal 204
Orange Free State 82
Natal 80
Cape Province 268
Total 634
(b) Transvaal 25
Orange Free State 2
Natal 28
Cape Province 13
Total 68

Old-age homes: waiting lists

375. Mrs C H CHARLEWOOD asked the Minister of Planning, Provincial Affairs and National Housing:

Whether there are waiting lists at any of the old-age homes falling under the control of the provincial administrations; if so, in respect of each provincial administration, (a) at which homes, (b) what is the capacity of each of these homes, (c) how many names are there on each corresponding waiting list and (d) in respect of what date is this information furnished?

B1107E

HOUSE OF ASSEMBLY
The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:  

Transvaal

There are no old-age homes in the Transvaal under the control of the Transvaal Provincial Administration. 

(a) to (d) Fall away.

Natal

Yes.

(a) Eshowe Old Age Home — Plessisheu, Zimbalbene Old Age Home — Cremorne.

(b) Eshohwe—9 beds. Zimbambeleni—100 beds.

(c) Eshowe—5. Zimbambeleni—25.

(d) 16 May 1991.

Cape Province

There are no old-age homes in the Cape Province under the control of the Cape Provincial Administration. 

(a) to (d) Fall away.

Orange Free State

No.

(a) to (d) Fall away.

Black housing: backlog

382 Mr P G SOAL asked the Minister of Planning, Provincial Affairs and National Housing: 

(a) What is the extent of the housing backlog for Blacks in respect of each of the nine development areas in the Republic of South Africa and 

(b) in respect of what date is this information furnished? B1012E

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

(a) Development area and backlog 

(b) Date on which the information is furnished

<table>
<thead>
<tr>
<th>Cape Province</th>
<th>Region</th>
<th>Region</th>
<th>Region</th>
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<tbody>
<tr>
<td>A — 133 833</td>
<td>1 121 1 313</td>
<td>3 548</td>
<td></td>
</tr>
<tr>
<td>B — 25 221</td>
<td>1 780 1 313</td>
<td>3 548</td>
<td></td>
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<tr>
<td>C — 100 101</td>
<td>1 200 3 441</td>
<td>3 967</td>
<td></td>
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</table>

B1033E

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

(a) Development area and backlog 

(b) Date on which the information is furnished

<table>
<thead>
<tr>
<th>Natal</th>
<th>Region</th>
<th>Region</th>
<th>Region</th>
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<tbody>
<tr>
<td>30 April 1991</td>
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B1037E

The MINISTER OF EDUCATION AND TRAINING:

(a) Increase 

(b) Decrease

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

(a) What was the teacher/pupil ratio in (i) primary and (ii) secondary schools under the control of his Department as at the latest specified date in 1991 for which figures are available and 

(b) what were the equivalent ratios in 1988, 1989 and 1990, respectively?

NOTE: 

These calculations are based on preliminary statistics as at 5 February 1991.


(b) (i) 1:42.93 1:42.26 1:42.48

(ii) 1:39.01 1:39.27 1:41.96

NOTE: 

These calculations are based on information collected on the first Tuesday in March of the respective years.

395 Mr J D DALLING asked the Minister of Planning, Provincial Affairs and National Housing: 

(a) Who were the members of the Transvaal Townships Board as at 1 May 1991 and 

(b) what, in each case, are the (i) names, (ii) ages, 

(iii) dates of appointment, (iv) academic qualifications, (v) past employment experience and 

(vi) cities of residence of these members?

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

(a) Mr S J Schoeman 

Mr J N P du Plessis 

Mr M A Jaffer 

Mr D P Kirsten 

Mr P G W Grobler 

Mr C Kuun 

Mr C C C van Eeden 

Mr E Naudé 

Mr G Hugo 

Mr W Arends 

Mr D J L Kamfer 

Mr J S van der Walt 

Mr D P Wiltok 

Mr D G Raath 

Mr G Visser

HOUsetE OF ASSEMBLY
JOHANNESBURG. - President F W du Klerk and ANC deputy president Mr Nelson Mandela are scheduled to meet next Thursday to consider proposals for a forum to negotiate a new education system, education sources said yesterday.

Recommendations by the joint working group set up after the government met an ANC-led delegation of education experts on February 25 will be discussed.

The 10-man working group will also report back on the provision of facilities and equipment to black schools.

Education and Training Minister Dr Stoffel van der Merwe yesterday confirmed that the meeting had been scheduled but said the date was not final as the working group had not yet finished its work.
Uproar over Natal school axings

DURBAN. The announcement this week of the axing of almost 30 white Natal schools which will be executed this year has got a group of educationalists begging President F.W. de Klerk to intervene.

However, their request for a meeting with Mr De Klerk has been turned down.

Disappointed executive director of the society, Mr Dave Ryman, said: "For all Mr de Klerk's talk of reform, I wonder if this is not just tacit support for Mr Clase's narrow-minded pursuit of an own-affairs policy."

Meanwhile, in a dramatic follow-up on Monday, the statutory all-white ministerial advisory body, the Natal Education Council, expressed its dissatisfaction with Mr Clase. - Own Correspondent and Sapa.
Open colleges to blacks, Clase told

By Phil/Nelele
Education Reporter

Academics and education organisations have called on the Government to make all white schools and colleges, which are due to be closed, available for the education of black students.

This appeal follows the announcement in Parliament on Monday by Minister of Education and Culture Piet Clase that five white colleges of education would be closed as part of a major rationalisation of teacher training.

The National Education Co-ordinating Committee (NECC) accused the Government of acting in bad faith by imposing "ready-made solutions" without consulting the people.

James Maseko, NECC assistant general secretary, said what was particularly disquieting was the fact that the announcement came at a time when thousands of black students were being turned away from their colleges because of lack of space.

"The point that needs to be emphasised is that while thousands of students are being denied access to teachers' training colleges, over the past years tens of the so-called white colleges have been running empty or half empty.

"The classic example is the shortage of space at the Soweto College of Education (SCE), while the Johannesburg College of Education, about 30 km away, is half empty," he said.

The rector of the SCE, Michael Morapelli, revealed last week that between 5 000 and 8 000 applicants were turned away every year because the college could accommodate only 2 500 first-year student teachers.

According to last year's figures, there were 1 150 students at JCES and 350 vacant places.

At Goudstad Teachers' Training College there were 807 student teachers with 693 vacancies.

Mr Maseko dismissed Mr Clase's announcement, that councils of these white colleges would be authorised to admit blacks, as another attempt by the Government to leave the question of access and control of education institutions in the hands of white administrators.

He also said Mr Clase's announcement amounted to the implementation of the recently released Education Renewal Strategy proposals, even before the document had been discussed by interested parties.

Rigidity

Democratic Party spokesman on education Roger Burrows said closing colleges and dispensing lecturing staff implied a planning rigidity on Mr Clase's part.

If all teachers' training colleges fell under a central planning authority and generated teachers for all South African schools, the present "nonsensical closure" of major city colleges would not happen.

Executive director of the Natal Teachers Society Dave Rayman said that at present there were more than 400 000 children of school-going age in Natal/KwaZulu who were not in school. Another 6 000 teaching posts in Natal would be scrapped this year, he said.

"The rationalisation of teachers' training colleges will lead to the destruction of the education structure in Natal," he said.

The general secretary of the Teachers Association of South Africa, Cliffty Kotuza, said it was ironic that at a time when there was national consensus about the critical need to accelerate the pace and extent of providing for educational needs, the Government saw fit to do just the opposite.

Professor Hennie Maree, president of the Teachers Federal Council, said the drop in enrolments at white schools made the closing of the colleges necessary.

The new admissions policy would now make it possible for the college councils to decide whether to admit students of other races.

"It is still the primary function of education colleges to train teachers for the Department of Education and Culture. The greater autonomy of college councils makes it possible to render a service according to identified needs but within the framework of existing legislation," said Professor Maree.

The Conservative Party said the rationalisation of teachers' colleges was a further price whites had to pay for the equal treatment of all in an undivided South Africa.

"The fact that so many colleges are being phased out is not a reflection of the moderate drop in student numbers at white schools, but is an indication that the Government has already accepted that the student-teacher relationship in white schools must be drastically weakened," said CP spokesman on national education and culture Andrew Gerber.
Mabuza joins the board of Fabcos

THEO RAWANA

FORMER KaNgwane chief minister Enos Mabuza has joined the board of the Foundation for African Business and Consumer Services (Fabcos), the organisation said yesterday.

Mabuza was recently appointed a director of Times Media Ltd (TML), owners of Business Day.

Fabcos chairman Gaby Magomola said in a statement yesterday: "Fabcos is very fortunate to acquire the extraordinary skills and background that Mr Mabuza brings to its board of directors. Fabcos, as a developmental agency for formal and semi-formal black business in SA, regards the input of men of Mr Mabuza's stature as very significant to its future endeavours.

"He will make a valuable contribution to the unfolding events in our country."

Mabuza, who resigned as chief minister in April, said: "It is indeed an honour for me to join the Fabcos board of directors.

"Fabcos is a fast-growing organisation whose major principle of making itself a conduit to black economic empowerment I fully agree with and support."

Mandela, De Klerk in education talks

TANIA LEVY

PRESIDENT F W de Klerk and ANC deputy president Nelson Mandela are scheduled to meet next Thursday to consider proposals for a forum to negotiate a new education system, education sources said yesterday.

Recommendations by the joint working group set up after government met an ANC-led delegation of education experts on February 25 will form the basis of the meeting.

The 10-man working group will also report on the provision of facilities and equipment to black schools.

Education and Training Minister Stoffel van der Merwe yesterday confirmed that the meeting had been scheduled, but said the date was not finalized as the working group had not yet finished its work.

The group is believed to be meeting at the weekend to thrash out its final recommendations.

Its brief was to find solutions to some immediate education problems and to suggest ways to set up a fully-representative forum to discuss a new education system for SA.

Working group members - who include Van der Merwe, National Education Minister Louis Pienaar, their directors-general, ANC education head John Samuel and university principals and Azapo representatives - have remained tightlipped about progress.

A memorandum handed to De Klerk before the opening of Parliament has formed the basis of the working group's deliberations. Issues raised included the allocation of extra emergency funds and a moratorium on closure of white schools and restructuring on racial lines.

Meanwhile, the National Education Co-ordinating Committee (NECC) said yesterday the 15th anniversary of the June 16 student uprising would be marked by a weekend of mass action to put pressure on government to address the education crisis.

There would be marches and rallies, NECC Southern Transvaal general secretary Amon Msane said at a news conference yesterday.
The Cape of Good Hope: 1,514
Transvaal: 1,149
Orange Free State: 378
Natal: 324

(b) The information is furnished as at 27 May 1991.

Personal income tax
417. Mr J J WALSH asked the Minister of Finance:

What was (a) the number of taxpayers according to race who were liable for personal income tax and (b) the personal income tax
act collected per income category in the Orange Free State in the 1988-89 financial years, respectively?

Oracle Free State 1988-89 1989-90
Taxable income group Number Tax Number Tax
R R
0 12 000 4 375 1 564 435(a) 1 965 887 459(a)
12 001 20 000 14 305 18 318 300 5 222 6 205 410(a)
20 001 30 000 17 904 66 681 922 11 503 38 437 627
30 001 40 000 16 923 117 815 688 15 014 106 024 208
40 001 50 000 10 519 113 158 452 12 314 132 023 783
50 001 60 000 5 399 79 319 784 7 266 107 256 723
60 001 80 000 4 085 82 458 389 5 565 112 839 406
80 001 100 000 1 477 41 661 523 1 624 47 149 334
100 001 + 2 086 130 840 788 1 717 100 791 316

NOTES
(a) Statistics in respect of taxpayers earning less than the applicable Standard Income Tax on Employees (SITE) limit are not available and therefore not reflected in these figures.
(b) Statistics are no longer compiled under race groups.

Phuthadijhaba/Industrialiwa: amount spent
115. Mr J J WALSH asked the Minister of Development Aid:

What total amount was spent on industrial infrastructure in (a) Phuthadijhaba and (b) Industrialiwa in each financial year from 1978-79 up to and including 1989-90?

The MINISTER OF DEVELOPMENT AID:
(a) Phuthadijhaba

House of Assembly
'Greater calm' in schools

The only way in which the root of the black education problem can be reached is to redesign the education system so pupils have respect for inspectors, schools, books and other equipment.

Education and Training Minister Dr Stoffel van der Merwe said this on Friday while introducing debate on his vote in Parliament.

He said there were signs the community at large had lost patience with the disruption of schools.

In the first six months of this year, there had been "greater calm" in education than in the corresponding period last year.

"If we can reintroduce adequate discipline in our schools, it will be worth more in terms of results than spending a further R1 000-million," he said.

A culture of learning should exist at schools, with these institutions being viewed by all as being legitimate.

Because pupils had the idea the system was not a good one, many tended not to have a high regard for equipment.

There was an increase of between 45 percent and 70 percent in the numbers of pupils at black schools, which created problems regarding schoolbooks.

It also had to be taken into account that pupils lived under difficult physical circumstances.

Van der Merwe emphasised that problems such as the chasing away of teachers and principals by "progressive" pupils, were not present to the same degree in all schools.

The Labour Party's John Douw said apart from the negotiation process, nothing else was such a burning issue as black education. The root of the evil lay mainly in socio-economic problems.

He rejected trade unionism in education. — Sapa
TOWNSHIP TOUR... The Mayor, Mr Gordon Oliver, addresses boycotting pupils in Khayelitsha during a tour to inspect facilities at township high schools yesterday.

Township schools concern mayor

By DAVE MARRS

THERE would be a “huge outcry” if white pupils had to face the conditions experienced in the city’s township high schools, the Mayor, Mr Gordon Oliver, said after touring Khayelitsha, Crossroads and Nyanga yesterday.

The visit came as parents and teachers increased pressure on pupils to end their four-week boycott of lessons and discuss any plans for “mass action” with the community before acting in future.

Intrigued members of the Congress of South African Students (Cosas) regional committee girded into the mayor’s gleaming black Mercedes to direct him along the safest route between Crossroads and Nyanga.

Mr Oliver was well received by pupils at most of the schools, but a small group of Pan Afri-
Private schools facing 'new education' change

Recommendations in the Education Renewal Strategy document released by the government this week raise most of the traces of apartheid in South Africa's education system. A key recommendation is that all children up to Std 5 will receive free and compulsory education.

Marilyn Keegan spoke to leaders in private education on what impact the ERS would possibly have.

Substantial fee increases, a rise in pupil numbers and the establishment of more independent schools seem on the cards for private education in Cape Town, although heads of schools stress that it's still early days to speculate on what changes will result if the recommendations of the Education Renewal Strategy document are implemented.

Mark Henning, director of the Independent Schools Council of South Africa, says that a principle underlying the recommendation of the ERS is the establishment and development of independent schools.

He said the policies are being followed around the world and the development of private initiatives and co-operative public and private ventures is the only realistic approach to addressing the massive problems in education.

It is conceivable that if the government offers free education up to Std 5, fewer parents will opt for private schools with a resultant decrease in numbers. And as the numbers decrease, a compound effect might make it hike necessary.

However, headmaster of United Israel Schools, Sally Kaplanis, believes that pupil numbers will not decrease but increase at private schools.

He said: "The implementation of the renewal strategy is going to prove inordinately expensive and I predict 'cost saving' measures such as big classes and therefore high pupil-teacher ratios. Inevitably the quality of education offered must be affected. In addition, the demand for poorly qualified teachers will outstrip the supply, leading to teachers with modest and mediocre qualifications being employed.

"Consequently, I see the number of pupils of all races increasing at private schools. Universities and technikons raise their entrance standards even higher than at present, which is also a recommendation of the report.

"Furthermore, with the focus on education shifting to vocational training, as it must, parents from the middle to upper classes will not be deterred in their ambitions to aim for university education; it will still be considered first prize, and this will be another factor influencing the demand for places in a private school.

"In the past few years, fee hikes at private schools have matched annual inflation rates. What does the future hold?"

John Gardner, headmaster of Diocesan College in Rondebosch, says: "Increases anticipated are likely to follow annual inflation rates just as they have done in the past. About 17% represents our average increase, and this must be close to actual inflation figures."

Gardner says Bishops' fees for 1991:

Private schools: Costs could rise

He cites the Jewish community of Cape Town as an example which, he says, has played a significant and generous role in helping to fund the needs of students at Herzlia.

"Almost 30% of our students receive some form of financial assistance. Despite the dramatic increase in fees over the last few years, no one is turned away for lack of finance."

Increase

Another area where private schools will come under increasing pressure is the academic standards they produce. Kaplanis believes that teachers, particularly, will be under enormous pressure to produce outstanding results.

"As a result, I predict a trend towards privatization, especially in extra-curricular activities. Teachers will need to be hired in order to teach more."

Henning points out that pupil numbers in private schools are obviously dependent on many factors, but especially on the quality of education provided and on the economic situation of the country.

"There has been a great increase in the numbers of independent schools in the past few years, of a type very different from the stereotype people have of 'private' schools. These schools represent the choice of parents and the community in education and choice is going to be taken seriously in democratic societies," he says.

It's not clear yet whether government subsidies to private schools will be affected by the new education system. The present level of subsidy at the maximum 45% level is in the order of R1 140 per child in Std 6, 9 and 10 and R600 for children from Sub A to Std 7.
It is heartening to see that at least some government educationists are on the right track. The Education Renewal Strategy revealed this week by Johan Garbers, the country's top education civil servant, is generally sensible and imaginative. It assumes the end of race-based schooling, and aims to deal with the education crisis in practical rather than ideological terms.

We cannot quibble with the proposal that the school system should be based on freedom of association; nor that some allowance should be made for preference in language, religion and culture. And there is no doubt that a single education system is essential, with regional divisions based on where people live instead of what colour they are.

The strategy rightly identifies teacher training as the core of the problem, and has some good ideas to overcome the backlog — like a system of student "internship," which will enable more classes to be taught and more students to get practical experience. On the other hand, it has neglected the importance of preprimary education.

A general primary school education that is both compulsory and free is essential. But the country has not the money to pay for more than seven years, which is why the suggestion that parents take more responsibility for high schools makes sense. So does the idea that technical training should be favoured over academic courses at both secondary and tertiary level.

We trust that this document will finally persuade President FW de Klerk to put a stop to the destruction of facilities by the officials in Minister Piet Clauses's white own affairs education department. As the FM has repeatedly pointed out, it is madness to follow budgets and policy guidelines drawn up years ago. To close down half-empty white schools and training colleges, disrupting the careers of dedicated professionals, while pretending that racially divided education will last for ever, is cynical in the extreme.

Yet this is precisely what has been happening. The effect on the morale of teachers and college lecturers has been dramatic, causing many to leave a profession which needs every qualified person it can get. In addition, many white schools that have opted to go nonracial have encountered only surly obstruction from civil servants who are supposed to see to their needs.

If a moratorium is not called on closures and the abolition of white teaching posts, we must conclude that the National Party is indeed hostage to rightwingers in the civil service. The country cannot afford them any longer.
Pupils blamed for book crisis

GOVERNMENT today hinted at tougher control over the management of textbooks at black schools to try and solve a book shortage crisis.

Minister of Education and Training, Dr Stoffel van der Merwe, laid the blame for the critical shortage of textbooks at some township schools on the logistical difficulties in the estimating of required stocks, and the ordering and printing of books, as well as on the failure of scores of pupils to return their books for the next year’s classes.

He told parliament: “In the past year, the department has diverted vast resources from other vital projects such as the building of additional classrooms and the supply of important equipment in an effort to make up for shortages of textbooks and prescribed books.

“This situation cannot continue unchecked.

Perhaps the time has come for the Department to enforce stricter rules for the management of textbooks.

MICHAEL MORRIS
Political Correspondent

“If a circuit inspector cannot gain access to a school in order to perform his control duties, and if a principal is not allowed to carry out his management duties, then surely it would not be unreasonable for the department to refuse to accept requisitions.

‘Political defiance’

Dr van der Merwe said the issue of textbooks and prescribed books “is but one manifestation of an honest and sincere effort by the department that has fallen prey to the phenomenon of open and declared political defiance”.

He said the department knew that in the Western Cape, a total of more than 304,000 books have been supplied to secondary schools since 1987. This year, there are more than 19,000 secondary school pupils in the area”.

Citing the position at Nelson Mandela Secondary School in Crossroads, he said that there should be almost 29,000 books in circulation for the approximately 1,800 students at the school.

“To sum up: we know that sufficient supplies of books have been delivered. We also know that despite the enormous increases in student numbers, and despite the massive over-subscriptions, there should be sufficient quantities of books.”

One of the main causes of the shortage, he said, was the fact that many pupils did not return their books.

“In other words, many of the students who are now without books are suffering because last year and earlier, their friends did not return those books.”

15.2 million books

He said the department had made “sincere efforts to ensure that every student should have sufficient quantities of textbooks”.

Since 1987, when the new syllabi were introduced, more than 31 million books had been delivered to schools, of which 21 million were supplied to secondary schools.

He said that if one assumed an average book life of four years, then there should be some 15.2 million books in circulation. This meant there should be an average of 24 books available to each of the 637,000 students in public and State-aided secondary schools in 1991.
Mass action against DET under discussion

The question of strategies to be used to fight the in shortage of education facilities is now being discussed by structures across the political spectrum.

A meeting convened by the Southern Transvaal region of the National Education Co-ordinating Committee (NECC) to discuss mass action against the Department of Education and Training (DET), had to adopt a new agenda last week and focus on schools disruptions.

The meeting was attended by education structures affiliated to the NECC, the Pan Africanist Student Organisation (Pasos) and the Azanian Students Convention (Azasco).

It is understood that Paso and Azasco responded to the NECC meeting, but indicated that they were not comfortable with discussing mass action before addressing the behaviour of members of the Congress of SA Students (Cosas) and the SA Democratic Teachers Union (Sadu).

The two organisations were accused of promoting disruption of classes.

AZAPO head of education, Dr. Gomolemo Mokae, said: “Indeed, nowadays when these organisations criticise the insensitivity of the regime to black education, it is like the pot calling the kettle black.”

Disruptions

Last week’s meeting was called on the same day Paso accused Cosas and Sadu of misguidedly disrupting classes in the name of the struggle.

Paso general-secretary, Lawrence Ngandela, told PUPILS FORUM that his organisation was not satisfied with the explanation that the disruptions that have taken place in schools were needed. Paso felt that Cosas and Sadu needed to explain their strategies.

“Unfortunately for the African child, Cosas and Sadu seem not to be interested in learning from past mistakes.

“In spite of the back-to-school campaign for intensive learning that we support, they keep engaging in campaigns which are likely to lead to high failure rates this year,” said Ngandela.

The meeting is a second attempt to get educational organisations across the political spectrum to develop joint strategies. The first was an Azasco initiative to convene a patriotic front of students to discuss differences and develop joint strategies.

However, the meeting, planned for April, failed to take place due to several reasons. The key reason for the failure is believed to be a disagreement between members of the organising committee for the conference.

It was reported that organisations such as Cosas, the SA National Students Congress (SAmso) and the National Union of SA Students (Nusas) were claiming huge membership and advocating for a proportional representation at the forum. This was reportedly rejected by Paso and Azasco who prefered an equal representation.

All dressed-up to learn: These schoolkids were pictured during a break at a city school. There is concern that some of these schools are no better than schools in the townships. Some of them have been “fly-by-night” businesses that have exploited innocent pupils and left them destitute.
Not so long ago, the Afrikaners were an oppressed and needy people. They had been deprived of their country by the cynical, greedy British. The civil service was run by English-speakers. Arrogant imperialists insisted that English must be the language of instruction in schools. The "poor white" problem was almost entirely an Afrikaans one. Simple farmers were forced to leave the land in search of unskilled, badly paid work in the cities. Children went hungry.

_En kyk hoe kyk hy nou!_

The Afrikaner understood that the way out of poverty was through education. In Afrikaans communities the teaching profession still stands equal with the church, law, medicine and engineering. They understand (more than English-speakers, who have always taken education for granted) that without good schools there will be nothing else.

Which makes it all the more difficult to understand the mind of Piet Clase. This verkrampte Minister, responsible for own affairs white education, has decided to close five teacher training colleges — at a time when black colleges are forced to turn away thousands of aspirant student teachers. One Natal college that had been under threat survived, with permission to go nonracial, but only under enormous and anxious pressure from educationists, opposition politicians and businessmen.

Only if white education could be seen in isolation, as it was in Verwoerd's mad visions, would the closures make any sense. But they are absurd.

Even government's own Education Renewal Strategy, issued last week, recommends a single education department. The strategy also officially acknowledges the desperate need to train more teachers.

The sop thrown by Clase — that the buildings made empty will still be used for education — is alluring but meaningless. The black education establishment is certainly in no condition to staff and maintain new colleges, and the white professional expertise that will be lost through the closures is irreplaceable.

Minister Clase, a former Free State headmaster of whom better things might have been expected, is evidently unaware of the new strategy. Perhaps someone should enlighten him.

But perhaps, too, we should start asking whether this "rationalisation" is in fact a deliberate scorched-earth policy, with whites retreating into the laager and making it as difficult as possible for blacks to empower themselves.

If this is the hidden agenda, it has to be asked: does the State President approve of it?
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SA-AUSTRALIA RELATIONS

THE LATE NEWS

It is very broadminded of Australia’s Foreign Affairs Minister Gareth Evans to visit this country and find out for himself what changes are taking place, and what our future needs may be. It’s also a pity that his government, proud of having orchestrated Commonwealth sanctions against us, has taken so long to send someone of his position and obvious integrity.

It is idle to speculate what Australia’s position may have been had this education been sought a little earlier. The material circumstances of many blacks who are now out of work could have been less onerous had that happened.

Evans, we guess, would disagree: he appears to have that turn of mind which prevents some Sixties radicals from coming to terms with the demise of their romanticism.

If Evans had spent time with our northern neighbours, he would have seen into what frightful economic and political degradation policies similar to the thinly veiled collectivism of the ANC and its ally the SA Communist Party have fructified. Once-prosperous black populations are facing starvation while all political dissent has been dealt with in a manner no less horrifying for being nonracial.

Despite Evans being here to see the removal of the last vestiges of apartheid, he still advocates the retention of financial sanctions to discourage the Nats from delaying constitutional negotiations. Yet he is not prepared to countenance the idea that the ANC itself could be the cause of delay — an ANC bereft philosophically, administratively inept, and incapable of curbing the violence of its supporters.

Having seen and acknowledged the need to uplift so many poor South Africans and provide them with the basics of civilised life, Evans still argues for the retention of those sanctions that are most economically destructive. He will have to forgive us for seeing contradiction in his views.

What we hope he will have learnt from this visit is that the international community should be working to create a new society which avoids the perpetuation under another regime of the political and economic depredations of the apartheid government.

That is not a plea for the veiled preservation of white privilege. For if the ANC wishes to take over where the Nats left off — and there is every indication that it does so — many more blacks than whites are going to see their suffering, both economic and political, perpetuated if not intensified.

Or are Commonwealth members, with their mixed record on human rights and economic proficiency, unable or unwilling to face that reality?
"Back to school" in townships

By DAVE MARRS
Education Reporter

TOWNSHIP high school pupils have resolved to end their boycott of classes from Monday — too late to write mid-year exams, as black schools break up for the winter holiday only five days later.

The Congress of SA Students (Cosas) Cape Town region described the return to school as a "great victory for the pupils", saying exams could be written in September "if the DET keeps its promises".

The pupils missed four weeks of lessons, and at least one youth died in incidents of boycott-related violence.

Cosas said the Department of Education and Training (DET) had agreed to meet their short-term demands for textbooks and classroom furniture and for a meeting with Education and Training Minister Dr Stoffel van der Merwe to discuss the need for more schools, teachers and a single education system.

The DET had not commented by the time of going to press.

Stung by accusations from parents and teachers that the pupils acted without consulting the township community, Cosas said meetings with parents had been arranged as early as January, but had not taken place due to a weak response.

They said the SA Democratic Teachers' Union (Sadtu) and the National Education Co-ordinating Committee (NECC) had been informed that the education crisis was not being taken seriously by the community, and that pupils were preparing to take action on their own.

Responding to accusations from the Pan Africanist Students' Organisation (Paso) that the class boycott and mass action campaign had been "directionless" and "playing into the hands of the oppressor", the ANC-aligned Cosas said the pupils' short-term demands would otherwise not have been met.
THE Joint Working Group on Education — formed early this year by an education delegation and government representatives to find short-term solutions to the crisis — appears to have run aground.

This was said this week by National Education Coordinating Committee (NECC) spokesman Ibram Rensburg to a forum of Alexandra teachers and students at a debate on "Education and Privatisation" in the area. The deliberations of the Working Group came under fire from educators present for being unaccountable and shrouded in secrecy.

Rensburg said an initial report was expected from the Working Group on June 20, and the NECC would then "decide whether or not the initiative has borne any fruit".

"The Joint Working Group has no mandate to negotiate ceasefires from organisations on the ground," said Rensburg. Its mandate was to find solutions to the provision and delivery of textbooks, the shortage of teachers in black schools, additional classroom space to alleviate overcrowding and the recognition of representative structures such as Parent-Teacher-Student Associations and the SA Democratic Teachers' Union (Sadtu).

Only the last of these, said Rensburg, had been successful, and deadlock had been reached on other matters. Recognition of Sadtu is now a technical process, as the group has cleared all other obstacles, he said.

STUDENTS at the University of the North are boycotting academic programmes because of demands for the removal of "racist and unprofessional staff", according to a statement released by the vice-chancellor, Professor Chabalal Manganyi.

Peaceful demonstrations were held during the week but on Monday a mass meeting of students decided on boycott action.

"The university administration and the Senate executive committee are holding meetings with student and staff leaders to find constructive solutions to the impasse," said Manganyi. "It is hoped that an early solution will be found."
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The education minister says there are too many teachers. Maybe he should visit a school!

Go back to school, Piet Clase

By PORTIA MAURICE

The minister of education and culture has obviously not seen the inside of a black school in a long time.

This week, Piet Clase closed five white teacher training colleges and claimed there was an oversupply of teachers.

He should tell that to the Alexandra pupils pictured below. In some township schools, there are 100 pupils to every teacher. And official figures show that 37.3 percent of Department of Education and Training teachers do not have a matriculation certificate.

Yet on Thursday a warning that black education colleges may close in the near future came from the chief educational researcher at the Human Science Research Council, Dr Michael Mamabolo.

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Yesterday at the Sloan primary school in Alexandra... forty grade one pupils cram into a 'zoo' but not much larger than a small office.
Go back to school, Piet Clase

because of "over-production of teachers" in history and black languages.

Clase ordered the five colleges closed only weeks after he granted governing councils of white teacher training colleges power to admit black students.

The announcement comes as overcrowding in DET schools reaches shocking proportions.

Thousands of African children still learn in double sessions (with the same teacher taking two classes a day) or under the platoon system (with two teachers for two classes but sharing the same room).

In 1988, 122,954 black pupils were involved in the platoon system, and last year 102,402 in double sessions, according to the DET and the latest SA Race Relations annual survey.

Teacher:pupil ratios in DET schools are often far above the official figure of 1:36.8 and, in some classrooms, pupils are crammed three to a desk.

In other departments, the situation is not as startling: in 1989, the teacher:pupil ratio for whites was 1:17.6, for Indians 1:20 and for coloured schools, 1:23.5. In the "self-governing territories", however, the ratio was 1:41.

Clase said in a television interview this week there was, in fact, an oversupply of teachers. If equalisation of teacher:pupil ratios took place too rapidly, he said, this would have a negative effect on white education.

On the white side of the "own affairs" fence, teachers face the prospect of mass retrenchment. In Natal, it has been reported, 600 teaching posts are to be lost this year, and another 1,500 in 1992 — part of a strategy to deal with the 164,000 empty places at white schools nationally.

The Natal Education Department has announced that 19 white schools may close by the end of the year, adding to many which have been shut over the last decade. Yet in KwaMashu alone, according to the Natal region of the National Education Co-ordinating Committee (NECC), high schools are overcrowded by 8,000 pupils.

It is government policy that empty white institutions remain, as a priority, within the House of Assembly, free of charge. Eventually, they are offered for sale to other education departments, Minister of Housing, Welfare and Works Sam de Beer told parliament recently, "at a market or reasonable value". The third option is to put them to private use through welfare or church organisations.

The policy has not been changed, despite the government's stated commitment to a single education department. About 6,000 black pupils have been allowed into "open" Model B and C schools by parent vote, according to new models devised by Clase last year. But these, says the NECC, represent less than one percent of total white enrolment, and in no way address the problem comprehensively.

"The power of such decentralised models is that they allow for both integration and racial exclusivity," says the NECC. "The Clase models privilege libertarian values of free choice over egalitarian values which post equal educational opportunities for all."

Clase appears to have jumped the gun in implementing the proposals of the Education Renewal Strategy released last week without the consultation promised to "stakeholders" in the field.

"In the interests of the country, post-school technical and career education must be developed and preference will be given to institutions which wish to use the facilities for this purpose," Clase said in his press statement. The "educom" concept is likely to be developed in the provender institutes.

It is commonly accepted among educators that more than five million South Africans between the ages of six and 16 are not in school at all. There is an urgent need for teachers to be trained to meet this need.

"Government has said (in the Joint Working Group on Education) that if the existing teaching fraternity is spread across all departments on a prudential basis, the teacher:pupil ratio would even out to 1:38. But even this falls short of the agreed ideal ratio of 1:30," NECC spokesman Ithon Rensburg told the Weekly Mail.

Sources speculate the government is dealing with the education crisis in a piecemeal way because it is caught between pressure from a conservative constituency trying to preserve apartheid education in its dying days and a need to show seriousness about reorganisation and rationalisation of under-utilised facilities.
By HANS-PETER BAKKER, Education Reporter

No extra money will be made available for education, said Mr Piet Claas, Minister of Education and Culture in the House of Assembly.

He said South Africa was spending about 19 percent of its budget on education. No country could afford to spend a greater percentage.

He was speaking at a dinner organised by the Bellville branch of the Suid-Afrikaanse Onderwyserunie last night.

Referring to the State President's guidelines for education, he said the President had spoken of "one education system and pot of a single education department."

It was commonly accepted that one system did not mean one administratively unwieldy department responsible for the education of 10 million pupils, with 250,000 teachers and 15,000 schools within integrated schools.

Mr Claas said the State President's guidelines were based on fairness and justice - also toward the values white people held dear.

He said there were general values like patriotism and a striving for economic well-being which were common to all groups but that there were also "specific values, embodied by our own communities, which represented the true own affairs and which would be strengthened by the scrapping of racial restrictions."

It was "logical" that concentrations of people with traditional values would remain and that communities, including schools, would remain largely unchanged.

Communities and individuals who attached importance to a particular type of education needed to bear a greater responsibility for the education of their children.
Mass action to pressure DET

By PHANGISILE MTSHALI

THE National Education Crisis Committee has called for three days of mass action starting tomorrow to pressurise the Department of Education and Training into meeting its demands.

It has given June 16 as its deadline or it will take mass action.

The NECC has also called for the resignation of Minister of Education.

VAN DER MERWE

and Training Dr Stoffel van der Merwe if the deadline was not met.

Its Southern Transvaal regional general secretary, Mr Amon Masane, said pupils from all over the PWV area were expected to march on the DET's headquarters.

"It is past the half-year mark and our pupils still do not have textbooks and stationery and their schools are not repaired," said Masane.

He said the action would not interfere with the June examinations. "Pupils are restricted to participating on Saturday and Sunday. Monday's march will only be for parents and those interested in education."

Meanwhile, the situation has returned to normal at a Ratanda school after 60 teachers were "requested by the Cosas branch to stage a sit-in at the DET offices in Heidelberg as part of the mass action campaign."

The NECC branch in the area has resolved to intensify the go-back-to-school campaign.
EDUCATION FM 14[4]91

CLASSROOM CHAOS

Fifteen years after the June 16 Soweto uprising, SA history has changed course dramatically. But black education — the spark of that uprising — remains in chaos, plagued by bureaucratic bungles and pupil gangsters.

Take this week alone:

☐ Minister of Education & Culture Piet Clasie closed down 14 schools in Natal, while in KwaZulu there are some 441 000 children unable to attend school because there are no classrooms for them. In KwaZulu alone, there is a shortage of some 32 000 teachers for primary education;

☐ Five teacher training colleges are going to be shut down (see Leader). Clasie says he will open the remaining colleges — which

CURRENT AFFAIRS

will now be overcrowded — to all races.

Earlier this year he refused to open white training colleges to all races;

☐ The Department of Education & Training denies it is refusing to pay the salaries of Mamelodi principals who have been "expelled" from their schools by pupils;

☐ In Soweto, male teachers at a high school prevent 10 female teachers from entering the school. The women had refused to sign a petition objecting to the appointment of a female principal. The DET says it is trying to negotiate a way out of the deadlock;

☐ In Cape Town, pupils at 14 high schools who have been boycotting classes for a month in protest at the DET's failure to deliver sufficient textbooks, meet to discuss whether they should bow to community pressure and return to school; and

☐ Education Foundation director Johan van Zyl tells a Rotary conference in Natal that 90% of black schools have no electricity. "Provide electricity and at one stroke you can turn a simple school into a 16-hour-a-day education facility where adult literacy can be taught and study facilitated."

There are strong educational policy differences between the ANC and the Pan Africanist Congress and the Azanian People's Organisation.

While the ANC has made a strong rhetorical commitment to children returning to school, its refusal to prohibit children from participating in political campaigns and boycott activities ensures that learning is given lower priority than politics. The PAC and Azapo have become increasingly critical of this stance.

The Azanian Students Movement (affiliated to Azapo) last week condemned sit-in campaigns at DET offices that had been organised by the Congress of South African Students, an ANC affiliate, to protest against educational inequality and the lack of textbooks.

Azasm deputy president Sikhayo Sekhonyane said sit-ins usually led to the arrest of protesters, then students would be asked to boycott classes to demand their release. He also accused another ANC-affiliate, the SA Democratic Teachers Union, of boycotting classes to attend marches and encouraging students to expel principals from schools. "If this is the way to defy the DET, then we doubt the seriousness of these organisations about the education crisis," he said. — Charles Smith
Books must be read, not balanced, to beat schooling tidal wave

I suppose only an impoverished academic who has no books to balance can express dismay at the activities of those people who can see no other purpose to life than balancing books.

Especially when those people make statements about education and educationists that seem to reflect little more than revenge for the poor marks they got at school.

The remarks made by Quentin Green and Mandla Maphakela about the future of TV1 and TV2/3 respectively fuel this dismay. Both worry about ways of making money and attracting viewers but both also ignore the issue of education and broadcasting.

Even with the report of the Task Group imminent, precious little has been said about how the educational crisis will be addressed by radio and TV.

South Africa is not alone in this. Established educational broadcasting — as well as general public service broadcasting — is being threatened by commercial broadcasting and new technologies all over Europe.

Public Broadcasting in the United States is undergoing a funding crisis and it educational function is under strain.

Concern has been expressed in Britain with the passing of the new Broadcasting Act which replaces control over commercial broadcasting by the Independent Broadcasting Authority (IBA) with the Independent Television Council (ITC).

The new Act aims “to provide a more competitive multi-channel broadcasting market.”

The ITC will not have the IBA’s statutory supervisory and editorial responsibilities and will be concerned mainly with the selling of broadcasting contracts to the highest bidders in the different regions.

Great concern has been expressed that no provision has been made for schools broadcasting, in fact, there is only a reference to educational broadcasting “in a very broad sense.”

However, broadcasting in Britain has always been in the hands of people with a great sense of social responsibility and there are, presumably, still many experienced and dedicated producers who will go on making programmes with a strong educational content.

But the situation in South Africa is very different. We do not yet have the established body of experienced and dedicated educational broadcasters that Europe has. The SABC has not encouraged this in terms of money or airtime. Universities have neglected to turn out educational broadcasters.

Worst of all, concerned and progressive educational bodies such as the NECC seem to have been so overwhelmed by the sheer magnitude of the educational crisis as well as frustrated by the intransigence of an unresponsive SABC that they have neglected to investigate the potential of educational broadcasting.

What does the black educational crisis look like? Here are a few of the basic figures.

Per capita expenditure on a white child is R2 769, an Asian R2 015, a coloured R1 508 and a black child R598.

The pupil-teacher ratio is 1:16 for white children and 1:40 for black children. The statistics for black teacher qualifications are similarly depressing: 47 000 black teachers only have a Std 8 certificate, 71 000 have a matric and only 11 000 have a degree (but might not teach the subject they qualified in).

Perhaps the most frightening statistic of all is that at present 60 percent of all black children are in pre-primary grades. This tidal wave is going to hit matric in a few years time.

No one suggests that educational broadcasting is the simple answer. But the sheer newness of media teaching can provide education with a kickstart.

After that the availability of ready-made or adapted educational material can begin to play a role.

The chronic shortage of textbooks and laboratories can be remedied with broadcast material and with functionally designed workbooks. Teacher upgrading can be facilitated with teleconferencing methods.

Off-air recording of material during the middle of the night will enable schools to build up resource banks.

Isn’t reading books more useful than balancing books?
FW must step in to halt college closures

Sometimes one gains the impression that Government strategy, as far as the process of transition is concerned, is either not yet properly co-ordinated or there are Ministers or bureaucrats who do not want to support the process; if they understand it at all in the first place.

Otherwise, how does one explain the fact that a few weeks ago a Government-linked working group came up with an "education renewal strategy" which emphasized among other things that all available educational facilities should be fully utilized; and immediately thereafter, another Government department announced that certain white colleges of education would be closed or incorporated into other existing colleges?

It is difficult to understand why the Department of Education and Culture in the House of Assembly is so keen to go ahead with its "rationalisation" policy (which practically means closing down under-utilised white schools and colleges) when virtually everybody who has anything to do with education is saying we will need more educational facilities in a post-apartheid South Africa.

One also does not understand why the said Department insists on "own affairs" educational solutions which do not focus on the educational needs of the future.

The problems of post-apartheid South Africa are enormous and they will tax the ingenuity of all our citizens. This is even more so in the field of education.

Post-apartheid policy formulation and implementation in education will have to provide our citizens with an education that will meet the criteria of good quality, relevance and cost effectiveness. This endev-

our will, however, fail if we attempt to solve post-apartheid educational problems using apartheid solutions.

It is reasonable to anticipate that post-apartheid educational planning will have to do away with the present fragmented control of education.

This step would usher in a period of unified educational control and the disappearance of own affairs education departments. The Government has also committed itself, at least in principle, to the notion of unified control in education.

It is only once in this re-arrangement of educational control has been debated and finalised that meaningful rationalisation would become a viable option. Otherwise hasty rationalisation undertaken within the context of own affairs education planning might see us closing down schools and colleges and retrenching teachers today, only to re-open them and re-employ the retrenched teachers a few years later.

A cost effective approach would be for President de Klerk to declare a moratorium on the closing down of under-utilised white educational facilities until a national education strategy is agreed upon.

In the interim, the Government should find a way of opening discussions with relevant interest groups on the best way of using available educational facilities for the benefit of all students, regardless of race. With the Group Areas Act now out of the way, one would have thought this option would be the most obvious.
Another Year of Lost Opportunities Looms.
A Report With Too Many A national disaster education remains June 16, block 15 years after

School will, with overtones of the occasion, and the welcome to the place on a snowy
night, utter symmetry of joy or due but not what — make other things not of others but others —
purpose again defining the return to work. A
picture of the government is power, whereas government is power, and interior is becoming worse, over
Black strawberries. This been selected or disaster

Patrick Laurence
This boom shows no sign of abating. The emphasis in the lower end of the market on computers retailing at $10,000 and under has already simple task to meet increasing requirements. Computers at this level generally have more reliance on salesmen intent in their initial order of computer equipment for large companies, but with talk of further existing or installing costs of software, turned to auditors.

In many companies, the role of the computer is changing. The Sbarb is now a major factor in the accounting department, with the production manager's financial
diva.

The sales of the Sbarb to large companies is just about complete. After some delay, it seems clear that the Sbarb is just about complete. After some delay, it seems clear that the Sbarb is the only real competitor in the field.
A new map for the blackboard jungle

NOW: that South Africa is on the last mile to liberty, equality and fraternity, let us not forget to thank the youth this June 16 for starting the journey.

Bravo, I say, to those little Davids (and Delilahs) who rocked the Goliath National Party government with the out-break of their rebellion on June 16, 1976.

It was our finest moment as black people in centuries of oppression by whites and a decades-long liberation struggle when on that fateful day our children rebelled as one against the bantu education the government, in its wisdom, was enforcing on us.

I salute and grieve for those – both within and beyond our borders – who paid the supreme price for their part in helping to liberate black South Africa from the tyranny of apartheid.

We did not achieve nearly as much as our struggles in the 64 years from the birth of the ANC in 1912 to 1976 as we did from 1976 to the release of Nelson Mandela on February 2, 1990.

As Labour Party leader, Allan Hendrickse, said commemoratively in Parliament on June 16 1983: “Because of, June 16, South Africa will never be the same again.”

Or as the late Alan Paton wrote in Journey Continued: “The most important consequence of June 16, 1976, was that the National Party realized that the only hope for Afrikanerdom lay in moving away from apartheid.”

Or as John Collins wrote in the June 1989 edition of Leadership magazine: “It took rioting by black school children themselves, beginning in June 1976, to open most (white) schools.”

All black people, and especially my generation, clearly owe a lot to the political cataclysm that was June 16, 1976.

This is of course a meaningless term unless it can be translated into positive action.

In the words of John Drake: “There is a nobler ambition in life than to stand high in the world. It is to stoop down and help lift mankind a littler higher.”

We owe it to our children to ensure that they enjoy the liberty, equality and fraternity that has been so bitterly fought for and which has even now not yet fully arrived.

That can best be achieved if we do all we can to provide for them the most precious asset of all, namely education.

Never in the history of our struggle has it been as imperative as now that an effective education be provided for our children.

This June 16 is a perfect time to remember the past and also to dedicate ourselves to active participation in our children’s education.

If the verkrampte in Pretoria try to sabotage our children’s education by not supplying textbooks on time, let us as parents buy the books and demand our money back.

Even non-activists can play a role.

If you visit a school to talk to pupils on the merits of your own career, even if you are heard by a tiny audience, you will have played your part.

All educated people have a duty to help in providing education for the children of the ghettos they themselves were once in.

In the words of Dr John Dube, when accepting the presidency of the ANC in 1912: “We the first born of this country have now been made the last born, and we must fight against that.”

Unless we motivate for a decent education for our children, black people shall remain the last born of South Africa – even if we do get the right to vote once every five years or so.

It is vital that the devilish plan by apartheid’s architect, Hendrik Verwoerd, to keep his people forever in ignorance, poverty and the slavery of the dust, shall not become a fact by our own negligence and lack of caring.

My favourite freedom song is Siyaya Epitole (We are marching to Pretoria). My generation never quite got there, but our children will – not as protestors but as rulers of the land of their birth.
Education 'a key to peace'

Staff Reporter

While June 16 1976 represented a turning point in the liberation struggle, the day also heralded "the spirit of much of our black-on-black violence", an Inkatha Freedom Party youth leader said in Soweto yesterday.

Addressing more than 5,000 IFP supporters at an open-air Soweto Day commemoration rally at the Diepkloof hostel, IFP Youth Brigade leader in the Transvaal Themba Khoza called for education to be a priority in the interests of a peaceful, nonracial future.

"I do not want to be part of the lost generation — aimless, hopeless, useless and dangerous," he told the large, heavily armed crowd.

"Where is our pride? We know nothing is perfect just as our fathers did, but this did prevent previous generations of leaders from going to school, imperfect as it was."

He said events in 1976 and later years had proved wrong the belief that a people's army would defeat the SADF and that a mass insurrection would sweep the ANC into power.

When this tactic failed, the "failed revolutionaries decided to turn on their brothers instead of the Pretoria regime."

Police and troops monitored the rally, assisted by a spotter plane and a helicopter.

No violence was reported.
Letters

Reneval Strategies

Topical and legislative

Box experience

must draw on the
Police, education send govt spending soaring
der control. Croeser estimated “a small amount of R400m needs to be raised during the rest of the year, which will place no pressure on the markets”.

Government had raised R4.5bn in cash and R2.7bn had already been sold to the market. In addition, options for R1.5bn of stock had been exercised by investors, maturing in July, November and February.

Croeser’s estimate for borrowings needed for the rest of this year relied on R7bn revenue from the Public Investors Commissioner (PIC), the same amount raised last year, and debt rollovers of R2.5bn.

Once investment restrictions on the state pension fund had been removed investment in property and equities would be done gradually, said Croeser.

“Obviously it is not our intention to disrupt the market and any flow of funds into equities or property would have to be very carefully handled.”

“Markets can absorb only a small portion of the cash flows and government will still use the PIC for some time and diversify eventually,” he said.

Croeser added: “The last factor which could fuel markets this year is if VAT pushes up the inflation rate this year.

“An IMF study says that at worst there will be a once-off rise in the rate of inflation, but I don’t expect businessmen to push all input credits through to lower prices.”

Deputy Reserve Bank Governor Jaap Meijer said expectations would be decisive in determining whether VAT had a once-off impact on inflation or an inflationary effect.

Inflationary expectations have replaced wage increases as the largest contributor to inflation.

In response to a question of whether a once-off increase in the inflation rate as a result of VAT would determine the direction of interest rates, Meijer said “the Reserve Bank would consider the particular conditions at the time”. Croeser said he was concerned about the current state of the economy. “We can perform a first world operation but I am scared the patient will be killed in the process.”

“With interest rates down at least we can maintain jobs and survive,” he said.

But he said “an interest rate reduction before the end of the year is possible, provided it is linked with a meaningful fall in inflation”.

Retaining price stability should be the thing everyone was working towards, he said.
Squalid, crowded schools shock diplomats

By Phil Molefe
Education Reporter

Gross overcrowding and squalid conditions under which black pupils have to learn were highlighted during a National Education Co-ordinating Committee southern Transvaal region-sponsored tour yesterday attended by embassy representatives and the media.

Representatives of the British, Canadian, Italian, US and French embassies, who visited schools in Alexandra and at the Weilers Farm and Orange Farm squatter camps, both in the Vaal Triangle, expressed shock at the appalling conditions.

Schools at Orange Farm and Weilers Farm are run by the communities, and the DET is not responsible for them.

"It is really shocking. I don't know how these children can sit for half-an-hour of a lesson in this cold," said a representative of the Italian Embassy.

Broken window panes, missing doors, no toilets or water, gross overcrowding and a chronic shortage of teachers — let alone books — were a common feature at most of the schools visited.

In a protest against these squalid conditions, the entire pupil and teacher population of one of the schools is set to move in and take over Orange Grove Primary School in Johannesburg, which closed down earlier this year.

Ironically, the school, situated in a white suburb barely 8 km from Alexandra, was closed because there were not enough white pupils.

The ANC-linked Alexandra Education Co-ordinating Committee, which is spearheading the protest action, has targeted the school to be occupied as soon as possible by an as yet unnamed school.

"We are making arrangements and soon we will be taking pupils on buses to these schools and conduct lessons outside the locked buildings in order to force the Government to open them up," said Mike Maile, co-ordinator of the Alexandra Education Co-ordinating Committee.

"We want to embarrass the Government," he said. Whatever space could be found at the school, which was padlocked yesterday, would be occupied.

He said several representations had been made to the DET, including a meeting with Education and Training Minister Dr Stoffel van der Merwe, but nothing had been done to address the school problem.

"Shortage of classes, teachers and books, and unsuitable learning conditions, are experienced at most schools in the township," he added.

According to Mr Maile, there are 70,000 children of school-going age in Alexandra, of whom 9,000 are currently attending school.

The DET was not available for comment at the time of going to press.
Donations to educational institutions: tax benefits

*12. Mr R M BURROWS asked the Minister of Finance:

(1) Whether it is the intention to provide additional tax benefits to persons or institutions making donations to educational institutions; if not, why not; if so, (a) what additional benefits and (b) with effect from what date;

(2) what are the tax benefits available to individuals or organisations making donations to educational institutions in the current tax year?

B1196E

The MINISTER OF FINANCE:

(1) and (2)

Section 18A at present provides for a deduction against the taxable income of a taxpayer in respect of donations made by him to a university, college, the Bible Society of SA and certain educational funds, to an amount of R300 or 2 per cent of the taxable income (whichever is the greater) in the case of individuals and 5 per cent in the case of companies. Educational funds include inter alia the National Study Loan and Bursary Fund as well as certain funds whose sole purpose is the promotion of secondary education. The Margo Commission recommended that the ambit of section 18A be broadened to also allow for the deduction of donations to primary education, and this recommendation was accepted by Government, subject to the administration of the system being tightened up and existing abuse being removed. Discussions in this regard are, however, taking place on an ongoing basis with the Department of National Education and other interested parties such as the Urban Foundation, but it is clear that there is no quick solution to these problems and that various alternatives in this regard have been and are being investigated.

The Government realises the need for and the importance of education in South Africa and is not unsympathetic in this regard. The Government's answer should, however, always be balanced, and notice must be taken of the fact that the way in which section 18A is structured at present may be criticised. As people are more inclined to donate to institutions from which they or their relatives will benefit directly, rather than to those institutions where the greatest need exists, it can be said that the system favours the wealthy.

In addition it should be borne in mind that the tax system should not be the primary channel to finance and stimulate education. It should only be supplementary in this regard. Hon members will recall that I was criticised on several occasions this year for not giving enough tax relief, and my reply thereto was that there were other more important priorities. One of these is of course education in respect of which approximately 20 per cent of the National Budget is applied.

It has to light, however, that the corporate sector at present has a pressing need to make donations to educational institutions for the advancement of primary and secondary education needs on a broad basis. Section 18A has accordingly been amended this year to provide for a deduction in respect of donations by any company to a few large educational funds for the advancement of both primary and secondary education. Thus, while the current system can lead to a concentration of donations to more affluent schools, the new provision should result in a more even distribution among schools, particularly to less affluent schools.

The amendment will apply in respect of donations made on or after the date of promulgation of the Income Tax Act, 1991, to an approved new educational fund.

B1198E

HR: party-political documents

*13. Mr R M BURROWS asked the Minister for Economic Co-ordination and Public Enterprises:

(1) Whether he has used any of his staff to devise, create or distribute any documents of a purely party-political nature having a bearing on members of Parliament in the House of Representatives joining the National Party; if so, (a) for what reasons and (b)(i) whom members of staff are involved and (ii) by whom are they remunerated; and (c) whether he will make a statement on the matter?

B1197E

The MINISTER FOR ECONOMIC CO-ORDINATION AND PUBLIC ENTERPRISES:

(1) Mr Douglas McClure, a communications consultant who renders certain services to my Ministry on a contractual basis, and who does not hold an appointment in the Public Service, distributed a media release concerning the resignation of a Deputy Minister in the Labour Party of South Africa and his consequent request to join the National Party.

(a) He performed the distribution after working hours, in his own time, as a personal favour to the relevant Deputy Minister, who is a longstanding friend of his.

(b) (i) Only Mr McClure is involved in this matter.

(ii) As the undertaking was a personal favour, performed by a consultant after working hours, he was not financially remunerated, nor expected to be so.

(2) No.

Swaziland: RSA donation for education

*14. Mr A GERBER asked the Minister of Foreign Affairs:

Whether the South African Government recently donated an amount to Swaziland for educational purposes; if so, (a) what amount, (b) when, (c) why and (d) for what facet or facets of education?

B1198E

The MINISTER OF FOREIGN AFFAIRS:

Yes.

(a) R30 000.

(b) 22 February 1991.

(c) To upgrade community schools in neglected areas of Swaziland.

(d) For the provision of additional classrooms and/or educational equipment.

INTERPELLATION

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

Own affairs:

Agricultural credit committees: members

*1. Adv C H PIENAAR asked the Minister of Agricultural Development:

(1) What criteria apply at the appointment of members of an agricultural credit committee;

(2) whether he adheres to these criteria; if not, why not; if so, to what extent?

B1218E

The DEPUTY MINISTER OF AGRICULTURAL DEVELOPMENT: Mr Chairman, the appointment of agricultural credit committees is regulated by the Agricultural Credit Act, Act 28 of 1966.

Section 6 of the Act provides that the Minister may appoint an agricultural credit committee for one or more agricultural districts under the chairmanship of the local magistrate. In the case of Pretoria the head of department may appoint an official of the department as chairman. The committee comprises at least three members of whom the aforesaid chairman is one. Furthermore, the Act provides that the Minister may appoint the other members of whom at least two are resident in a particular magisterial district or part thereof. They should also have a thorough knowledge of farming and be acceptable to the community. They are appointed in consultation with the Agricultural Credit Board.

The Act also provides that a member of an agricultural credit committee be appointed for a period determined by the Minister, but not exceeding three years. To simplify administration, the terms extend from 1 October to 30 September. If valid reasons exist, the Minister may terminate the term of office at any time.

In order to receive inputs from grass-roots level regarding an appointment or filling of a vacancy in the agricultural credit committee, at least three nominations per vacancy are received from the district agricultural union or the farmers' association, if the former does not exist. The magistrate's motivated recommendations concerning the nominees are furnished to the Agricultural Credit Board in order of preference. Nominees should preferably not be in debt to the department. However, exceptions are made in the cases of home loans to farm workers, soil conservation loans and harvest production and
(iv) 325 and (b) 21 May 1991.
Harms Commission: amounts paid for transcription
408. Adv C D DE JAGER asked the Minister of Justice:
With reference to his reply to Question No 89 on 8 May 1991 and the amounts paid to Vlok Recordings for the transcription of the proceedings of the Harms Commission with regard to its investigation into certain alleged murders, (a) at what rate did Vlok Recordings tender for the work (i) per day for an operator, (ii) per day or per month for the provision of recording machines and (iii) per folio for transcription and (b) how is the amount of R7 570,20 made up, regard being had to the basis of tender?

The MINISTER OF JUSTICE:

(i) R.50 per day per operator.
(ii) R.25 per day or portion thereof plus R.0 per cassette.
(iii) R.04 per page plus R.66 per page additional in respect of a running transcript.

The amount is made up as follows:

(i) Operatrix for the making of the recording

55 days at R50 per day

55 days at R25 per day

119 cassettes at R6 per cassette

4 052 pages at 30 cents per page

656 pages at 30 cent per page

170 pages at R5.00 per page

1 020 pages at 12 cents per page

6 discs at R2.75 each

433 pages at 30 cent per page

55 days at R50 per day

R1 375.00

R714.00

R1 215.60

R196.80

R850.00

R122.40

R16.50

R129.90

Education budget: details
422. Mr J H MOMBERG asked the Minister of Education and Training:

(i) What (a) amount and (b) percentage of the education budget of his Department was spent in the Republic on (i) pre-primary, (ii) primary, (iii) secondary and (iv) tertiary education during the latest specified 12-month period for which figures are available;

(ii) whether any part of his Department’s education budget was spent on pre-primary, primary, secondary and tertiary education in (a) Owaqwa and (b) KwaZulu during the period referred to above; if so, (i) what were the relevant amounts and (ii) what percentage of his Department’s total expenditure on education for the period concerned did each such amount constitute;

(iii) whether his Department has statistics on the amounts spent on pre-primary, primary, secondary and tertiary education by the (a) Owaqwa and (b) KwaZulu Department of Education and Culture during the above period; if so, (i) what were the relevant amounts and (ii) what percentage of each of these Departments’ total expenditure on education did each such amount constitute?

(iv) 1981

The MINISTER OF EDUCATION AND TRAINING:

Since the Department’s accounts for 1990/91 have not yet been finalised, accurate amounts for 1990/91 cannot be submitted at this stage. Information figures for the 1989/90 financial year are supplied.

(a) (b)

(1) (i) R095 936.30 .04%

(ii) R970 395 099.95 49.61%

(iii) R590 184 613.99 30.17%

(iv) R281 015 748.53 14.37%

(2) No.

(3) No.

Management training: amount spent
423. Mr J H MOMBERG asked the Minister of Education and Training:

What (a) amount and (b) percentage of the education budget of his Department was spent on management training during the latest specified 12-month period for which figures are available?

The MINISTER OF EDUCATION AND TRAINING:

(a) R4 380 188.16

(b) 0.22%

Note:
The information is based on the estimated expenditure for the 1990/91 financial year.

Cholera: cases/deaths
424. Mr J M ELLIS asked the Minister of National Health:

How many (a) cases of and (b) deaths from cholera were reported in respect of each race group in each province in 1990/91?

The MINISTER OF NATIONAL HEALTH:

(a) Notified cases of cholera in 1990 RSA (as on 3 June 1991)

Province

Indian Black Coloured White

Population Group

Cape Province 0 0 0

Natal 0 1 0

Orange Free State 0 0 0

Transvaal 0 0 0

(b) no deaths due to cholera were notified in 1990.

Note:
This case was not bacteriologically proven.

Poliomyelitis: cases/deaths
425. Mr M J ELLIS asked the Minister of National Health:

(1) How many (a) cases of and (b) deaths from poliomyelitis were reported in respect of each race group in each province in 1990;

(2) how many persons of each race group were immunised against poliomyelitis in each province in 1989?

The MINISTER OF NATIONAL HEALTH:

(a) (1) Notified cases of poliomyelitis in 1990 RSA (as on 3 June 1991)

Province

Indian Black Coloured White

Population Group

Cape Province 0 0 0

Natal 0 0 0

Orange Free State 0 0 0

Transvaal 0 2 0

(b) no deaths due to poliomyelitis were notified in 1990.

(2) the total number of children less than one year of age who received a third dose of poliomyelitis vaccine in the RSA, 1989

Province

Indian Black Coloured White

Population Group

Cape Province 581 58 649 108 129 21 013

Natal 15 402 68 672 2 431 6 426
newal Strategy to which my Department contributed. The extent of rationalisation is in part also influenced by the availability of funds. The programme will therefore not be cancelled, but if circumstances allow, it could be amended. (2) A statement has already been made on the situation in Natal. No further statement is contemplated.

For written reply:

General Affairs:

TBVC countries/independent Black African states: aid

348. Mr L F STOBBERG asked the Minister of Foreign Affairs:

SCHEDULE I

AID TO TRANSKEI

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A. DIRECT FINANCIAL ASSISTANCE

BUDGETARY AID

711 769 680
875 320 000
1 076 109 000

INCENTIVE SCHEME FOR INDUSTRIES

21 332 370
25 327 100
20 753 976

NON RECOVERABLE FINANCIAL ASSISTANCE

RELIEF OF DISTRESS

SPECIAL JOB CREATION

4 484 056
6 517 000

TOTAL

737 586 106
907 164 100
1 096 862 976

B. TRANSFER PAYMENTS

C. LOANS FROM RSA (PROJECT AID)

6 699 904
4 177 602
9 351 000

1965

TUESDAY, 18 JUNE 1991

(a) What (i) financial and (ii) development aid was granted by the South African Government to (aa) each of the TBVC countries and (bb) each other independent Black state in Africa in 1988, 1989 and 1990, respectively, and (b) what amounts were involved, in each case?

The MINISTER OF FOREIGN AFFAIRS:

(a) and (b)

The South African Government’s aid to the TBVC States for the financial years 1988/89, 1989/90 and 1990/91 is set out in schedules 1-4, whilst aid to other independent African states during the aforementioned financial years is set out in schedule 5.

The CHAIRMAN OF THE HOUSE: Order! The time for replying to oral questions has expired in any case. The remainder of the hon member’s reply will nevertheless be recorded in Hansard.

According to this scheme an adult may be paid R228 per month and a child below the age of 18 years, R99 per month. An increase in these tariffs is being considered at present.

(2) Issuing of a statement:

Mr R M BURROWS asked the Minister of Education and Culture: (c)

1. Whether, in the light of the recommendations made by the Committee of Education Department Heads on the education renewal strategy, he will amend or cancel his rationalisation programme in Natal and the Cape Province; if not, why not; if so, what amendments will be effect to this programme?

2. The MINISTER OF EDUCATION AND CULTURE:

In the planning and execution of the rationalisation programme all possible factors were taken into account, also the recommendations of the Education Re-
Reform still falls short in education

and R765 on blacks.

Five more Acts prop up the present constitution.

They provide, among others things, for by-elections and referendums on racial lines; this means there can be an Indian referendum without the participation of any other "racial" group.

Then there is the Constitution Act of 1983, which provides for the three-chamber Parliament and specifically excludes blacks from central government.

There is the Social Pensions Act of 1973 which provides that white pensioners be paid more by the State than black pensioners.

Another is the Black Homeland Citizenship Act of 1970 which, effectively, makes blacks aliens in the land of their birth.

This was pointed out yesterday by Lebowa Chief Minister Nelson Ramodike, who called on De Klerk to pass laws to re-incorporate the homelands into South Africa.

The most pernicious of the education Acts is the National Education Policy Act which provides for quotas and "denies blacks free and fair access to white universities," a parliamentary source said.

"This (existing legislation for education) is blatant discrimination against black people on the basis of the colour of their skin. It has nothing to do with upbringing the constitution," the source said.

In his speech on Monday after Parliament voted out "the mother of all apartheid laws" - the Population Registration Act - De Klerk acknowledged that the next step was the scrapping of the present constitution.

According to the parliamentary source, the existing constitution is in fact the ultimate piece of statutory racism in the country.

He said even if the ANC or the PAC and the Government agreed on a new constitution, the Constitution Act of 1983 would still have to be voted on and passed by Parliament, thus making this the last apartheid Act and not the Population Registration Act as has been said by De Klerk.

To dissolve the present constitution itself will not be an easy task.

If a constitution is agreed upon by a negotiating forum, a majority of two thirds of the coloured, Indian and white Houses of Parliament has to agree (and vote) firstly to nullify the present constitution and then again to accept the new one.

Political formations outside the country were equally vehement. The PAC said there was no cause for celebration.

"The Population Registration Act goes, but the (existing) tricameral constitution is still intact. And we still don't have the vote," the PAC's Mr Barney Desai said yesterday.
Twist in black schools row

By Phil Molefe
Education Reporter

Orange Grove Primary School, targeted for occupation by pupils from overcrowded black schools in nearby Alexandra, is no longer under control of the Transvaal Education Department.

TED executive director Dr Pieter Bredenkamp said yesterday that the buildings had been transferred to the Department of Local Government, Housing and Works after the school was closed at the beginning of the year.

Reacting to media reports of plans to bus in Alexandra pupils to occupy the Orange Grove school and other empty white schools in the neighbourhood, Dr Bredenkamp said his department no longer had jurisdiction over the buildings and facilities.

The general secretary of the National Education Co-ordinating Committee, Amm Mase, condemned the TED's decision to transfer schools to Government departments which had nothing to do with education while black pupils were in desperate need of schools.

"We abhor this decision. If the TED cannot use these schools, then they must be handed over to black communities," said Mr Mase.

The Alexandra Education Co-ordinating Committee (AECC) said yesterday it was going ahead with its planned protest action to occupy all unoccupied and under-utilised white schools in nearby suburbs.

AECC co-ordinator Mike Maile said: "We don't plan to disrupt any schools nor do we want to score points."

"We are embarking on this action precisely to highlight the black pupils' plight and our people's quest for education."
Leaders in education crisis talks

Political Correspondent

President F W de Klerk and ANC deputy president Mr Nelson Mandela will meet at Tuynhuys tomorrow to discuss the crisis in black education.

On February 25 the two leaders met to discuss a wide range of problems besetting black education.

A joint working group was set up to investigate, and attempt to resolve, a multitude of short-term problems highlighted during the meeting.

Government sources said last night that tomorrow's meeting between Mr De Klerk and Mr Mandela would consider a report-back from the working group.

The working group has met regularly over the past four months but the ANC has been critical of the lack of progress achieved.

Government sources have been upbeat about the dialogue process in the working group, but would not be drawn yesterday on how much agreement had been reached on resolving the education crisis.
JOHANNESBURG. — Educational publishing giant HAUM has been sold by the Nederduits Hervormde Kerk to a private consortium which will restructure it to encourage black economic empowerment.

The consortium, Educor, includes Idasa executive director Dr Van Zyl Slabbert and political commentator Mr Harald Pakendorf. The sale is believed to be worth tens of millions of rands, but this could not be confirmed yesterday.

Mr Pakendorf would not disclose the source of the consortium's funding but said it would become apparent once the company was handed over at the end of the month.

He said: "Educor planned to recruit as many black individual shareholders as possible, believing that black empowerment was vital to a future South Africa."

"If blacks don't feel they are part of the economy they will want to control it through socialist means. Empowerment means they get part of the cake in their individual capacity," he said.

HAUM — the Hollandsch Afrikaansche Uitgewers Maatskappy — consists of bookshops, publishers and printers.
Losing fees a risk in private schools

REGISTERING a private school with the Department of Education and Training is no guarantee that the school will not close, wasting all the school fees paid by parents.

If the institution does shut down, parents have no recourse to the DET for compensation.

In an interview yesterday, Mr. J Piek, who is in charge of private schools for the department, confirmed "parents don't have any recourse".

He said when parents approached the DET for help after a school had closed down, he would tell them to go to the police.

The department could only inspect the administrative side of private schools, he said. The DET was not empowered to carry out inspections regarding tuition fees.

He said if a school did close down, DET tried to help those in matric to write their exams at the end of the year.

Many private schools have sprung up in South Africa recently, catering for parents who do not wish their children to be affected by school stayaways and textbook shortages in the townships.

Many of these schools, however, demand payment of the year's tuition fees in advance.
DEPUTY president of the ANC Mr Nelson Mandela and State President FW de Klerk are to meet at Tuynhuys today to discuss a new education system for the country.

Mandela will lead a delegation of educationists and De Klerk will be accompanied by Minister of Education and Training Dr Stoffel van der Merwe and other Government officials.

The talks are a sequel to a meeting earlier this year between educationists, led by Mandela, and a Government delegation led by De Klerk at which a joint working group was established.

The working group has held regular meetings since it was established on February 25.
Apartheid claimed dead, but its chains still rattling

THE State President, Mr De Klerk, is perpetuating a monumental illusion when he asserts that the scrapping of the notorious Population Registration Act has "finally brought to end an era in which the lives of all South Africans were affected in the minutest detail by racially based legislation. Now everybody is free of it".

The reality is that the legacy of apartheid will be with us for a long time because the injustices caused by our dispossession through colonial conquest remain unaddressed. The Land Acts are gone but title to 87% of the land remains sacrosanct and in white hands. There is no promise of land reform. Indeed Mr De Klerk says "care will be taken to safeguard the things (land?) which are so close to your hearts and mine".

Bantu education

What about land allocated for black occupation? Not to break with the tradition of successive white regimes, Mr Hendrik Pie- naar, director of the development aid department, which administers allocated trust land, told us that 200 000 ha of SATD land was being leased to white tenants! We also learn that Goodgevonden squatter farm (from which blacks were forcibly removed 13 years ago), where gunning white farmers were threatening the original inhabitants who returned to their land, was leased to a white tenant for R700 a month. According to an estate agent, this was 20 times below the market price! (Cape Times June 18).

The Bantu Education Act is still in the statute book. This Act has been responsible for making "black" education a disaster area. More than three million black children can't attend school because of poverty and lack of facilities and yet 200 or more white schools have been closed down for lack of white pupils. Mr Clase's Houdini trick of allowing open schools has resulted in the admission of a mere 6 000 or so blacks into white schools. The regime's new education strategy to make education compulsory for all up to Std 5 would require 600 new schools and 100 000 new teachers. Yet, barely 10 days ago, five white colleges were tagged for closure.

Non-racial mirage

Is apartheid dead when there is one teacher to every 20 white pupils and one to 40 for black children? What about the expenditure on white education, which is out of all proportion to that spent on blacks?

The Population Registration Act is gone but does this mean blacks will get the same pensions as whites?

Is this regime really serious about "one tax-based local government" when at the same time it allows white municipalities (with all their riches) to opt out if they don't wish to integrate? Quite clearly this regime is selling the nation mirages of a non-racial society.

We had some insight into what Mr De Klerk meant by safeguarding "community rights" through the publication of the Residential Environmental Bill — now withdrawn though its provisions will emerge elsewhere. It provides for mediation officers who will go into matters such as standards presumably aimed at those fortunate blacks who are able to move into white areas. It links race to standards and leaves decisions in the hands of officials and not the courts.

Scaffolding only

Social conduct is criminalised in inexact and vague terms such as "harmful to good neighbourhood relations". A mediator is to mediate. He is also an investigator and refusal to co-operate with him could attract heavy penalties. It provides for local authorities taking possession of property without recourse to the courts. It provides for hordes of superannuated officials to watch over people's standards.

The PAC concurs with the view expressed by advocate Mr Dulah Omar that the scrapping of apartheid laws is merely the removal of the scaffolding around the apartheid monolith.

Apartheid is dead! Long live Apartheid!

Barney Desai is National Publicity Secretary for the PAC.
nationwide trend of not only promoting violence against them but also of failing to act against those who were using violence against them. 

This was taking place even in areas where there was no conflict between the ANC and Inkatha.

On October 18 last year, Mrs Nomusa Mapongwana, the wife of Mr Michael Mapongwana, chairman of the Western Cape Civic Association, was shot and killed when their Khayelitsha house was attacked by assassins. The house was first petrol-bombed and as it burned the attackers fired several shots, hitting Mr Mapongwana in the back and Mrs Mapongwana in the chest.

Sex education for Sub A’s

Education Reporter

ALL Cape primary school children — including Sub A’s — are to receive sex education from next year.

Cape Education Department spokesman Dr Orland Firman said the programme — which includes the use of group discussion, role-play, anatomically correct puppets and informative videos — was already running in 40 primary schools in the province.

"The general aim is to assist pupils, in cooperation with parents, to acquire the knowledge, attitudes, values and skills which will promote the development of a successful and happy family life and healthy relationships with members of the opposite sex," Dr Firman said.

The Cape Times sat in on a life skills lesson for Std 5 boys at Muizenberg Primary School yesterday taught by department head Mr Gavin Keller.

Apart from the odd snigger and expressions of disbelief when told that many of their own classmates had already reached womanhood, the boys appeared relaxed about subjects such as conception and menstruation and participated freely in the discussions.

"We don’t think twice about teaching our children how to cross the road or lock the door at night. Understanding their bodies and sexual relationships are equally important life skills," Mr Keller said.
NECC sends letters to FW, Stoffel

By: Phil Molefe
Education Reporter
21/4/91

The National Education Coordinating Committee, southern Transvaal region, yesterday sent open letters to President de Klerk and Education and Training Minister Dr Stoffel van der Merwe regarding the appalling conditions in black schools and the NECC's intention to occupy empty white schools.

The letters, signed by NECC regional secretary Amon Msane, were accompanied by photographs depicting squalid conditions, gross overcrowding, lack of facilities and the chronic shortage of teachers, textbooks and stationery. The NECC also invited the President and Dr van der Merwe to inspect the schools themselves.

Mr Msane said the Government should give urgent attention to the matter.

Hamstrung

"Our children are steadfast in their willingness to be educated and we are asking that they be given a chance," said Mr Msane in the letters.

He said black education was hamstrung by lack of progress on the part of the Government to improve conditions in schools.

The NECC's letters were prompted by a visit on Monday by representatives of various foreign embassies who toured schools in Alexandra and at Winters Farm and Orange Farm squatter camps, both in the Vaal Triangle.

Embassy officials expressed shock at the appalling conditions under which pupils were expected to learn.

The NECC contrasted the bad conditions in township schools with empty classrooms in white suburbs.

"The historical inequalities suffered by black South Africans because of apartheid have seriously affected the education of black people.

"Black education has been characterised by a high teacher-pupil ratio, low teacher qualifications, overcrowded conditions, inadequate facilities, shortage of textbooks, high failure and drop-out rates, and insufficient amount of schools.

"The white educational component of apartheid education has been characterised by an outstanding decline in pupil numbers, wastage of facilities, buildings standing empty and an increasing number of white schools closing down," said the NECC.

The organisation said it was against this background that it would engage in joint action with the Alexandra Education Coordinating Committee to move pupils from a school in Alexandra to nearby Orange Grove Primary School, which was closed at the beginning of the year because there were not enough white children.

The NECC said it hoped President de Klerk and Dr van der Merwe would support this move "to show that indeed the last pillars of apartheid have crumbled."

Comment from the Government could not be obtained at the time of going to press.

- The top-level meeting on education which was to be held in Cape Town yesterday afternoon between the delegations of President de Klerk and ANC deputy president Nelson Mandela has been postponed.

In a statement, the Department of Education and Training yesterday said logistics and bad weather at Jan Smuts and D.F. Malan airports had caused the meeting to be rescheduled.

The meeting would now take place on Thursday in Pretoria.
FOR WHITES ONLY

VRAYHEID BOOKS

BY SBV NAGDI
Creid – Five million children are not in school

New Nation (Learning Schools)

...any shift in education policy which does not acknowledge the dignity of work, learning and pupils will flounder.

A publication released this week said more than 3.5 million children of school-going age in South Africa, including all the homelands, did not attend school.

The publication, *Education for Life*, was compiled by the Christian Research, Education and Information for Democracy (Creid), after lengthy research and interviews with community leaders.

Calling for a free and compulsory education for a minimum of six years, the publication envisages that this would need 94,500 new teachers and 118,800 classrooms.

According to the editor of the publication, Elaine Cosser, about 65 percent of blacks between the age of 15 and 19 do not attend school.

**Apprenticeships**

Dealing with the need to develop career orientated education, Cosser notes: “Creid suggests that career orientated training is most efficiently conducted in the work-place itself and advocates a much wider usage of apprenticeships.”

Cosser said that the indicators of a worsening education crisis identified by Creid in some areas include the pupil/teacher ratio in the homelands, which increased by six percent between 1988 and 1989.

**Platoon**

“About eight percent of black children, mostly in primary schools in South Africa, were taught under the notorious platoon or double-ses-

**sion system in 1989.**

“Several indicators point to the urgency of restructuring the education system,” Cosser added.

Meanwhile, Creid co-director, Caesar Molebatsi, warned that people at community level must engage in policy debate if any new education proposals are to work. He added: “The ineffectiveness of the past education policies demonstrates that any shift in education policy which does not acknowledge the dignity of work, learning and pupils will flounder.”
Empty schools under siege

Plans for mass occupation by black pupils in PWV

A mass occupation of empty and under-utilised white schools by black pupils in the next few weeks despite yesterday's abortive attempt to force the National Education Co-ordinating Committee to travel to the Western Cape yesterday has been announced by the National Education Organising Committee (NEOC). The Nedec said they had identified several white schools in the PWV area and would go ahead with their plans.

"We have identified several schools in the PWV area and will vigorously go ahead with our plans," said NECD general-secretary Vuyo Dladla.

The threatened takeover of Orange Grove Secondary School by black pupils is the latest in a series of such actions by the Nedec. The school was occupied by black pupils on Monday after a large number of black pupils had earlier taken over the school. The school had been closed since last year because there were not enough white pupils.

During the week, the Government of the Western Cape decided to open the school to the SA Jewish Board of Education — a step that new director-general of education Rabbi Cyril Harris called "a very serious issue." He said that the opening of the school would be a "crisis for the black community." He said that it was "a very serious situation."

"I view this action by the Nedec as very serious," said Harris. "The illegal occupation of schools is a serious issue and there is a crying need for the Government to get all the children back to school." The Nedec, in turn, claimed that the Government of the Western Cape was giving an "economic licence to anarchy." A new Alexandra high school was scheduled to open in September and a primary school was planned.
are another 1.7m drop-outs under the age of 30, and 500 000 to 600 000 people who have never attended school. That makes about 4m people outside the formal education system.

A glance at the future is even more worrying. Jayram Reddy, rector of the University of Durban-Westville, says SA's population of about 35m will increase to 50m by the end of the decade and to a projected 70m by the year 2020.

In the process the white proportion of the population will decrease from 14% to 8%; the number of black children will increase significantly, placing increasing pressure on primary and secondary education; and urbanisation will swell population in the cities from 24m to 33m by 2000 and around 57m by the year 2020.

Blacks will make up 82% of this urban population.

This is why answers have to be sought outside the existing system, and this is what the Education Foundation has been doing for some time.

What they are proposing — and they are already involved in final negotiations for two pilot projects in Natal — is a network of community colleges, broadly defined as comprehensive adult educational institutions. These would be rooted in the community, responding to its economic and development needs.

The idea isn't new and has been applied with some success in the US, according to Reddy, who has recently visited some of what the Americans call opportunity colleges.

What needs to be worked out is a local model, and with this in mind the Education Foundation gathered about 130 people in Durban last month — a broad range representing government departments, private education initiatives, politicians, commerce and industry.

It was widely felt that such colleges should come from within the communities they are to serve, and should start small and grow according to demand, rather than be imposed on communities as some grand, national plan.

The group felt there should definitely not be a national or regional management structure, though possibly a regional co-ordination body should be set up. What was seen as important, though, was a regional support system, to channel funds and guidelines.

There are already pilot systems working in SA — the KwaZulu Training Trust facilitates a number of these projects — but often these are rurally based. More focus is needed on the urban areas.

Funding is probably the single most important issue, and the meeting felt that while the State would probably be too slow, at least in the initial stages, to help with finance, it could play a role in providing space for the colleges.

The bulk of funding would probably fall on various foundations, service organisations, and commerce and industry — with a suggestion that organised business introduces a levy system for members to help finance the colleges. Importantly, though, it was felt that funds should also come from the communities the colleges serve.

Accordingly, the community would be represented at board level on the various colleges — but so would the major contributors in commerce and industry.

It was also suggested that business should play a role in accreditation of courses and skills taught at the colleges, helping to determine the criteria for future employers of students.

The most important principle to emerge was that the community should be consulted at all stages.
Meeting under the weather

YESTERDAY afternoon's meeting between President F W de Klerk and Mr Nelson Mandela was postponed because of bad weather at D F Malan and Jan Smuts airports.

The meeting — on the education crisis — has now been rescheduled for next Thursday in Pretoria.

A working group set up after an initial February meeting was asked to "take the discussion on these issues further, including the short-term and immediate issues raised at the meeting, as well as procedures to establish a fully representative forum to discuss a new education system for South Africa".

Mr Mandela delighted a group of American students from Princeton University yesterday by signing autographs while he waited at Jan Smuts Airport for the fog to lift.

Five incoming SAA flights were diverted to George and Port Elizabeth from D F Malan Airport on Wednesday night and four departing flights got off the ground only after 8am yesterday.

An SAA spokesman said three Johannesburg-to-Cape Town flights were delayed yesterday morning, including the one that should have brought Mr Mandela to Cape Town for the education meeting. — Political Correspondent and Staff Reporter
Teachers' conference

Staff Reporter

The abolition of corporal punishment will be among the topics discussed at the annual conference of the South African Teachers' Association (Sata), which begins at Fish Hoek Senior High School tomorrow.

The emphasis will be on a changing South Africa.

Speakers include Professor Robert Schrire of the University of Cape Town, who will discuss social, political and economic change, and Professor P. Human of Stellenbosch University who will talk on change in education.

Also under discussion will be how matric results should be printed.
Blacks to ‘take over’ white school

JOHANNESBURG. The National Education Co-ordinating Committee, in an open letter yesterday to Education and Training Minister Dr Stoffel van der Merwe, invited him to support a planned take-over of a white school here.

The NECC said pupils and teachers of the Skeen Primary School in Alexandra township would take over the closed-down Orange Grove Primary School “in the next few days”.

The former white school, about five kilometres from Alexandra, was closed down at the end of last year because it had too few pupils.

“We hope that you will support us in this venture to show that indeed the last pillars of apartheid have crumbled,” NECC Southern Transvaal region general secretary Mr Amon Meane wrote.

The NECC, together with the Alexandra Education Co-ordinating Committee, are spearheading a protest campaign to highlight overcrowding and shortages at black schools.

According to AECC co-ordinator Mr Mike Maile there are 70 000 children of school-going age in Alexandra, of whom only 19 000 are attending school. He blamed the chronic lack of schools for the situation. — Sapa
Parliament and Politics

Exemptions on bursaries to go

Political Staff

TAX exemptions for company bursaries are to be withdrawn in March next year — another addition to the list of increasing costs and funding cutbacks which are placing tertiary education out of the reach of most South African families.

The Income Tax Bill, passed in Parliament earlier this week, contains a number of shocks for consumers. One is the abolition of tax exemptions for education bursaries paid by companies for the education of their employees' children.

The bursary money received by employees for university, technikon and secondary school education is currently tax-free. But, from March next year, it will be taxable. The full amount awarded to the employee will be added to his or her salary for income tax assessments and, depending on the amount received, will add substantially to the tax burden.

The bill, introduced by deputy Finance Minister Mr Theo Alant, also abolishes concessions on the payment of education subsidies of up to R750 a year to employees below the tax threshold, and sponsorship of professional exams passed by employees. One important concession it introduces is tax exemption for corporate investments in primary school. Currently, companies can claim deductions only for the sponsorship of tertiary and secondary education.

Financial implications

But it is the abolition of tax exemptions for company bursaries which has the most disturbing implications for current and future funding of all education, but particularly tertiary.

Employees using the company bursary facility will have to reassess its financial implications and the impact of this on their ability to afford their children's school and university education.

Parents in lower-income categories who intend using the bursary facility will have to find other funding sources. To many who are already using the facility, it will become unaffordable, forcing them to cancel payments. Tax experts argue that this consequence makes the amendment retrospective, because of the effect it will have on scholars whose funding will dry up before they have completed their studies.

The prospect of finding other sources of funding is becoming increasingly grim as costs rise and economic conditions force the private sector to cut back on bursary schemes.

Government subsidies to universities have declined substantially, forcing the institutions to increase their annual tuition fees by percentages in excess of inflation. Efforts by the private sector to absorb a greater portion of the burgeoning demand for financial assistance have been thwarted by economic conditions.
Management Study tour and visited the following countries:

**England**
- Civil Defence training college, Easingwold.
- The Home Office, Whitehall.
- Central Energy Generation board, London.
- Thames Barrier, flood control.
- Cavney Island chemical and petrochemical plants.
- International Oil Tanker Owners Association.
- Swindon Constabulary: Emergency control on the M2 highway (London to the West Coast).
- Bristol Informaary.

**Switzerland**
- International Red Cross: Zurich.
- Swiss Civil Defence.

**Austria**
- International Atomic Energy Agency.

**Italy**
- Italian Rescue organisation and civil defence mobile Columns.

Management Study tour and visited the following countries:

(1) No.  
SAP: official duty at political meetings

462. Mr A GERBER asked the Minister of Law and Order:

(1) With reference to his reply to Question No 6 on 21 May 1991, how many members of the South African Police (a) were officially on duty at the public meeting held in Welkom on 2 May 1991 and (b) are sent on average to comparable political meetings that may possibly be disrupted;

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

**462. Mr A GERBER asked the Minister of Law and Order:**

(1) (a) 30 Members.  
An additional 36 members were on standby for immediate response should it have been necessary.

(b) The numerical strength of members at political meetings varies from meeting to meeting and no rigid guidelines exist on this. The number of members at political meetings of this nature usually do not exceed 50.

(2) No.

Kutlokwane/Melopong/Thabong: remuneration of administrators

463. Mr R V CARLISLE asked the Minister of Planning, Provincial Affairs and National Housing:

Whether a remuneration package has been agreed upon in respect of the administrator of (a) Kutlokwane (Odendaalsrus), (b) Melopong (Virginia) and (c) Thabong (Welkom); if so, (i) what is the total remuneration package, and (ii) (a) from which vote and (b) by which national, provincial or other authority is such remuneration paid, in each case?

**463. Mr R V CARLISLE asked the Minister of Planning, Provincial Affairs and National Housing:**

(1) (a) In respect of Virginia, Welkom, Odendaalsrus and Thabong:  
(a) R1 300,00 per month  
(b) R900,00 per month  
(c) R590,00 per month  
(d) R2 250,00 per month  
Total: R2 250,00 per month

(ii) (a) Kutlokwane: The Kutlokwane Town Council’s budget vote for members’ allowances.

Melopong: The Melopong Town Council’s budget for members’ allowances.

Thabong: The Thabong City Council’s budget vote for members’ allowances.

(b) Kutlokwane: The Administrators' remuneration package is paid by the Kutlokwane Town Council.

Melopong: The Administrator's remuneration package is paid by the Melopong Town Council.

Thabong: The Administrator's remuneration package is paid by the Thabong City Council.

(2) No.

**The MINISTER OF LAW AND ORDER:**

(1) (a) 30 Members.

An additional 36 members were on standby for immediate response should it have been necessary.

(b) The numerical strength of members at political meetings varies from meeting to meeting and no rigid guidelines exist on this. The number of members at political meetings of this nature usually do not exceed 50.

(2) No.

Kutlokwane/Melopong/Thabong: remuneration of administrators

464. Mr R V CARLISLE asked the State President:

(1) Whether any local co-ordinating centres have been established in respect of (a) Virginia, (b) Welkom, (c) Odendaalsrus and (d) Bethelheim if not, why not; if so, (i) who are the members in each case, (ii) how are such members chosen and (iii) how often do these committees meet;

(2) whether meeting are kept of such meetings; if not, why not; if so,

(3) whether such minutes are available for scrutiny by members of Parliament; if not, why not; if so, in what manner are they made available?

**The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:**

(1) (a) (b) (c) (d)—Yes

(a)(ii) (b)(i) (c)(ii) (d)(iii) As per annexure.

(a)(ii) (b)(ii) (c)(iii) (d)(iv) The Local Co-ordinating Centre is composed of officials and representatives of the private sector who are involved in the actions of implementation to address the needs of communities.

(2) Yes.

(3) No, the minutes of Local Co-ordinating Committee meetings are, as in any other organisation, a domain matter which are not placed freely at the disposal of the people who are not members of the specific institution. The involvement of Members of Parliament who have an interest in a specific area is welcomed, however, and information on the arrangements will be made available readily to such Members of Parliament on request.

**LCC: List of Members—Bethelheim**

The Town Clerk  
Bethelheim City Council

The Regional Officer  
Bethelheim City Council

The District Commandant  
SA Police

Mr J P Kok  
The Regional Librarian

Mr G J Pretorius  
Education and Culture

Mr C H Venter  
Education and Training

Mr W M van Tonge  
The Postmaster

Mr Oliver Kritzinger  
The Area Manager

Mr S A Marais  
Goods and Passenger Transnet

Mr D Helm  
Transnet

The District Engineer  
Department Management

Mr P M Fouche  

**The STATE PRESIDENT:**

(1) (a)(ii) (b)(i) (c)(ii) (d)(iii)—As per annexure.

(a)(ii) (b)(ii) (c)(iii) (d)(iv)—The Local Co-ordinating Centre is composed of officials and representatives of the private sector who are involved in the actions of implementation to address the local needs of communities.

(a)(iii) (b)(iii) (c)(iii) Monthly; (d)(iii) Quarterly and according to need.

(2) Yes.

(3) No, the minutes of Local Co-ordinating Committee meetings are, as in any other organisation, a domain matter which are not placed freely at the disposal of people who are not members of the specific institution. The involvement of Members of Parliament who have an interest in a specific area is welcomed, however, and information on the arrangements will be made available readily to such Members of Parliament on request.

**The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:**

(1) (a) (b) (c) (d)—Yes

(a)(ii) (b)(i) (c)(ii) (d)(iii) As per annexure.

(a)(ii) (b)(ii) (c)(iii) (d)(iv) The Local Co-ordinating Centre is composed of officials and representatives of the private sector who are involved in the actions of implementation to address the needs of communities.

(2) Yes.

(3) No, the minutes of Local Co-ordinating Committee meetings are, as in any other organisation, a domain matter which are not placed freely at the disposal of people who are not members of the specific institution. The involvement of Members of Parliament who have an interest in a specific area is welcomed, however, and information on the arrangements will be made available readily to such Members of Parliament on request.

**LCC: List of Members—Bethelheim**

The Town Clerk  
Bethelheim City Council

The Regional Officer  
Bethelheim City Council

The District Commandant  
SA Police

Mr J P Kok  
The Regional Librarian

Mr G J Pretorius  
Education and Culture

Mr C H Venter  
Education and Training

Mr W M van Tonge  
The Postmaster

Mr Oliver Kritzinger  
The Area Manager

Mr S A Marais  
Goods and Passenger Transnet

Mr D Helm  
Transnet

The District Engineer  
Department Management

Mr P M Fouche  

**The STATE PRESIDENT:**
To their children's education.

1. To raise people to break free in order to maintain the connection that is in the private sphere. It should be so to the logic and that is in the government's sphere. It should be so to the logic and that is in the government's sphere.

2. Other specialities, nailing their functions.

deficit of mind, not philanthropy.

3. It is the brain which should be so to the logic and that is in the government's sphere.

4. The government's sphere, where the government's sphere, where the government's sphere.

5. An effort towards the logic and that is in the government's sphere.

6. Tax changes will deprive many of education.

In Cape Town

LESEL LAMBERT

6001 216/19

Tax changes will deprive many of education.

THE MINISTER OF EDUCATION AND CULTURE

MAGNIFIED \nINTERPRETATION

Under the terms of the Education and Culture Act of 1919, the Minister of Education and Culture is responsible for the promotion of education and culture in South Africa. The Ministry is responsible for the formulation and implementation of policies related to the education and culture sectors. The Minister is also responsible for the appointment of the directors of the Department of Education and Culture, and for the oversight of the execution of the Department's programs and projects.

The Minister's primary responsibilities include:

- Formulating and implementing policies related to education and culture
- Oversee the execution of the Department's programs and projects
- Appointing the directors of the Department of Education and Culture
- Ensuring compliance with the Education and Culture Act

The Minister is assisted by a team of advisors and officials who work on the implementation of policies and programs. The Ministry is supported by various departments and agencies, including the Department of Higher Education and Training, the Department of Arts and Culture, and the Department of Sport and Recreation.

The Ministry's budget is allocated by the National Assembly, and the Minister is accountable to Parliament for the effective use of public funds. The Ministry is also subject to audits by the Auditor-General to ensure financial transparency and accountability.

The Minister of Education and Culture plays a crucial role in ensuring that South Africa's education and culture sectors are well-funded, well-managed, and aligned with national priorities.
Johannesburg. — The South African Chamber of Business, Sacob, is taking up, with the tax authorities, the “serious implications” for educational bursaries contained in the latest Income Tax Bill.

The bill abolishes tax relief for bursaries given to employees and their children with effect from March 1.

Sacob economist Mr Keith Lockwood said the chamber had taken note of the provisions of the bill and had expressed concern over its implications.

He said Sacob was to meet the departments of Finance and Inland Revenue yesterday afternoon to discuss the issue.

In an interview, Inland Revenue Commissioner Mr Hannes Hattingh said companies would still enjoy tax relief for granting bursaries.

He said the introduction of the new tax was an effort to stop abuse of bursary schemes.

**Bursary benefit**

“We now find that the child of every employee gets a bursary (and in effect the employee gets a portion of his income tax-free),” Mr Hattingh said.

He indicated that the tax was also introduced to try and encourage employers to grant the bursary benefit as salary in the hands of the employee.

This would attract a higher rate of tax in some cases but for the lower income groups the fringe benefits tax applicable to bursaries would place an undue burden on an already low salary.

However, Mr Hattingh pointed out that “bona fide” bursaries would still be tax free in the hands of employees, if they are granted on merit and are open to all and not only to employees and their dependents, and that this can be proved to Inland Revenue.

In a further statement issued yesterday by the Commissioner of Inland Revenue it was revealed that bursary holders who are obliged to work for companies granting such bursaries, would be liable for tax.

The statement also pointed out these bursaries would only attract tax if the holder of the bursary exceeded the tax threshold of R10 388, including the value of the bursary. — Sapa
Takeover school ‘booked’

PRETORIA. — Johannesburg’s “whites-only” Orange Grove Primary School, earmarked for occupation by black pupils under the aegis of anti-apartheid activists, has been allocated to the SA Jewish Board of Education; House of Assembly Minister of the Budget, Welfare, Housing and Works, Mr Sam de Beer, announced yesterday.

The Alexandra Education Co-ordinating Committee (AECC) earlier this week announced its intentions to transfer pupils and teachers from the township’s overcrowded Skeen Primary School to the closed-down Orange Grove premises in defiance of the government. — Sapa
STORMING THE SCHOOL GATES

EMPTY white schools all over SA are being targeted by the National Education Co-ordinating Committee, which intends moving in black pupils and teachers in a campaign starting this week. At least 78 white schools have been closed, with another 65 due to shut this year. The NECC, a non-racial activist group, has targeted for occupation empty schools in Kempton Park, Edenvale and Midrand, close to Tembisa.

This week it plans to take over the first school, Johannesburg’s Orange Grove Primary. After the NECC announced it would bus in Alexandra pupils to the school, the government responded on Friday by saying it had already allocated Orange Grove to the SA Jewish Board of Education.

This is not expected to thwart the black occupation, which the government says will be “unlawful”.

Outlining the nationwide strategy, NECC Southern Transvaal regional general secretary Amon Msane said:

“The move to allocate the school to the Jewish Board is a behind the scene manipulation to keep us out, but this will not stop us we will be moving in this week and even if there are no desk available we will bring them from Alexandra.”

Hundreds of black children and their teachers plan to move into dozens of these empty schools to highlight the black pupils’ plight.

“At the same time we will be enrolling in white schools. Action will be taken during the coming week. This is just the beginning.” It is intended that all or most of the empty white schools will be taken over.

In April, Roger Burrows (DP Pinetown) said by the end of 1991, 163 white schools would have closed. He added that 33 Cape schools, 20 or more in Natal and 22 in the Transvaal were to close this year.

Said Mr Msane: “We are busy trying to identify the schools and we have our ‘Schools for all’ committee working on the task.

“We will transfer whatever we have into those schools and we expect the Department of Education and Training to treat us the same way we have been treated in the townships.

“We don’t expect the rates to go up and we expect the same subsidies. All we’re going to do is move.”

About 1 400 schoolchildren and 20 teachers from the Skeen Primary School in Alexandra plan to take over the Orange Grove school, about five kilometres away, on an undisclosed day in the coming week, Mr Msane said.

This pattern of moving the entire student “body plus its teachers will be followed in subsequent occu-
Taxman will listen to bursary plans

CAPE TOWN — The tax authorities could not backtrack on their decision to withdraw tax concessions for company bursaries but were prepared to listen to suggestions on the issue, Inland Revenue Commissioner Hannes Hattingh said yesterday.

Hattingh was responding to reports that the SA Chamber of Business (Sacob) was planning an urgent meeting with his department to discuss the withdrawal of tax concessions for employer-sponsored universities, technikons and school education.

There was nothing the tax authorities could do to accommodate objections because the amendment had been passed by Parliament, he said.

But, they were prepared to discuss the matter and would consider proposals put forward.

Reinstatement

Sacob said at the weekend it was planning to take up the “serious implications” of the amendment with the tax authorities. Sacob’s Tax Committee is expected to meet Hattingh this week.

Tax Committee chairman Bob Wood said yesterday Sacob would propose the reinstatement of more limited concessions which were not as open to abuse as the old system.

He said: “As a general rule, Sacob does not favour tax concessions on expenditure but in this case we believe the concessions should not have been withdrawn now because of the need to promote education.”

Hattingh said the concession had been withdrawn because of widespread abuse. Bursaries were being granted to some employees as a fringe benefit.

He said the provisions applied to employees only and that companies would continue to get tax relief for granting bursaries. Employees would also continue to qualify for tax relief if they received bona fide bursaries based on merit.

University of Cape Town registrar Hugh Amoore said all educational institutions would be affected by the withdrawal of tax concessions but private schools would probably be hardest hit.

Bursary facilities were more available to senior staff whose income levels enabled them to send their children to private schools. Amoore said. The decision could make it difficult for them to afford private schooling.

Amoore said most of the financially assisted students at UCT received bursaries from companies that did not employ their parents and they would not be affected by the move.

GILLIAN HAYNE reports that Charter Life senior manager Martin Sweet said the move could not have come at a worse time.

Sweet, who spoke at a tax and insurance information seminar on Friday, said it would have been more reasonable for government to place a ceiling on the amount on which tax relief could be claimed.

“It is the young people wishing to improve their skills who will suffer, and this will lead to further socio-economic erosion in SA,” he said.

The exemptions which will no longer be applicable are:

☐ Payments of up to R750 a year for the education of an employee’s children, where the employee earns a salary below the tax threshold;

☐ Amounts paid to an employee for passing an exam or obtaining a degree or diploma; and

☐ Amounts paid to an employee in terms of an approved bursary scheme.

Comment: Page 8
NECC claims 50 empty schools can be occupied

THE National Education Co-ordinating Committee (NECC) says it has identified 50 empty white schools in the PWV region for occupation by black pupils.

A tactical campaign to occupy schools begins tomorrow when a group of 330 Alexandra township school pupils are to be bused to the Orange Grove Primary School.

The NECC southern Transvaal region general secretary Amona Maane said the occupation of the school would be carried out under the auspices of the NECC and the Alexandra Education Co-ordinating Committee.

"The school's occupation was not a point-scoring exercise but an attempt to give Alexandra pupils a taste of normal school environment for the first time."

The NECCs All Schools for All People commission says there are more than 50 white schools in the PWV region earmarked for closure before the end of the year.

Maane accused government of trying to thwart his organisation's campaign by allocating the schools to departments and institutions that had nothing to do with education.

"We view the allocation of Orange Grove to the SA Jewish Board of Education as an attempt to stop the Alexandra pupils from occupying the school," he said.

Local Government, Housing and Works Department chief director Frank Gerber said the occupation of Orange Grove "without permission" would be an unlawful act.

Transvaal Education Department spokesman Willie van Staden said three white schools in Johannesburg had closed since the beginning of the year because of a decline in pupil numbers.

Plans

Van Staden could not confirm that more than 50 white schools in the PWV region were earmarked for closure.

SA Jewish Board of Education chairman Russel Geddie said the board applied for Orange Grove last November.

"We do not have definitive plans as yet but we intend using the school to accommodate some of the 9,000 pupils who are in Johannesburg's Jewish day schools."

The allocation of the school to the board was confirmed by Budget and Welfare Minister Sam de Beer in a statement yesterday.

GERALD REILLY reports from Pretoria that the Southern African Catholic Bishops' Conference has criticised government for closing five white colleges of education.

In a statement yesterday a spokesman said the reason given - an oversupply of teachers - pointed to the racial framework within which decisions were made.

It was officially stated only a few months ago that there were more than 1,100 empty places at white colleges and that about 78,000 potential students had been turned away from the black colleges.

The spokesman said the factors demanding an urgent acceleration of teacher training included the fact that 63% of blacks were under the age of 30, 60% of black children were of school-going age and that about 6 million children between six and 16 were not at school.

SAPA reports that Thursday's meeting between President F W de Klerk and ANC deputy president Nelson Mandela, which was intended to discuss the education crisis, has been postponed for a second time.

A statement issued in Pretoria by the Education and Training Ministry yesterday said the latest postponement was due to commitments Mandela was unable to cancel.

No date has yet been finalised for the rescheduled meeting.

Flood of Japanese visitors expected

DARIUS SANAI

SA should expect a sharp increase in the number of Japanese visitors after Tokyo announced it was dropping tourism sanctions.

Selfish chairmain Piet van Hoven said yesterday, "If the Japanese stop coming because SA is still under sanctions, it will be the worst thing that could happen."

He said in a statement several leading Japanese tour operators were planning to open offices in SA.

Japanese travel agent and media tours to SA would take place in July, he said, and Satour was advertising in a number of leading Japanese financial newspapers this week.

Van Hoven said the advent of Cathay Pacific's non-stop air service between Hong Kong and Johannesburg next month was expected to boost Japanese tourism to SA.

The Japanese promotion comes as part of Satour's drive to encourage tourism in the winter in order to reduce the pressure on SA's infrastructure during the summer high season.

Last year, 6,122 Japanese visitors came to SA. Van Hoven said he expected a "significant increase" in the number this year.

23 kill of viol

SIXTEEN people died in r i 23 i i cles between ANC and Ink in Richmond, Natal, at the masked gunmen murdered people in an attack on a run house near Mafolie, police said.

Spent AK-47 R-1 and were found at the scene of stabbing. Police said more...
Find ways to attract quality teachers

Political Staff

Although teacher salaries take up 70% to 75% of the education budget, new ways of attracting high-quality teachers with salary structures reflecting market forces will have to be found, says the Education Renewal Strategy report.

Other recommendations were:

● Universities should tighten up their admission policies, rationalise their study programmes, and lay down formal study goals to maintain standards.

● Technikons should be given the power to set additional admission requirements for students and to limit student intakes.

Student numbers at universities and technikons had grown by up to 17% in the past few years, and this trend could be expected to continue.

In view of the high cost of university and technikon studies it was imperative that only students who had a realistic chance of completing their studies should be admitted.

● The setting up "Eduscons" as colleges to bridge the gap between secondary schooling and universities or technikons should be investigated.

The report also said that government spending on education decreased in real terms by 6% between 1987 and 1990 despite increasing pupil numbers.
Education out of step with needs

Education Reporter
THE amount being spent on education was already as much as the economy could afford, Stellenbosch University education professor P.G.Human said yesterday.

Prof. Human, who was addressing delegates attending the SA Teachers’ Association annual conference in Paarl, said the reality of education was that:

- The country was becoming poorer and had a decreasing ability to invest in education;
- Schoolchildren even those attending the “better” schools — were not being taught skills that were in step with the needs of the society.

“We are over-producing academically-oriented matriculants, under-producing entrepreneurial and technology-oriented school leavers.”
Jewish board to keep its options open on school

THE SA Jewish Board of Education was not out to deprive anyone of an opportunity to receive proper schooling, but would like to keep its options open on Orange Grove Primary School, board chairman Russel Gaddin said yesterday.

Asked whether the board would allow children from Alexandra township to share the school's facilities, he said he did not know what the terms of the lease agreement would be. Sapa reports. This was "still in the hands of the authorities". L
c

The board had applied for additional schooling facilities in predominantly Jewish residential areas since 1988, as certain Jewish day schools were experiencing problems in accommodating pupils, he said.

The board wanted no part of the political dispute into which it had been thrust, he added.

WILSON ZWANE reports that high school pupils rather than primary school pupils, as originally planned, will attempt to occupy the school today.

An NECC spokesman said pupils from Alexandra's East Bank High School, who "do not have a school as such", would occupy Orange Grove from this morning, not Skeen Primary pupils.

The campaign to occupy empty white schools will be carried out under the auspices of the NECC and the Alexandra Education Co-ordinating Committee.

The occupation was a serious attempt to give Alexandra pupils "a taste of a normal school environment".

Comment: Page 10
Occupation stopped

Education Reporter

Police were out in full strength in Alexandra today to stop the planned occupation of Orange Grove primary school by black pupils bused from the township.

All the buses that were supposed to ferry about 300 pupils to a school in the nearby Orange Grove suburb were stopped by the police.

A senior police officer went into the Alexandra school yard in 12th Avenue, where the pupils were assembled, and warned National Education Co-ordinating Committee (NECC) officials and students that the intended occupation of disused Orange Grove school was illegal and would not take place.

Bloodshed

He told pupils and NECC representatives who had organised the intended "occupation", that police would take "very strong" action if they went ahead.

Angry pupils chanted slogans, while the NECC called off the planned operation. NECC regional secretary Alon Msane said the occupation was "a red flag of violence".

"This shows apartheid is still intact and its a lie that the last pillar of apartheid have crumbled," he said.

The white school was closed by the Transvaal Education Department early this year because there were not enough white pupils to fill empty classrooms.

Alexandra Education Coordinating Committee spokesman Mike Malele told The Star that Captain Steven van Huysum of the John Vorster Square police phoned late yesterday warning them that plans to occupy the school were illegal.

Yesterday the Minister of Local Government, Housing and Works, Sam de Beer, whose department was in charge of Orange Grove primary, said the school had been transferred to the Jewish Board of Education and the matter was now out of his hands.

However the chairmain of the Board, Russell Gaddin, said the board would not get involved in the dispute.

"We have been very sympathetic to black education needs and we do not intend to get into confrontation with the black community over the Orange Grove school issue," he said.

This week the NECC rejected the Government's announcement that the school had been transferred to the Jewish Board as "another strategy to keep blacks out of white schools".

Mr Msane said the Government had moved swiftly, making announcements "all aimed at keeping us out of white schools".

He added that the Government had allocated empty schools such as these to other departments in an attempt to block moves to move black pupils in.
Govt threat over plan to occupy school

By Phil Molefe
Education Reporter

The Government would take legal action against the National Education Coordinating Committee if it went ahead and occupied vacant schools, Minister of the Budget, Welfare, Housing and Works Sam de Beer said last night.

He was reacting to the NECC's plan to move Alexandra pupils into Orange Grove Primary School in Johannesburg today in an attempt to address overcrowding in township schools.

Residents of Orange Grove are apparently not perturbed by the NECC's plans.

In a random survey conducted by The Star yesterday, residents in the liberal white suburb said there was nothing wrong if black pupils from a nearby overcrowded school make use of the school.

"If the school has been closed, what is wrong about black pupils from Alexandra using it," said Maria Usousa.

"It's fine, let black kids use the school," said another resident.

The residents strongly felt that bureaucracy should give way to practical solutions, which could help solve the education crisis.

"If the school is not used, I don't mind if it's opened to other kids. What does their race have to do with education?" asked Mrs Usousa.

Darryl Honey, who has lived all his life in Orange Grove, said: "It's crazy, why should they not be allowed there? The place was designed to be a school."

The NECC's southern Transvaal region, which is spearheading the move in conjunction with its Alexandra branch, said the plan to occupy Orange Grove Primary School would go ahead "no matter what the authorities do."

The school was closed by the Transvaal Education Department at the beginning of the year because there were not enough white pupils to fill empty classrooms.

Alexandra Education Co-ordinating Committee spokesman Mike Maile told The Star that a Captain Steven van Huysten of the John Vorster Square police had telephoned their offices late yesterday warning them that plans to occupy the school were illegal.

"This will not deter us, we are definitely going ahead with the move," said Mr Maile.

Comment from the SAP could not be obtained at the time of going to press.

Meanwhile Mr de Beer, whose department was in charge of Orange Grove primary, said the school had been transferred to the Jewish Board of Education and the matter was now out of his hands.

The chairman of the Jewish board, Russell Gaddin, said it would not get involved in any dispute regarding the planned occupation of the school.

"We have been very sympathetic to black education needs and we do not intend to get into confrontation with blacks over the Orange Grove issue," he said.
Govt warns NECC over schools plan

Own Correspondent

JOHANNESBURG. — The government last night warned the National Education Co-ordinating Committee (NECC) that it would not tolerate its plan to occupy vacant white schools.

"The NECC must understand very clearly that their proposed actions will constitute an illegal act, and will be dealt with accordingly," the Minister of Housing and Works in the House of Assembly, Mr Sam de Beer, said in a statement last night.

Pupils from Alexandra township plan to abandon their dilapidated school premises later today and occupy a nearby whites-only primary school which has been closed since the beginning of the year.

The NECC has said it would bus an estimated 300 pupils and teachers to the vacant Orange Grove Primary School "no matter what the authorities do". The school has been allocated to the SA Jewish Board of Education (SAJBE).

Chairman of the SAJBE Mr Russel Gaddin said existing Jewish day schools were experiencing problems in accommodating students.

Asked about the planned occupation of the school and whether the SAJBE would share facilities with Alexandra pupils, he said the school still belonged to the Department of Housing and Works.

In an interview yesterday with Sapa he said the board was not out to deprive anyone of an opportunity to receive proper schooling.

A police spokesman said yesterday that police would take "appropriate action" if a government building was illegally occupied.
Dutch govt to give R20-m to education bodies

The Netherlands government would soon make available 15 million guilders (R20 million) for the education and training of South Africa's black labour force, Dutch Director General for Foreign Economic Relations Dr. Engerling said in Johannesburg last night.

Dr. Engerling said the grant would be made available to various organisations involved in education projects.

Leading a delegation of 25 political and business leaders, Dr. Engerling yesterday met President F.W. de Klerk and senior Cabinet Ministers, including Finance Minister Barend du Plessis and Foreign Minister Pik Botha.

"The team has also met the ANC and members of the business community, including Saccola (SA Consultative Conference on Labour Affairs), since its arrival in the country on Sunday.

Dr. Engerling said that although it was still too early to say when Dutch companies would re-invest in the country, his government was keen to re-establish political and economic relations with SA.

On sanctions, Dr. Engerling said that the remaining Dutch sanctions would be lifted as soon as there had been enough political development.

On a lighter note, Dr. Engerling said he gave Mr. de Klerk 'a bottle of Cape wine from 1735. The wine was apparently produced in the Cape and sent to Holland for bottling, but was shipwrecked in the North Sea on the return journey."
Sata teachers oppose use of cane

By DAVE MARRS
Education Reporter

TEACHERS attending a conference in Fish Hoek have turned centuries of colonial school tradition on its head by resolving to spare the rod to save, rather than spoil, the child.

A “significant majority” of delegates to the SA Teachers’ Association (Sata) conference yesterday registered their opposition to the use of corporal punishment in schools after toning down an original motion calling on education authorities to ban the practice outright.

Incoming Sata president and principal of Egemead High School Dr Malcolm Venter, who began his term of office after an induction ceremony last night, said the anti-caning stance taken at the conference would effectively become Sata policy.

The teachers argued that if Sata believed in the dignity of the individual, the organisation had to take a stand against corporal punishment.

However, proponents of the “six of the best” approach made their presence felt by pointing out the lack of alternatives to the cane as a means of instilling discipline.

Declining

They questioned the wisdom of singling out corporal punishment when an individual’s dignity could be equally threatened by verbal and other forms of abuse.

Dr Venter said that in his experience the use of corporal punishment was declining in schools anyway:

“In my own school I have only caned two boys so far this year,” he added.

In addition, the teachers resolved to ask the Minister of Education and Culture to continue the practice of releasing matric results in alphabetical order as this was “educationally more sound”.

They reaffirmed a previous motion urging that “all remaining discrimination against women teachers be removed as a matter of urgency”.

Dr Venter said that—apart from the issue of pay parity, which education authorities had promised by the end of next year—the only legal discrimination remaining was that married women could not receive housing subsidies.
SA ‘propaganda’ halts UK report

By Garner Thomson - Star Foreign Service

LONDON — Britain’s Minister for Schools has blocked publication of a £105 million study featuring controversial South African “propaganda”, which was intended to improve the teaching of grammar in schools.

Tim Eggar accused the 150-strong team who undertook the three-year government-backed study of inserting “tendentious and value-loaded” examples referring to the British miners’ strike and township violence in South Africa.

Patois

Despite the study being the biggest and most expensive of its kind undertaken in Britain, Mr Eggar said the government had decided to take a firm stand against allowing it to be published for distribution to schools as a guide to good writing.

Aside from the alleged “propaganda” it contained, he attacked the study for supporting the idea that ethnic and regional patois should be as acceptable as standard English, as well as the “banality” of some of its advice.

As an example of the latter, he singled out one sentence which reads: “The speech situation is almost always a shared one, and the writing situation is usually an isolated one.”

The South African example which aroused Mr Eggar’s ire presents three headlines from national newspapers, all purporting to report on riots in a black township: police shoot rioting blacks; rioting blacks shot by police; and rioting blacks shot.

The student is asked: “What are the different interpretations put on the events by the three headlines? Without at this stage feeling a need to refer to specialist terms, how far do different uses of language contribute to these different interpretations?”

Mr Eggar accused the compilers of the report of “capturing” the government’s straightforward idea to improve the teaching of grammar, and turning it into an “abstract argument between educational theorists”.

He added: “It ends up with the basics not being taught to schoolchildren, and with under expectation of what children can achieve.

Distorted

“This material was developed for the training of teachers. That’s fine — but we have put our foot down because they wanted to publish this information so that it could be sent to all secondary schools. Its use is likely to be distorted — wiltingly or unwittingly.”

But Professor Ron Carter, who headed the project, has defended the report. He believes grammar study should be introduced in secondary schools.
No secret agenda on white schools, says Clase

The Minister of Education in the House of Assembly, Mr Piet Clase, has hit back at suggestions that he is a "bad guy" with a secret agenda to preserve whites-only education by closing schools and retrenching teachers.

In a statement yesterday, he denied reports that he was being used as a "scapegoat" by conservative bureaucrats and that he was consequently "resentful".

A weekly newspaper speculated that the intention was to prevent half-empty white schools from being swamped by black pupils when all schools opened their doors to other races.

In addition, the white pupils from schools that were closed would fill available places in other white-dominated institutions, leaving less space for black children.

Mr Clase said there was no "secret plan" and he had not been made a "scapegoat" or "bad guy" to take the pressure off the government.

"The state has to provide cost-effective education to its clients.

"The present rationalisation programme of the DEC (Department of Education and Culture) has been cleared with the Ministers' Council and with the other relevant authorities in the government.

"Reports of secret agendas are nothing but attempts to discredit the DEC," Mr Clase said.

Education Reporter
JOHANNESBURG. — The occupation of a formerly whites-only school yesterday by Alexandra township children was called off following police action.

The National Education Co-ordinating Committee's (NECC) Southern Transvaal general secretary, Mr Amon Msane, said police roadblocks had "prevented the buses from coming here".

Mr Msane was speaking outside the Skeen Primary School in Alexandra township. The NECC had planned to bus about 200 children from Alexandra to the empty Orange Grove Primary School, located about 10km away.

The NECC decided to abandon its plans in the face of the police action, but Mr Msane said "sooner or later we will occupy that school".

There was a large police presence outside the Skeen Primary School, and a police helicopter buzzed overhead. Several roadblocks had been set up around Alexandra.

Meanwhile, the Black Sash condemned the government for trying to avoid the opening of schools to all children.

And the Johannesburg Child Welfare Society said yesterday that white schools which had been closed should be reopened to pupils of all races. The society said it was "deeply disturbed by the recent closure of under-utilised schools".

But government spokesman Mr Dave Venter said no responsible government could stand by and accept the illegal occupation of government or private property.

A meeting will be held at midday today between the SA Jewish Board of Deputies and the NECC for Southern Transvaal. The Orange Grove school is to be turned over to the SA Jewish Board of Education.

Meanwhile, Minister of Education and Development Aid Mr Stoffel van der Merwe yesterday told the NECC his department would not finance the occupation of 50 unused white schools by black pupils. — Sapa

SCHOOL WATCH ... Policemen in a Casspir outside an Alexandra township school. The children were waiting to be taken to an empty white school in nearby Orange Grove. Picture: AP
No govt aid for pupils who ‘occupy’ schools

GOVERNMENT would not provide any educational assistance to black pupils who occupied unused white schools, Education and Training Minister Stoffel van der Merwe said yesterday.

Van der Merwe's announcement came hours after the police had stopped the planned occupation of the Orange Grove Primary School by Alexandra township's East Bank High pupils.

In an interview, Van der Merwe said as any such occupation would be illegal, the Department of Education and Training would not pay East Bank High teachers their wages if they joined the protest action. It would also not supply the pupils with books.

Van der Merwe said he was aware that there was a shortage of schools in Alexandra: "That is why we have built two schools in the township and are planning another.

"East Bank High would have been completed in April but the contractors not been prevented from doing their job.

"The school will now be completed in September this year," he said.

Another school - a primary school - had been planned but could not be built as squatters had moved onto the land.

He urged the National Education Coordinating Committee (NECC) to remove these squatters. The NECC was involved in planning the Orange Grove protest.

Our Cape Town correspondent reports that Education and Culture Minister Piet Glass yesterday denied Press speculation that the closure of under-utilised schools was aimed at keeping facilities predominantly white.

"(The) basic facts are that the state has to provide cost-effective education to its clients. The present rationalization programme of the department has been cleared with the Ministers' Council and with the other relevant authorities in government," he said.

See Page 2
EMOTIONS ran high on the Sowetan/Radio Metro Talkback Show yesterday over the stopping by police of bussloads of black pupils from occupying Orange Grove Primary School in Johannesburg yesterday.

Callers told Radio Metro DJ Tim Modise that this demonstrated apartheid was not dead and that the Government was preaching about change while there was no real change taking place.

Busing of school children from overcrowded to underutilised schools was the only alternative to the crisis, said Sipho from Dube. Another caller, Royal from Zondi, said the whole affair was nonsense because black people were the indigenous people of the land but the Government was giving the school to Jewish people at the expense of black children, he said in reference to the Government's claim that the school had been transferred to the Jewish Board of Education.

"The Government must intervene positively," Sipho said. "We cannot be satisfied with the abolition of the many apartheid laws while the Government is showing a very bad attitude towards the crisis."

Dita Rabothata strongly criticised the police for having stopped the buses from entering the school.

He said animals were treated better than black people in this country.
Pupils are warned about discipline

By MONK NKOMO

BLACK pupils should commit themselves to discipline and learning and should realise that, as part of the oppressed masses, they could not expect much from the Government.

They were warned that the Government was bent on making them third-class citizens.

The message was delivered to Atteridgeville parents on Tuesday night at a meeting organised by the local branch of the Congress of South African Students.

The meeting recommended that parents, teachers and students' associations be formed at all local schools to monitor the situation.

The meeting also agreed to revive a local co-ordinating committee to resolve the crisis, especially at secondary schools.

Parents were again asked to play a major role in normalising education.

The chairman of the Cosas branch, Mr Zakhele Nxumalo, said he was disappointed by the poor attendance at the meeting.

About 40 parents attended. He said parents had again shown they were not interested in the education of their children.

Several teachers came under fire for "lazing around" in staffrooms during school hours.

Parents at the meeting urged pupils to accept discipline and to stop intimidating teachers or abusing alcohol and drugs.

Pupils were warned not to expect anything from the Government.

A spokesman for the local branch of the South African Democratic Teachers Union said they did not encourage teachers to boycott classes.

He appealed to parents and community organisations to help in abolishing "Bantu Education" and normalising schools in the township.
Better deal for schools

Regulations

The Government has passed, by the end of 1990, the Education Regulations of 1990. These regulations are aimed at improving the quality of education in South Africa. The regulations place a strong emphasis on the need for equal opportunities and the elimination of discrimination. All children, regardless of their race, language, and socio-economic background, are entitled to a free and compulsory education.

BY MONIK NOKONA AND SAPA

THE GOVERNMENT HAS EASED THE
BURSARIES AXED

The Income Tax Amendment Act includes a provision to repeal Sections 10(1)(q) and 10(1)(qA) of the Income Tax Act. The first section exempts income tax bursaries paid by an employer to an employee who obtains certain educational qualifications. This class of payment may not be linked to remuneration for services rendered.

The explanatory memorandum to the Income Tax Amendment Bill states that because this exemption has often been abused, "and in the light of the general approach to fringe benefits," it will be withdrawn with effect from March 1 1992.

At present, all bona fide bursaries, as well as amounts paid under an approved bursary scheme to any relative of an employee, are exempt from tax under S10(1)(qA). This section, states the memorandum, has also been abused "to such an extent that it has been decided to withdraw the exemption."

Presumably, senior executives of large companies and controlling shareholders of private companies have taken advantage of the section to finance university education for their children on a tax-efficient basis, perhaps through a "salary sacrifice" as quid pro quo for a bursary.

Bursary schemes under S10(1)(qA) had to be approved by the Commissioner, who had to be satisfied that they met certain criteria. These included a limitation of R750 a year for scholarships or bursaries awarded for secondary school education; that the children of all staff and not just children of the employer should be eligible, depending on "any objective criterion;" and that the Commissioner was satisfied that awards were made on merit or according to need.

KPMG Aitken & Peat tax partner Alister MacKenzie deplores the abrupt termination. He feels that a phasing-out period should have been provided.

Kessel Feinstein tax partner Ernest Mazansky asks why the amendments were abruptly included in the Bill instead of being thrown open to public discussion. He argues that limitations could have been introduced to limit possible abuses.

Ernst & Young tax partner Sally de Boor also deplores the effect the amendments will have on funds available for education.
Hand Joubert Park school to blacks, Stoffel urged

By Shirley Woodgate

Actstop has called on the Minister of Education and Training to immediately hand over the vacant Joubert Park Primary School to black pupils living in the Greater Hillbrow area.

Reacting to claims by Dr. Stoffel van der Merwe that busing Alexandra pupils to Orange Grove Primary School would not make economic sense because of transport expenses, Actstop stressed that Greater Hillbrow parents were paying enormous bills to bus their children to black schools outside the area.

"The Minister's logic simply does not make sense when applied to the situation in Hillbrow, which is already about 40 percent black," said Actstop spokesman Mohammed Dangor.

He said 600 children from that area would be ready to move into the school immediately. Instead, parents were forced to pay for so-called private schools in the area or dig deeply for bus fares to send their children to Soweto, Alexandra, Bosmont, Eldorado Park and Coronationville.

Joubert Park Primary was closed despite Actstop's protests at the end of last year.

Backing the Actstop call, National Education Co-ordinating Committee southern Transvaal general-secretary Amon Mzane said Dr. van der Merwe was out of order with claims about busing. "We want schools, not buses," he said.
R56.7-m education boost from Anglo

The Anglo American and De Beers Chairman's Fund and Educational Trust has approved grants valued at R56.7 million during the year under review, the Anglo American Corporation's (AAC) annual report stated yesterday. Some 50 percent of the grants were in the field of secondary and tertiary education, with a further 13 percent spent on primary education. The fund continued to support many projects in rural areas.

AAC continues to be a major supporter of the Urban Foundation, to which a further R2.4 million was donated during the year under review.

It is a substantial contributor to the important work being done by the South African Foundation which, the report observes, is making a substantial contribution to the reintegration of South Africa into the world economy.

The Private Sector Initiative formed at the beginning of the year by a group of companies, including the corporation, aims to greatly expand the private sector's contribution to socio-economic development.

• Full report — Page 15
How to apply for a bursary

Everyone is starting to apply for bursaries for next year. You think, "I must also apply for a bursary." Then you think, "Where do I find a bursary, and how do I go about it?"

When you try to find a bursary you need to ask yourself a few questions first:

- What is a bursary?
- Why do I want a bursary?
- What is the difference between a bursary, a scholarship and a loan?
- Where can I look for bursaries, scholarships and loans?

What is a bursary?

A bursary is financial assistance. It is money given to students for study or training in a specific field. There are often conditions which are used to select the students who receive bursaries. Most often, bursaries are given to students who are in financial need, in other words, students who do not have money for study. Academic merit, that is when students have done well at school, is an equally important condition. Sometimes bursaries carry employment conditions which state that you have to work for a company or organisation for as long as you have held the bursary. Other bursary organisations also expect that you play an active role in your community.

Bursaries are awarded by commerce, industry, the public sector (government), religious organisations or other bursary funds. These organisations usually wish to encourage people to study in a certain direction, such as science or engineering. Therefore, there are more bursaries available in some areas than in others. Bursaries also award different amounts of money, some giving more than others.

Why do I want a bursary?

This is the most important question, because when you apply for a bursary, the organisation or company which gives bursaries will be sure to ask it. The answer seems easy. You answer, "Because I want to study further and get a good education." This answer is good, but not good enough. Organisations, companies, the public service or religious organisations who give bursaries, give them with a purpose. They need people who want to train to become skilled in a field which they can use. For example, a mining company will not be likely to pay for you to become an actor or an artist, but will be more likely to pay if you want to become a mining engineer or a geologist. They need people who are skilled in engineering or geology to do the work they need done.

People who award bursaries also need to be sure that they will not waste their money. They need to know how well you have done at school and what results you have achieved. You need to convince them that you are worthy of their support. They also look at the subjects you have taken at school. For example, a mining company will only consider candidates with a good knowledge of mathematics and science before they award you a bursary to study engineering or geology.

As you can see, this question is very important. Think about it carefully. If you are in Form 2 and must decide on which subjects to take for matric, think first about what you want to become and then choose the subjects that will help you. If you find this difficult, write to us at the Education Information Centre (EIC), P.O. Box 62728, Marshalltown 2107 or Vaal Office, 2nd Floor, Trevor Building, Voortrekker Road, Vereeniging, 1939. We will try to help you.

What is the difference between a bursary, a scholarship and a loan?

Scholarships are awarded for academic merit - and excellent school record. They usually have no employment conditions attached. Like bursaries, they do not pay the same amount of money - some pay tuition only, some pay for books only, some pay all costs. There are many scholarships for science, engineering and commerce.

Loans are sums of money lent to students for the purpose of study by banks, training institutions or universities. A loan always has to be paid back, usually at a high rate of interest. Usually it has to be repaid once students have completed their studies and have found employment. Loans also need the backing of a guarantor. The guarantor must be the person who is employed and who promises to repay the money if the student cannot do so. The guarantor has to sign an agreement, or contract, with the bank or university to promise that the money will be repaid. If a loan is not repaid, the guarantor can be taken to court and be forced to repay the loan.

Where can I look for bursaries, scholarships and loans?

You can apply at training institutions, such as universities and colleges, religious organisations, clubs, societies or your local municipality. You can ask the employers of friends and relatives about bursaries, or enquire from the institute or council of the career field that interests you. You can also read newspapers and magazines regularly and ask for information at the local library or your local career centre.

Here are two examples of letters received by EIC requesting information on bursaries:

Dear Sir,

Enclosed for a list of bursaries I would like to apply for bursaries and would appreciate if you send me a list of bursaries.

I am aware at age and hope to receive my Std 10 certificate at the end of this year. My subjects have, thus far, been as follows: Science, English, Afrikaans and Mathematics. A score is required of 50% in each subject.

I only wish to study Medicine or Chemical Engineering at University next year. I eagerly await your reply.

Yours sincerely,

EDUCATION INFORMATION CENTRE
P O Box 62270
Marshalltown
2107

Sir,

APPLICATION FOR FINANCIAL ASSISTANCE

I hereby apply for financial assistance for the year 1992. I did apply but I received a note from you telling me that it was too late for me to apply by that time for this year and it would be better to apply now now for the year 1992 so this is my second application. At the moment I am doing my matric at Mayville High School in Kayelitha. My subjects are as follows: Accounting, Business Economics, Biology, Maths and three languages. I want to do Commerce and Management Accounting. I am a female of 19 years old.

Hoping that my application will reach your favourable consideration as you did for the first time.

Next week we will look at the following questions:

- How do I find out about bursaries?
- Are there important things to remember about bursaries?
- When do I start to apply for a bursary?
- What do I do next?
- Is there anything more that I need to know?

This article was written by EIC

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E I C
Jewish board turns down school offer

By Phil Molefe
Education Reporter

The South African Board of Jewish Education (SABJE) yesterday turned down the Government's offer for it to take over the disused Orange Grove Primary School, opening the way for Alexandra pupils to do so.

This emerged after a "fruitful, warm and constructive" meeting in Johannesburg between delegations of the SABJE, the SA Jewish Board of Deputies and the National Education Coordinating Committee (NECC).

Russell Gaddin, chairman of the SABJE, said the board supported the aspirations, needs and dilemmas faced by the NECC in its efforts to improve black education.

"The SABJE would never allow a confrontational situation to develop between the Jewish community and the NECC," said Mr Gaddin.

Orange Grove School came under the spotlight this week when the NECC threatened to move 200 pupils to the abandoned white school.

The Government allocated the school to the Jewish Board of Education, a move seen as an attempt to block black pupils from occupying the school.

In Pretoria yesterday, Minister of Education and Training Dr Stoffel van der Merwe told a media conference that the Government would have no objections if the Jewish board decided to turn the Orange Grove school over to black pupils, but certain matters would have to be taken into account.

He said the main issue was finance because it would not make "economic sense" to bus pupils to a white suburb everyday, when the money could be better invested if a school was built where pupils lived.

Dr van der Merwe said the Government had worked out ways to make vacant or under-utilised white schools available to other education departments with a minimum of "red tape".

He said 40 schools - including two for blacks - had already been allocated to other educational departments, and 20 schools were still being discussed for allocation. Forty others would be considered in future.

"Discrimination on the basis of race must be eliminated but this does not mean one can disregard the interests of various language and religious groups," Dr van der Merwe said.

The NECC said the decision of the Jewish Board to give black pupils a chance to occupy the school removed all obstacles the Government had tried to create.

"Now the ball is in their court," said Amos Msane, NECC southern Transvaal general secretary.

Mr Msane said he was ex-
Jewish Group Cuts Down Orange Grove School Offer, Cuts Funds
All SA schools to go non-racial

Own Correspondent

DURBAN. — In a dramatic turnabout, the government yesterday effectively opened the way for all white schools to admit other races and guaranteed that all facilities that had been closed will be used.

The turnabout in education policy, announced jointly at a press conference in Pretoria by Minister of Education and Culture in the House of Assembly Mr Piet Cluze, Minister of National Education Mr Louis Pienaar and Minister of Education and Training Dr Stoffel van der Merwe, has stunned opposition parties and educationists.

Only two weeks ago in Parliament, Mr Cluze was adamant in his refusal to stop the rationalisation of 20 000 white teaching posts and the closure of scores of schools and five teacher training colleges. He had also stuck to his guns over desegregation and said that only those white schools which had adopted one of the models would be able to admit blacks.

Yesterday the three ministers virtually overturned this stance and gave the thumbs-up for white schools across-the-board to go non-racial.

The closed and half-empty colleges and schools — previously doomed to remain empty and then be lost to education altogether — will now be transferred to other departments, Dr Van der Merwe said.

Transfer of colleges to other departments would create thousands of opportunities available for tertiary education for all population groups.

This would be accomplished by making the closed-down colleges available as technikons or technical colleges.

Schools marked for closure will be allowed to continue operating under the House of Assembly and staff will be retained.

Dr Van der Merwe said that 40 formerly white schools had already been allocated to other educational departments and institutions, including two to black education.
- Almost 3,000 primary schools were destroyed by the war in Mozambique between 1983 and 1989, and 500,000 students cannot be placed, Mozambican National Director of Social Welfare Terezinha Da Silva told a social workers' conference in Johannesburg this week.

- The Dutch government has pledged R20-million to "further black education and training" in South Africa. This was announced to journalists by visiting Dutch director-general for economic relations, F. Engering — part of a high-level delegation which visited the country.

- The Bursary Council of South Africa — a national co-ordinating body for bursary organisations — will hold a two-day workshop on Human Resource Needs in Durban on July 1 and 2. Topics will include economic growth and skills requirements, and human-resource development priorities for a post-apartheid South Africa. For further details, contact Roger Field at (021) 650-3924.

- Students scheduled to begin study at US universities this year are invited to attend a pre-departure orientation programme, hosted by the United States Information Service. Contact Dineo Phasha at (011) 28-5100 for further details.
US grants R2-m to fight Aids

By MONK NKOMO

THE United States yesterday pledged donation of R2.3 million to help develop and support a nationwide Aids education programme in South Africa.

US Ambassador to South Africa, Mr William Lacy Swing, signed the agreement to present R2.3 million to the Progressive Primary Health Care Network (PPHC) at a function held at the US embassy in Pretoria.

Swing announced that the first cheque for R1.2 million would be presented immediately and the balance would be paid after six months.

The grant is expected to support the establishment and operation of Aids prevention programs in the Southern and Western Transvaal, Natal and the Western Cape.

Partial support will also be granted to the National Office of the Progressive Primary Health Care Network.
LAST THING WE NEED

The decision to treat bursaries to children of employees as fringe benefits raises questions in two broad areas: fiscal policy and education policy.

Taking the latter first, it is simply ludicrous for the State to do anything which will deter the private sector from assisting in financing education. It is agreed across the political spectrum that one of our greatest needs in the decades ahead will be to make a skilled, productive workforce out of our burgeoning population.

Government accepts that it can’t fully finance this itself and is encouraging parents (even of children in “State” schools) to pay more, so that scarce State resources can be applied where they’re most needed. For another branch of government to penalise people who do just this is futilious and counterproductive.

Revenue alleges that the change was necessary to counter widespread “abuse”; to which we answer, first, prove it; and, second, so what?

Figures of how much tax revenue is “lost” (a term which in itself begs a number of questions) by so-called “abuse” are totally lacking — we suspect, because Revenue has no idea of the answer. Indeed, simply to pose the question will suggest to most contemplative people that it’s unanswerable.

But, we repeat, so what? Revenue seems more and more to be adopting the view that the function of society is to organise itself in such a way as to maximise the proportion of GDP that goes the way of the tax collector. A society which treats tax maximisation as the ultimate object of public policy — as the Roman Empire did in its last years — will perish under the burden, again, as the Roman Empire did.

Tax is not an end in itself, but a means to an end. It’s a way of financing public goods and influencing the composition of total spending (taxes can only redistribute wealth, not create it). To the extent that this ill-considered move will have any impact on total spending, it will diminish the proportion spent on education at a time when we need to raise it.

That is a real cost to society that far outweighs any illusory “loss” to the fiscus created by so-called “abuses”.

But there are even broader issues at stake. This latest blunder simply epitomises the breakdown of tax policy and what seems to be a progressive diminution in the extent to which the tax collector is accountable to public influence.

There was a time when the national Budget set out not just the broad determinants of financial and fiscal policy, but also, in pretty specific terms, how it was to be implemented. It could be debated publicly both in parliament and in a wider forum and there was time — and opportunity — to make changes, if they seemed desirable.

Three main changes have eroded the significance of the Budget and the principle of public accountability:

Firstly, the Budget as a whole has come to cover a declining proportion of broad public-sector spending; secondly, there has been an authoritarian trend (and civil servants are always in favour of authoritarian trends) to leave more and more matters to the discretion of officialdom — and we know which way they will exercise that discretion; and, thirdly, the factor most germane to the present issue — fiscal changes are almost clandestinely smuggled in not through the main Budget, but through the subsequent Income Tax Bill. This is necessarily a lengthy and complex document, whose purport is not always immediately apparent.

Moreover, because it’s considered a technical rather than a policy measure, it’s too easy to shrug off criticism with a blithe “Sorry, but it’s too late to make changes now.”

That’s precisely what seems to have happened with the clampdown on bursaries. Indeed, Commissioner for Inland Revenue Hannes Hattingh said exactly that.

This is simply not good enough. Public policy is a matter for the representatives of the people to decide — not omnipotent civil servants.

Especially when the logic of those civil servants is not always easy to follow, as in the case of another provision in the Income Tax Bill, which counter to the trend of recent years shifts relative tax efficiency (for the consumer, that is) back from car allowances to company cars.

When we get this sort of inconsistency from today’s officialdom, heaven help us when we’re faced with the functionaries of the new SA.
Under-used white schools opened to all

The Argus Correspondent

PRETORIA. — White schools, under threat of closure, would now have the authority to admit black pupils.

This was announced at a joint news conference held at the Union Buildings by National Education Minister Mr Louis Plenaar, National Education and Culture Minister Mr Piet Clase and the Minister of Education and Training, Dr Stoffel van der Merwe.

Should a department of education decide a school should be closed because the number of pupils was too small to be viable, the department could decide to continue the school but open it to all population groups.

The school would be operated, however, by the original department in accordance with its existing professional procedures, syllabuses, discipline and staff.

Teachers at the school would have the choice of continuing to teach at the school or elsewhere.

The local school community would be consulted when the decisions were implemented. "Its preferences, as well as local circumstances, will be taken into consideration," the ministers said.

Dr Van der Merwe said this meant schools that would have been closed would now be retained if "circumstances in the area" warranted it.

He said the constitution provided for one education department rendering services to another. The Department of Education and Culture had reserve capacity which it was making available to other departments.

A further initiative by the government was that empty schools would be made available to other departments of education or organisations, but with a minimum of red tape.

"We want to make it clear that there is no objection to black people using such schools, depending on the circumstances — depending on whether it is practical, whether it is economical and whether it fits in with basic patterns," Dr Van der Merwe said.

About 40 white empty schools have been allocated to other education departments and two are already in use by the Department of Education and Training. A further 20 schools have been given to other educational institutions and 40 other schools were being considered at the moment for this purpose.

If a school became available some distance from where the need was, it made no sense to take over that particular school and spend money on busing children there but rather to build a new school.

The basic principle was, however, that no facility should be lost for education — but there were some limitations, such as economic viability, Dr Van der Merwe said.
Jews reject school at centre of major row

THE South African Board of Jewish Education has declined the Government's offer to use Orange Grove Primary School in Johannesburg.

This opens the way for the National Education Co-ordinating Committee to negotiate directly with the Government.

Chairman of the SABJE, Mr Russell Gaddin, announced this following a meeting between his board, the SA Jewish Board of Deputies, and the NBCC in Johannesburg yesterday.

Gaddin said his board supported and sympathised with the aspirations and educational needs of the Alexandra community and would not allow a confrontation between itself and the NBCC.

The board had had no knowledge about the condition and terms under which it was offered the school.

NBCC general secretary, Mr Irwin Rensburg, said they would launch a national programme of action at the end of July to pressurise the Government to meet black educational demands.

He expressed his delight with the Jewish community's decision.

The Johannesburg City Council and Orange Grove residents strongly supported the decision, said Johannesburg councilor and Democratic Party MP for Orange Grove, Mr Clive Gilbert.

28/6/91
FIRE OVER ST ELMO’S

As educational facilities are being closed a R3,5m teacher training college is being put up — in what looks like an act of political folly — in KwaZulu despite the fact that appropriate facilities are standing empty in a position that could perfectly well serve existing needs.

Except that they are in Natal.

Political motives within the KwaZulu government — and a distinct difference of opinion within the Development Bank of SA — appear to be responsible for this state of affairs.

Despite alternative proposals by its own architectural consultants, and a senior bank official, the Development Bank has approved the construction of the multimillion-rand Gamalakhe training college near Port Shepstone and Hibberdene, in KwaZulu territory.

But between these towns, in Natal, a complex has been on offer: St Elmo’s Convent. It is on 9,65 ha and comprises a remedial school, boarding and recreational facilities.

On November 30 some bank officials (Bruce Edwards, Donald Macleod and Floris Pelsor) and three consultants to the bank — architect Patrick Gibson, Rod Connacher (education) and H Macleman (quantity surveying) — visited St Elmo’s with two KwaZulu officials.

In a memo dated December 14, Pelsor, in a follow-up to the visit, wrote to Edwards that he and Connacher believed the St Elmo’s buildings were not acceptable for teacher education.

However, according to various internal memoranda which passed between Macleod (who is attached to the bank’s centre for environmental and technical specialists) and his superiors, an opportunity to save the KwaZulu government more than R40m has been overlooked.

In a memo dated January 17 Macleod says the asking price for St Elmo’s is R3,75m. It had been estimated that expenditure of R3m-R5m would make it a suitable educational establishment for a total cost of R7m-R9m.

“Why did no one consider this?” Macleod asks.

In a reply to Pelsor’s memo he says the convent had been on offer for four months: “KwaZulu and the consultants appointed by both the borrower and the bank were all aware that it was available but did not consider it an alternative option to the Gamalakhe site as ‘St Elmo’s is not in KwaZulu.’ It is in Natal.

“Considering the recent happenings in SA and in Natal this argument is no longer valid,” Macleod argues. He is supported by a further memo on January 21 in which another bank official, one B Lindeque, wrote that “the conclusion that KwaZulu is prohibited by law (from acquiring) land outside its boundaries is not correct.”

Macleod says the implication of resiting the training college at St Elmo’s should be assessed: “The financial advantages of using the existing buildings and infrastructure should be carefully considered.”

In a memo of December 4 Gibson — whose Durban architectural firm Franklin, Garland, Gibson & Partners acts as consultant to the Development Bank — says: “St Elmo’s convent is an almost unique opportunity to acquire a property which could be converted into an educational institution.”

In his January 17 memo Macleod issued a strongly-worded warning: “The purpose of this memorandum is … to suggest that urgent attention is required by the policy-makers to change a situation that is a costly aberration in this new SA …” Macleod suggested that the bank should establish a system to “ensure that unused buildings are considered for use before costly new projects are embarked upon.”

Macleod went on: “With the changing nature of SA society, that is, falling white enrolment in schools, reductions in defence … it is likely that there are many buildings throughout the country that are now redundant and that, like St Elmo’s, could be used to provide accommodation for a wide variety of uses, but especially black education.”

Part of the problem lies with the KwaZulu government which earlier promised “its people” at Gamalakhe that a training college would be constructed.

The Development Bank commented that, as a result of the issues raised by its staff, further detailed investigations were initiated by management to obtain clarity on the options. St Elmo’s option with modifications was estimated to cost R23m — while the Gamalakhe college was budgeted at R44m.

This resulted in the the bank’s board re-considering the project. After taking into consideration the current demand for teacher training in KwaZulu, and more importantly a proposed use of St Elmo’s as a community college to address directly the upgrading of the “last generation,” it recommended its support for both Gamalakhe for teacher training as well as St Elmo’s as a community college.

ANC CONFERENCE

STARTER’S ORDERS

Nominations for leadership posts in the ANC were being finalised by the organisation’s 14 regions as the FM went to press. Apart from
‘Use white schools for all races’ call

Education Reporter

The government has been urged to use the new spirit of co-operation between education departments to prevent the closure of under-utilised white schools and provide desperately needed space for children of other races.

This follows the joint announcement by the ministers controlling black and white education in the country that white schools threatened with closure due to dwindling enrolments would be allowed to admit all race groups without the parents having to vote on the issue.

Several Cape Town schools that were only half-full have already increased their enrolments by voting to admit all races in terms of a government-imposed model which allows a small minority of parents the right to veto the move.

DP spokesman on education Mr Roger Burrows said some 70 schools in the Cape and Natal were currently designated for shutdown.

Dr Schalk Walters, executive director of the Cape Education Department (CED), confirmed earlier in the year that 33 under-utilised Cape schools had been advised that they could be closed.

Mr Burrows said there should also be an immediate move for the reopening of closed schools which currently fall under the Department of Public Works.

He said the DP welcomed the joint statement by the Minister of Education and Culture, Mr Piet Clase, the Minister of Education and Training, Dr Stoffel van der Merwe, and the Minister of National Education, Mr Louis Pienaar, on the greater availability of school premises.

‘Under pressure’

The announcement marked a significant shift in government policy and would do much to address South Africans’ displeasure at school closings.

It was to be regretted that once again the government had been seen to act under pressure, Mr Burrows said.

In their reaction to the move, the SA Teachers’ Association (Satà) said any attempt to move in the direction of the ideal of a single, non-racial education system was to be welcomed.
Handle schools policy with care

A disturbing report appeared in some Sunday newspapers last week to the effect that the Government has a secret strategy to keep white schools white by subtly excluding pupils of other race groups from these schools in post-apartheid South Africa. The report claims this will be done by closing down and selling under-utilised white schools and packing white pupils into fewer whites-only schools.

It is hoped that these schools will then be too full to admit pupils of other race groups and thus remain virtually white.

If Government were in fact doing this, I would conclude that National Party leaders have not begun to understand what it would take to generate mutual trust and promote national reconciliation in post-apartheid South Africa.

Further, I would begin to sympathise with the view which says that the present Government alone cannot and should not be entrusted with the process of transition.

I would also begin to fear for the future and anticipate tremendous social upheaval and civil confrontation as the new Government of post-apartheid South Africa would undoubtedly be expected, if not forced, to reverse this last-ditch racist act virtually on the first day of assuming power.

The Government is on the one hand encouraging discussions on non-racial local government structures and is even talking about co-ordination in areas such as health and housing — yet on the other hand it seems to be allowing white education to be more "own affairs" than ever before.

Similarly, the Government has finally scrapped the Group Areas Act, thus implying that all South Africans can now live where they choose to live.

If the Government persists in closing down under-utilised white schools and filling up existing ones using present day demographic statistics, we are bound to encounter a bottleneck in educational planning in future as residential suburbs become more cosmopolitan in character.

The reaction of some representatives of the Department of Education and Training has been equally astonishing. One was recently quoted as saying that available schools and teachers in that department are sufficient to meet future demands.

Clearly this spokesperson has never visited some of the schools controlled by his department in the townships or rural areas.

In any case even in DET schools alone, teacher-pupil ratios as well as class sizes have not even begun to compare with what obtains in white education.

I still prefer to hear President de Klerk declaring a moratorium on the closure and sale of under-utilised white schools and the retrenchment of white teachers until there is consensus on how available facilities and expertise can be utilised to the benefit of all in the new South Africa.

President de Klerk has the opportunity to do this since he is presently in consultation with Mr Mandela on matters educational.

Late on Thursday, after this column was written, the Government announced a policy change making empty white schools available to black pupils.