

TEACHERS - ASIAN

NOV. 1975 - 1978

Teacher's
plea to
Indians

310

The Indian Education Department is faced with a shortage of teachers in specialised subjects, Mr G Krog, the Director of Indian Education, says.

At an Honours Day ceremony at the Johannesburg College of Education yesterday he handed diplomas to 35 new Indian teachers.

Mr Krog said his department faced the specialist teacher shortage like other education departments and educational authorities all over the world.

"We urgently need recruits of quality both from the high schools and from among in-service teachers to be trained to meet the special demands in subjects like Afrikaans, mathematics, science and technical skills.

TOP PRIORITY

"We are giving top priority to this matter and I appeal to parents to encourage their children who have the ability and aptitude for these special subjects to offer themselves for training as teachers." Mr Krog told an audience of about 150 parents and students.

There were about 1 000 teachers in the Transvaal and about 6 800 teachers in South Africa serving the Indian Education Department. He estimated that by 1980 his department would require 7 500 teachers.

Mr Y S Veldhuizen, the Rector at the College, said dwindling enrolment was a matter of concern.

3. any topics you feel should be added to
ropped from the course?

4. satisfied with your present tutor? Yes/no

5. your opinion should the aim of

(b) Do you feel these goals were achieved during the year?

HANSARD. Y. Q. columns. 510.
18 March 1975.

Indian teachers X

*5. Dr. A. L. BORAINÉ (for Mr. R. J. Lofrey) asked the Minister of Indian Affairs:

How many Indian teachers (a) joined the staff of his Department for the first time and (b) resigned in each year since 1 January 1970.

The MINISTER OF INDIAN AFFAIRS:

(a)	1970	433
	1971	438
	1972	353
	1973	353
	1974	409
	1975 to date	360
(b)	1970	311
	1971	264
	1972	212
	1973	147
	1974	153
	1975 to date	31

3/0

HANSARD 10

P. Colman 709

15/4/75

Indian teachers

200. Dr. E. L. FISHER asked the Minister of Indian Affairs:

(1) What was the total number of Indian teachers employed in the Republic in each year from 1970 to 1974;

(2) what was the total number of Indian

- (a) teachers employed in and (b) pupils attending (i) second and (ii) primary schools in the Transvaal and (bb) Johannesburg during 1974.

The MINISTER OF INDIAN AFFAIRS:

(1) As at 31 December

1970	5 784
1971	6 098
1972	6 270
1973	6 458
1974	6 651

(2) (a) (i) (aa) 382.

(bb) 166.

(ii) (aa) 496.

(bb) 202.

(b) (i) (aa) 10 053.

(bb) 4 059.

(ii) (aa) 11 803.

(bb) 6 205.

3/0

HANDSARD 11

23 April 1975

Q. 792-3

Springfield College/Transvaal College of Education/University of Durban-Westville: How many primary school teachers enrolled and qualified

249 Mr. W. M. SUTTON asked the Minister of Indian Affairs:

- (1) How many Indian student-teachers are enrolled at the (a) Springfield College and the Transvaal College of Education and (b) University of Durban-Westville;
- (2) how many teachers qualified (a) as primary and lower secondary school

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of the paper

teachers by means of full-time courses, (b) as primary and lower secondary school teachers by means of in-service courses, (c) as academic high school teachers, (d) as specialist teachers of commercial subjects, (e) in technical or technical subjects, (f) as teachers of arts, (h) as physical education instructors, (i) in home economics and (j) as other teachers, with specification of each type, at the end of 1974.

The MINISTER OF INDIAN AFFAIRS:

- (1) (a) 552
- (b) 405
- (2) (a) 226.
- (b) NIL
- (c) 25.
- (d) 15.
- (e) 29.
- (f) 8.
- (g) 24.
- (h) 32.
- (i) 8.
- (j) NIL.

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14 ANSWERS 11

23 April 1975.

Q. 793-4.

Qualifications of Indian teachers

250. Mr. W. M. SUTTON asked the Minister of Indian Affairs:

(1) How many Indian teachers (a) were professionally qualified and had (i) a university degree, (ii) passed matriculation or an equivalent examination, (iii) passed the junior certificate or an equivalent examination and (iv) other qualifications such as professional qualifications but had (i) less than a university degree, (ii) passed matriculation or an equivalent examination and (iii) technical or other vocational qualifications and (c) had not

attained the matriculation level and held no technical or other vocational qualifications, at the latest date for which figures are available.

(2) (a) what was the total number of Indian teachers employed at the date concerned and (b) in respect of what date are these figures given.

The MINISTER OF INDIAN AFFAIRS:

- (1) (a) (i) 1 103.
- (ii) 4 379.
- (iii) 903.
- (iv) Nil.
- (b) (i) 22.
- (ii) 124.
- (iii) 4.
- (c) 103.
- (2) (a) 6 638.
- (b) 30 June 1974.

310

HANSARD 18 Q. 1122
10 June 1975.

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Transvaal College of Education: Indian teachers qualified

*11. Dr. E. L. FISHER asked the Minister of Indian Affairs:

(a) How many Indian teachers qualified at the Transvaal College of Education in 1974 and (b) how many (i) males and (ii) female students were enrolled at this college in 1975.

The MINISTER OF INDIAN AFFAIRS:

- (a) 75.
- (b) (i) 100.
- (ii) 36.

ARGUS 28/6/75

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INDIANS CAN ENROL

The Argus Bureau —
PORT ELIZABETH. —
Indian students will now
be allowed to enrol at any
Coloured teachers' training
college in South Africa,
contrary to the decision
taken by the last execu-
tive of the Coloured Rep-
resentative Council, the
Rev H. J. Hendrickse said
last night.

Mr Hendrickse who
holds the portfolio of Edu-
cation in the CRC's new
executive, was guest
speaker at the opening of
the annual conference of
the Cape Teachers' Profes-
sional Association held at
the Gelvandale Community
Centre.

'I am issued a directive
in terms of the powers

delegated to me by the
Minister of Coloured
Affairs that Indian stu-
dents be allowed to enter
any teachers' training col-
lege,' he said.

The position was that
from January 1976, no
Indian was to be allowed
in any Coloured teacher
training institution. The
executive of the CRC,

headed by Mr Sonny Leon,
has rescinded a resolution
taken by the last execu-
tive.

A decision by Mr Hen-
drickse means that Indians
will not be compelled to
go to Westville in Durban
for their training.

With regard to compul-
sory education, Mr Hen-

drickse said the executive
would make an announce-
ment soon. He hoped that
education would also be
made compulsory for
children older than 9
years. As from January
1976 education would be
compulsory for children
less than 9 years old.

Little joy over pay proposal

RDM
25/8/5

Own Correspondent
DURBAN. — Indian teachers doing equal work with Whites in the Department of Indian Education will get equal pay if a recommendation by the Director of Indian Education, Mr Gabriel Krog, is accepted by the Public Service Commission.

But this would bring "little joy", teachers claimed yesterday.

Mr Krog told a deputation from the South African Indian Teachers' Association (SAITA) that he was in favour of parity and had already asked the Public Service Commission for equal pay.

"He also pointed out

that parity was the responsibility of the Cabinet and the objective towards which it was working," a member of the deputation said yesterday.

"Mr Krog also told us that higher salaries are being paid to school principals to attract more recruits into the service."

The deputation told Mr Krog the wide difference in salaries paid to principals and assistant teachers was a matter of concern, the member of the deputation said.

On the subject of promotion, Saita reaffirmed its stand on merit selection and told Mr Krog it did not support the idea

of Indianisation for its own sake.

Mr Krog replied that White staff would only be introduced in "exceptional circumstances" particularly in the field of technical education.

Mr Krog yesterday declined to comment on the meeting. But Indian teachers interviewed yesterday said Mr Krog's moves to get equal pay for Indian teachers doing equal work with Whites would bring little joy to the majority of the 6 000 or so Indian teachers.

"Only a handful of people, such as inspectors and a deputy rector, will benefit," one teacher said.

DAILY NEWS

Equal rates work move

2/18/75

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Mercury Reporter

INDIAN teachers doing equal work with Whites in the Department of Indian Education will get equal pay if a parity recommendation by Indian Education Director, Mr. Gabriel Krog, is accepted by the Public Service Commission.

Mr. Krog told a deputation from the South African Indian Teachers' Association he favoured parity and had already asked the Commission for equal pay.

He also pointed out that parity was the responsibility of the Cabinet and the objective towards which it was working, a member of the deputation told the Mercury.

Mr. Krog also told us that higher salaries are being paid to school principals to attract more recruits into the service. The deputation told Mr. Krog that the wide difference in salaries paid to principals and assistant teachers was a matter of concern.

On promotion, SAITA reaffirmed its stand on merit selection and told Mr. Krog it did not support the idea of Indianisation for its own sake.

Mr. Krog was said to have replied that White staff would only be introduced in "exceptional circumstances", particularly in technical education.

Mr. Krog yesterday declined to comment on the meeting. But Indian teachers interviewed said Mr. Krog's parity moves would bring little joy to most of the 6000 plus Indian teachers.

"Only a handful of people, like inspectors and a deputy rector, will benefit," one teacher commented.

Handwritten notes and scribbles on the right side of the page.

Indian probe over teaching promotions

After 29/10/75

3/10

Own Correspondent
DURBAN — The Indian Council executive committee is to investigate complaints by Indian teachers that many have been bypassed for promotion.

One executive claims highly qualified teachers are in "cold storage" because of their outspokenness.

Teachers are angry over the recent promotions announced by the Indian Education Department for 1976. They say they are dissatisfied because many teachers with degrees and long service have been bypassed by junior teachers with little qualification.

Mr A. Rajbansi, a member of the Indian Council executive said today that the Indian teaching fraternity could rest assured that their complaints would be fully investigated.

He was fully aware of the injustices meted out to many individuals and hoped to rectify this as soon as the Indian Council executive took control of the education portfolio.

MYSTERIOUS

"I have received information about the recurrence of many unprecedented, meteoric, and mysterious promotions of obvious juniors, which I personally find absolutely appalling.

"The rectification of injustice by the executive committee can be assured depending on the official attitude of the Teachers' Association towards promotions.

"All fully substantiated grievances by individuals may be brought to the notice of the Education Department in the hope of redress.

"I am personally terribly disappointed about the appointments to certain senior positions and will not allow the matter to rest until justice is done," he said.

he was aware of some top educationists being put into "cold storage" because of their outspokenness in society.

Mr D Nair, secretary of the South African Indian Teachers' Association, said today that the association was concerned at the large number of teachers who were disappointed at not being considered favourably for promotions in the service.

"The association is also alive to the fact that many such teachers who have between 30 and 40 years of service and who appear to have satisfied requirements necessary for promotion find themselves on the lower rung of the promotion ladder. These teachers have been superceded as it were by persons with less service and equal and in some cases lower qualifications.

Indian teachers' lobby succeeds

ftv 3/11/75

Own Correspondent

DURBAN. — The South African Indian Teachers' Association has persuaded the Minister of Indian Affairs, Mr. Marais Steyn, not to hand over control of Indian Education to the Indian Council.

This is the outcome of the crucial meeting between the teachers' association and the Minister in Durban on Saturday.

It is understood that the teachers' association expressed grave concern at the move to give control of education to the Indian Council. The association felt only trained and experienced educationists were qualified to control education.

REPRESENTED

The association also believes it should be represented by people who would be responsible to it. The Indian Council at the moment is not fully elected and therefore is not responsible to it.

It is understood the Minister has agreed to delay the transfer of control of education to the council until the majority of its members are elected sometime in 1977.

Reacting, Mr. J. N. Reddy, Indian Council executive chairman, said he did not anticipate the delay because he always understood the delegation of powers would enable the Indian Council executive committee to have some authority.

"I appreciated from the word go that the delegation of powers was only a small step because the overall control would still be in the hands of the Minister," he said.

FULL CONTROL

"It will need an Act of Parliament to be passed before the Indian Council can take full control of education."

Mr. Reddy said the latest development would be discussed at the Indian Council session in Durban on Wednesday because "I am sure it has raised a few eyebrows."

Teachers want rule scrapped

By AMEEN AKHALWAYA
INDIAN teachers yesterday called for the scrapping of the rule which requires them to keep a daily forecast of what they intend doing in class.

The move comes after the departmental inquiry in the Johannesburg Magistrate's Court last week when a teacher at the Nirvana High School in Lenasia, Mr. M. A. Moosa, was found guilty of misconduct. It was found that the principal, Mr. R. Rathinamy, had repeatedly ordered Mr. Moosa to prepare his sheet and that Mr. Moosa refused to carry out the instructions.

Mr. A. Essop, assistant secretary of the Lenasia Teachers' Association, said yesterday teachers were puzzled by the finding that Mr. Moosa was guilty of failing to carry out a lawful order while at the same time his refusal to carry out the instruction was found to be "not a matter of insubordination". "Teachers feel quite strongly that the daily forecast is time-consuming and unnecessary. It reduces them to clerical status", he said.

Mr. Essop added that a memorandum would be submitted to the Department of Indian Education to have the Act, which requires teachers to carry out "lawful orders" from their heads, to be scrapped.

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Hansard 2 col 85 4/2/76

Teachers employed/resigned/retired

143. Mr. P. A. PYFER asked the Minister of Indian Affairs: j-

How many teachers (a) were employed by his Department on 31 December 1975 and (b) (i) resigned from the service of his Department and (ii) retired on account of reaching the retirement age, during 1975.

The MINISTER OF INDIAN AFFAIRS:

(a) 7 297.

(b) (i) 170.

(ii) 39.

Indian teachers 19/2/56 explain stand

Indian teachers re-
jected an invitation to
discuss their problems
with the South African
Indian Council — be-
cause they felt that
body had no standing
in the matter.

This explanation comes
in a statement from the

president of the South
African Indian Teachers'
Association, Mr. P. C. Samu-
els.

He confirms such an
invitation was made but
goes on: "A resolution of
our executive council
states specifically that no
contact be made with the
Indian Council until that
body is vested with
powers over Indian educa-
tion.

"At the present time
the Minister of Indian Af-
fairs is vested with such
powers."

Mr. Samuels says the
delegation of these powers
to the council does not
alter the fact that the
council is bound by the
Minister's wishes.

"No organisation has a
moral right to represent a
community which has not
elected it and from which
it has received no man-
date."

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For written reply:

Hansard 6
col 443

Sale of Bantu Beer

2/2/76 46. Mrs. H. SUZMAN asked the Minister of Bantu Administration and Development:

- (1) What was the amount of the profit which accrued to each Bantu Affairs Administration Board during 1974-'75 from the sale of Bantu beer;
- (2) what portion of each of these amounts was (a) used for the promotion of the general welfare of and provision of services for Bantu in the area of each board and (b) paid over to his Department for use in the homelands.

The MINISTER OF BANTU ADMINISTRATION AND DEVELOPMENT:

- (1) and (2) (a) The statistics as asked for are not readily available and can only be assembled at considerable expense. The cost involved is not considered to be warranted.
- (2) (b) Nil.

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Hansard 10

col 713

31/3/76

Pupil/teacher ratio in Indian schools

588. Mr. R. E. ENTHOVEN asked the Minister of Indian Affairs:

What was the average pupil/teacher ratio in each standard in Indian schools in the Republic in 1973, 1974 and 1975, respectively.

The MINISTER OF INDIAN AFFAIRS:

Statistics on the pupil/teacher ratio in each standard are not kept. I am therefore not in a position to furnish the information called for. The average pupil/teacher ratios in primary and secondary classes are, however, as follows:

	Primary	Secondary
1973	28.58:1	24.92:1
1974	29.27:1	23.49:1
1975	29.65:1	21.5 :1

Teachers withdraw NM 8/5/76 Rajbansi's invitation

Mercury Reporter

MANY TEACHERS have reacted with mixed feelings to the sudden cancellation of an invitation extended by the South African Indian Teachers' Association's Isipingo branch to Mr. Amichand Rajbansi, controversial executive member of the South African Indian Council, to give the guest address at the branch annual meeting next week.

Teachers told the Mercury last night that they regarded the action of the branch to invite a guest speaker and then recall the invitation because SAITA's executive did not like the Indian Council as an insult to Mr. Rajbansi.

PORTFOLIO

"Mr. Rajbansi is handling the education portfolio in the Indian Council and the branch was justified in asking him to address its members.

"SAITA's headquarters surely should know that we as teachers are not going to be indoctrinated by this SAIC's executive member," a teacher said.

Another teacher said that after a report had appeared in Mercury Extra on Wednesday that Mr. Rajbansi would speak at the teachers' meeting, many teachers from outside the Isipingo branch were also intending to attend to hear his views on education.

"Mr. Rajbansi has always been regarded as a controversial member of the Indian Council and naturally many of us wanted to hear his views on education and how he was going to handle the education portfolio," he said.

EXPLANATION

Mr. S. V. Pillay, chairman of the Isipingo branch, explained last night that his committee chose Mr. Rajbansi as the guest speaker but the invitation was withdrawn after Mr. Pat Samuels, president of SAITA, drew his atten-

tion to a standing resolution of SAITA that the association would not recognise the Indian Council until its members were elected by and responsible to the Indian community.

"As a branch, we have no alternative but to abide by SAITA's resolution," he said, adding that he had apologised to Mr. Rajbansi and gave him the assurance that SAITA had no personal ill-feeling towards him.

He said that the branch annual meeting would take place as scheduled but there would be no guest speaker.

In an interview, Mr. Rajbansi told the Mercury that he did not mind the invitation being cancelled. "But I think the teachers have missed an opportunity of hearing how my executive was going to tackle problems facing Indian education," he said.

Hansard (322) #16
2-

Indian student-teachers: Qualifications

(759) Mr. G. W. MILLS asked the Minister of Indian Affairs:

- (1) How many Indian student-teachers are enrolled at the (a) Springfield College, (b) Transvaal College of Education and (c) University of Durban-Westville;
- (2) how many teachers qualified (a) as primary and lower secondary school teachers by means of full-time courses, (b) as primary and lower secondary school teachers by means of in-service courses, (c) as academic high school teachers, (d) as specialist teachers of commercial subjects, (e) as teachers of technical subjects, (f) in remedial or special education, (g) as teachers of arts, (h) as physical education instructors, (i) in home economics and (j) as other teachers, with specification of each type, at the end of 1975.

The MINISTER OF INDIAN AFFAIRS:

- (1) (a) 545.
(b) 135.
(c) 398.
- (2) (a) 176.
(b) 226.
(c) 29.
(d) 31.
(e) None.
(f) 9.
(g) None.
(h) 25.
(i) 6.

3.

(j) 8 Diploma in School Counselling.

2 Diploma for Teachers of Children Handicapped in Speech and Hearing.

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The figures given under (d), (h) and (i) are included in the figure quoted at (2)(a).

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(c) Hire of accommodation and any special assistance?

(d) Travelling expenses?

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- 5) Leave about six lines for the introduction. Write your three main points down leaving a few lines in between each.
- 6) Go through your list of ideas again. Underline those points that support your three main points.
- 7) Write two sub points under each main point.
- 8) At this stage you should refer to books, interview specialists, check figures and statistics, find quotations, apt examples or demonstrations. Your talk should be an expression of your own ideas on the subject, backed by outside opinion.

Hansard 16
322

Indian teachers: Qualifications

1018
760. Mr. G. W. MILLS asked the Minister of Indian Affairs:

- (1) How many Indian teachers (a) were professionally qualified and had (i) a university degree, (ii) passed matriculation or an equivalent examination, (iii) passed the junior certificate or an equivalent examination and (iv) other qualifications such as technical qualifications, (b) had no professional qualifications but had (i) a university degree, (ii) passed matriculation or an equivalent examination and (iii) technical or other vocational qualifications and (c) had not attained the matriculation level and held no technical or other vocational qualifications, at the latest date for which figures are available;
- (2) (a) what was the total number of Indian teachers employed at the date concerned and (b) in respect of what date are these figures given.

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The MINISTER OF INDIAN AFFAIRS:

- (1) (a) (i) 1 186.
- (ii) 4 449.
- (iii) 945.
- (iv) 4.
- (b) (i) 26.
- (ii) 89.
- (iii) 5.
- (c) 133.
- (2) (a) 6 837.
- (b) 30 June 1975.

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2. PLANNING THE PRESENTATION

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VERTICAL PLAN

2.1.1 The Vertical

- 1) Take a sheet
Jot down 20
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3) What do these words say to you? What specifically do you want your audience to think and do at the end of your talk? Now, write the aim of your talk in one short sentence.

4) Write your aim at the top of a clean sheet of paper.

The Body

- 5) Leave about six lines for the introduction. Write your three main points down leaving a few lines in between each.
- 6) Go through your list of ideas again. Underline those points that support your three main points.
- 7) Write two sub points under each main point.
- 8) At this stage you should refer to books, interview specialists, check figures and statistics, find quotations, apt examples or demonstrations. Your talk should be an expression of your own ideas on the subject, backed by outside opinion.

Brain
Hansard

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17/5/76

Indians serving in high positions in education

107A

(761) Mr. G. W. MILLS asked the Minister of Indian Affairs:

- (1) How many Indians were serving as (a) inspectors of schools, (b) assistant or subject inspectors, (c) education planners or assistant planners, (d) school guidance officers and (e) principals of schools in his Department at the latest date for which figures are available;
- (2) how many Indians were serving as (a) professors, (b) senior lecturers, (c) lecturers and (d) junior lecturers at the University of Durban-Westville at the date concerned;
- (3) how many Indians were serving as (a) heads of departments, (b) senior lecturers, (c) lecturers and (d) junior lecturers at the M. L. Sultan Technical College at the date concerned;
- (4) how many Indians were serving as (a) rectors or deputy rectors, (b) heads of departments, (c) senior lecturers and (d) lecturers at education colleges at the date concerned;
- (5) how many Indians were serving on the administrative staff of the Education Section of his Department at the date concerned;
- (6) in respect of what date are these figures given?

The MINISTER OF INDIAN AFFAIRS:

- (1) (a) 15.
(b) 7.
(c) 6.
(d) 1.
(e) 358.
- (2) (a) 7.
(b) 15.
(c) 32.

- (d) 14.
- (3) (a) 3.
(b) 7.
(c) 12.
(d) None.
- (4) (a) 1 Deputy Rector.
(b) 6.
(c) 14.
(d) 37.
- (5) 361.
- (6) (1) 31.3.76.
(2) 28.4.76.
(3) 27.4.76.
(4) 31.3.76.
(5) 31.3.76.

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- 6) Go through your list of ideas again. Underline those points that support your three main points.
- 7) Write two sub points under each main point.
- 8) At this stage you should refer to books, interview specialists, check figures and statistics, find quotations, apt examples or demonstrations. Your talk should be an expression of your own ideas on the subject, backed by outside opinion.

N.M. 12/17/76

PAY RISE FOR INDIAN TEACHERS

Mercury Reporter

THE Republic's 6,000 Indian teachers will receive a 15 percent salary increase from July 1, Mr. Pat Samuel, president of the South African Indian Teachers' Association, said last night.

He had been informed of the rise by the Director of Indian Education, Mr. Gabriel Krog, yesterday, he said, adding: "We welcome the increase as an interim measure. Our goal is parity in pay with White teachers and we will not rest until we have achieved this."

Mr. Samuel said that every Indian teacher would receive the 15 percent rise, and he hoped this would help to offset rising cost of living.

He was confident that a further 7 1/2 percent rise in pay for Indian teachers would come into effect in January, next year.

Hensard 2 vol 120 3/2/77

Bursaries to Indian Student Teachers

209. Mr. R. E. ENTHOVEN "T HOOFT
asked the Minister of Indian Affairs:

- (a) How many bursaries were granted to Indian student teachers in 1975-'76 and (b) what was the total amount granted.

The MINISTER OF INDIAN AFFAIRS:

- (a) 927.
(b) R463 500.

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Handard 3 @ col 244 10/2/77

Teachers in Indian schools

(208) Mr. R. E. ENTHOVEN 'T HOOFT
asked the Minister of Indian Affairs:

- (1) How many teachers were employed in Indian (a) primary and (b) secondary and high schools in the last quarter of 1976;
- (2) how many pupils were enrolled in (a) primary and (b) secondary and high schools in that period.

The MINISTER OF INDIAN AFFAIRS:

- (1) (a) 4 619.
(b) 2 278.
- (2) (a) 138 276. As at 2 March 1976.
(b) 49 382.

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Hanson 3 @ col 261 10/2/77

Teachers employed by Department of Indian Affairs

322

344 Mr. P. A. PYPER asked the Minister of Indian Affairs:

How many teachers (a) were employed by his Department as at 31 December 1976 and (b) (i) resigned from the service of his Department and (ii) retired on account of reaching the retirement age, during 1976.

The MINISTER OF INDIAN AFFAIRS:

- (a) 7 027.
- (b) (i) 154.
(ii) 19.

Standard 8 @ col 66 18/3/77 (322)

5. Demand has to fall after a price rise.
 4. People feel poor use of the good.
 3. At higher prices, supply less.
 2. The increase in price downwards.
 1. The increase in price upwards.

Indian teachers: Salary/post structure
 Mr. L. F. WOOD asked the Minister of Indian Affairs:

23. One reason why the price rises is (a) announced and (b) implemented.
 (A) The cobweb model is based on the assumption that price in year t determines quantity supplied in year t+1.
 (B) The supply curve of agricultural products is likely to be elastic in the short run.

Whether a new salary and post structure for Indian teachers is under consideration, if not, why not; if so, when is the new salary and post structure expected to be (a) announced and (b) implemented.

24. The MINISTER OF INDIAN AFFAIRS:
 5. A is correct but neither A nor B
 4. Neither A and B are
 3. Both A and B are
 2. B is correct but A is correct
 1. A is correct but neither A nor B

25. casual relationship.
 (A) The cobweb model is based on the assumption that price in year t determines quantity supplied in year t+1.
 (B) The supply curve of agricultural products is likely to be elastic in the short run.

22. Consider the following statements:
 5. None of the above.
 4. Lead to a reduction in the supply of wheat.
 3. Cause farmers' incomes to rise.
 2. Cause farmers' incomes to fall.
 1. Cause the price of maize to rise.

21. Assume that the supply of maize is perfectly elastic. A decrease (shift to the left) in demand will
 5. None of the above.
 4. Demand a higher price per cabbage.
 3. Plant different crops next year.
 2. Make less money than they would otherwise have done.
 1. Make more money than they would otherwise have done.

20. If the price elasticity of demand for cabbage is 1.3, would a rise in output due to favourable weather conditions cause farmers to
 5. A fall in demand for both cups and saucers.
 4. A rise in demand for saucers of less than 10%.
 3. A rise in demand for cups of more than 10%.
 2. A fall in the demand for cups.
 1. A fall in the demand for saucers.

19. Income rises by 10%. Suppose the demand for cups is income inelastic. One would expect
 5. None of the above.
 4. An elasticity of demand of less than one.
 3. A positive income elasticity of demand.
 2. A negative cross elasticity of demand.
 1. An inelastic supply curve.

18. We define an inferior good as one with

Harvard 8 2 cols 665-666 18/3/77

322

Indian teachers: Salaries

Mr. L. F. WOOD asked the Minister of Indian Affairs:

What is the estimated cost of raising the salaries of Indian teachers to the same standards as those of their White counterparts.

The MINISTER OF INDIAN AFFAIRS:

Approximately R8 million.

32. In a simple two country world trading some homogeneous commodity the effect of removing :
1. Increase world trade
 2. Decrease the price
 3. Lower the price in the home country.
 4. Increase output by the home country.
 5. Both 1. and 3. above.
31. If the demand for strawberries was relatively elastic then a had harvest which reduced output 10% below its expected level would
1. Lower the price of strawberries.
 2. Raise the income of strawberry farmers.
 3. Have no effect on strawberry prices.
 4. Lower the incomes of strawberry farmers.
 5. Both 1. and 4. above.
30. "If the railroads are making a loss on passenger traffic they should lower their fares". The suggested remedy would only work if the demand for rail travel has a price elasticity of
1. A is correct because B is correct.
 2. Both A and B are correct but there is no causal relation.
 3. A and B are both incorrect.
 4. B is correct because A is correct.
 5. None of the above.
29. (A) The prices of agricultural products tend to fluctuate less than the prices of manufactured goods.
 (B) The demand for agricultural goods tends to have a lower price elasticity than the demand for manufactured goods.
1. The analysis in the quotation is correct.
 2. The quotation confuses shifts in curves with movements along the curve.
 3. The quotation is free of logical error but does not describe the way prices behave in actual competitive markets.
 4. The quotation would be correct if "excess supply" were substituted for "excess demand".
 5. None of the above.

Indian teachers

827. Mr. B. W. B. PAGE asked the Minister of Indian Affairs:

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- (1) How many Indian student teachers are enrolled at the (a) Springfield College, (b) Transvaal College of Education and (c) University of Durban Westville;
- (2) how many teachers qualified (a) as primary and lower secondary school teachers by means of full-time courses, (b) as primary and lower secondary school teachers by means of in-service courses, (c) as academic high school teachers, (d) as specialist teachers of commercial subjects, (e) as teachers of technical subjects, (f) in remedial or special education, (g) as teachers of arts, (h) as physical education instructors, (i) in home economics and (j) as other teachers with specification of each type, at the end of 1976.

The MINISTER OF INDIAN AFFAIRS:

- (1) (a) 707.
- (b) 184.
- (c) 637; This does not include the 102 teachers doing various training courses on a part-time basis.
- (2) (a) Primary 107
Lower Secondary 84
- (b) 4.
- (c) 23.
- (d) 18.
- (e) Nil.
- (f) 11.
- (g) Nil.
- (h) 20.
- (i) 7.
- (j) Diploma in School Counseling 6
Diploma for Teachers of Children Handicapped in Speech and Hearing 3
The figures given under (d), (h) and (i) are included in the figures given under (2)(a) or (2)(c).

HANS. 21

24/6/77

Col. 143-14

322

X Indian students enrolled at Fordsburg Teachers' Training College

1149. Mr. H. MILLER asked the Minister of Indian Affairs:

(a) How many Indian students enrolled for teacher training at the Fordsburg Teachers' Training College in each year since 1970 and (b) how many such students were enrolled for teaching in secondary schools.

The MINISTER OF INDIAN AFFAIRS:

	(a)	(b)
1970	252	88
1971	269	104
1972	289	106
1973	241	92
1974	184	90
1975	136	64
1976	135	34
1977	184	10

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15 FEBRUARY 1978

124

Poisoned clothing sent to Mr. Donald Woods

*17. Mr. D. J. N. MALCOMESS asked the Minister of Police:

- (1) How many policemen have been engaged in investigating the case of the poisoned clothing sent to Mr. Donald Woods;
- (2) who is in charge of the investigation;
- (3) whether any of the policemen involved in the case have been transferred from East London; if so, what are their names;
- (4) whether any progress has been made with the investigation; if so, what progress.

†The MINISTER OF POLICE:

- (1) 2.
- (2) An officer of the detective branch, East London.
- (3) There is no evidence that policemen are involved in the case.
- (4) Certain aspects of the case have been cleared up but the person or persons responsible have not yet been identified.

Indian teachers get pay boost

(324)
Mercury Reporter

25/2/76

MR. J. N. REDDY, executive chairman of the South African Indian Council, yesterday announced a new salary structure for South Africa's 7 000 Indian teachers.

The new structure, which is backdated to January 1, was approved by the executive committee of the SAIC at its "closed door" meeting in Durban yesterday.

Mr. Reddy said after the meeting that teachers would receive their "arrear" salaries as soon as possible.

"Among the important aspects of this new deal for teachers is the consolidation of existing key scales for White and non-White teachers into one uniform key scale.

"The Inter-Cabinet Council, of which the Prime Minister, Mr. Vorster, is chairman, has agreed to a further narrowing of the wage gap between White and Indian teachers."

He said the new salary

structure and adjustments would not only bring benefits to all teachers, but also give recognition to those with higher qualifications. Provision is also made for the categorisation of all posts upon Principal Grade One.

Details of the new staff ratio formula were being processed and would be introduced over a five-year period. He said a system of advancement on merit for teachers excluding promotion ranks, had been approved in principle but the norms and procedure were still to be finalised.

The salary particulars of college personnel were not yet finalised and further details of the new structure, and adjustments would be released to teachers "in the normal way."

HANS, No. 3 Col, 140
16/2/78

324

Department of Indian Affairs: Teachers
employed/resigned/retired

X 86. Mr. P. A. PYPER asked the Minister of
Indian Affairs:

How many teachers (a) were employed
by his Department as at 31 December 1977
and (b)(i) resigned from the service of his
Department and (ii) retired on account of
reaching the retirement age, during 1977.

1. Naam (eer:

2. Ouderdom

The MINISTER OF INDIAN AFFAIRS:

3. Ras

(a) 7 256.

4. Tuiste (de

(b) (i) 140.

5. Soort werk

(ii) 37.

6. Skooljare

7. Span

8. Nommer in span: skeerders dagsmanne

9. Hoe lank het u al die werk gedoen?

10. Hoe het u geleer om dit te doen?

11. Het u al ooit ander werk gedoen?

Indien wel, kort besonderhede van vorige werk:

Plek	Tydperk	Soort werk	Weeklikse loon	Rede waarom u die werk verlaat het
------	---------	------------	----------------	--

1.

2.

3.

4.

5.

12. Het u al ooit daaraan gedink om ander werk te doen?

Indien wel, waarom verander u nie van werk nie?

13. Vir watter deel van die jaar doen u hierdie werk?

14. Hoeveel plase besoek u elke jaar?

Teacher pay gap narrows

Mercury Correspondent

PRETORIA — The salary gap between White, Indian and Coloured teachers has been narrowed but is still substantial according to a S.A. Indian Council source.

He said one major advance in the new structure for Indian teachers (and Coloured teachers, fall into the same category) was that there was now to be one key scale for White, Coloured and Indian teachers.

Under the existing system there are two key scales.

The Indian Council spokesman said particularly at the higher paid level there had been a significant advance.

Under existing scales Indian teachers salaries at this level are between 75 and 80 percent of White salaries.

"We are reasonably satisfied with the new pay pattern, but will continue to exert maximum pressure for complete parity with Whites," the spokesman said.

S. L. 11/3/78
**Teachers'
pay gap
narrows**

~~11/3/78~~
11/3/78

324

The salary gap between whites, coloureds and Indians will be reduced to between 10 and 20 percent in the new deal for teachers.

Coloured and Indian teachers can expect their increases to be included in their April cheques.

Mr J N Reddy, executive chairman of the Indian Council, has announced that the new scales will be retrospective from January 1 for Indians.

Under the new deal, there will be one uniform, key salary scale for the three races.

The Cabinet Council approved this in principle last year.

The South African Indian Teachers' Association has been given the new scales and a memorandum is to follow with amendments.

SCALES

The Union of Teachers' Associations of South Africa (coloured) will be given the scales next week. It seems likely that their new salaries will also be retrospective from January 1.

It is possible that both bodies will accept the new scales, but under protest.

Under the new deal, coloured and Indian teachers will earn about 80 to 90 percent of their white counterparts' salaries, depending on categories.

HANSARD 7 15 March 1978.
Question 4 Cos. ~~Los~~ Los

324

to catch the eggs. Mr Bekker of Marble Hall came up with the idea of using a concrete tank and putting down concrete branches on the bottom. We tried using but Salaries of Indian teachers X h died. This was possibly due to lack of oxy

*4. Mr. R. A. F. SWART asked the Minister of Indian Affairs:

Oxygenation

You notice that all from each dam to t you get a disease it for the simple : do this with a con: one of these pipes it

Whether any money was spent during 1977 to raise the salaries of Indian teachers to the scales applicable to their White counterparts; if so, what amount; if not, why not.

The MINISTER OF INDIAN AFFAIRS:

No. The revised salary scales of all teachers in the Republic of South Africa which come into operation on 1 January 1978 were still under consideration.

s off them, running
be a problem in that if
throughout. We've done
this oxygen problem. We
each time it comes out of
splashes down onto a rock.

Draining

EDA: Do you ever drain your ponds?

Sometimes. We don't have any monks weirs. If you have spent a lot of time getting the zoo plankton in your water just right it's a pity to let all the water out. So it's best to get the fish out with a net.

Growing season

We can keep our carp in the production ponds right through the year. We don't actually get a very good growth rate in winter. The recommended feed rate is 5% of gross weight. During winter we cut it right down to about 0,5% just to keep them alive. We've stopped using pellets for feeding our fish because we can't get them at an economical price

Ducks

To begin with we ran ducks with the fish with the idea that the ducks would help to fertilise the water. This wasn't successful for a number of reasons, the major one being theft. Another problem was civet cats. We never really worked out the right number of ducks to keep. We had about 16 dams, roughly an area of 8 acres, and we tried to keep about 900 ducks, all at different ages. Well, they just about cleared the water of food. I want to get geese now because they graze the grass.

Mealies as feed

We feed this fish on mealies.

EDA: Don't you get very fatty fish if you use mealies?

Well this is what the people like. Local Africans can't afford

HANSARD. 8 30 March 1978.

Question 421. Col. 467 ~~467~~

324

X Pupil/teacher ratio in Indian schools

421. Mr. R. A. F. SWART asked the Minister of Indian Affairs:

What was the average pupil/teacher ratio in (a) primary and (b) secondary and high schools for Indians in 1977.

The MINISTER OF INDIAN AFFAIRS:

- (a) 29.9:1.
- (b) 22.02:1.

Parliament 9 5 April 1978
Question 426. Col. 551

324

551

WEDNESDAY, 5

X Teachers employed by Department of
Indian Affairs

426. Mr. R. A. F. SWART asked the
Minister of Indian Affairs:

- (1) How many teachers were employed
by his Department as at 31 December
1977;
- (2) how many teachers entered the
employ of his Department for the first
time during 1977;
- (3) how many teachers (a) resigned, (b)
retired or (c) were dismissed during
1977.

The MINISTER OF INDIAN AFFAIRS:

- (1) 7 256.
- (2) 215.
- (3) (a) 140.
(b) 37.
(c) 55.

194 10/5/48

Payout for (32-1) teachers

Back pay for more than 6,000 Indian teachers as a result of the new salary structures may be included in their salary checks this month.

Originally the back pay was due last month but was delayed because of administrative problems. Some teachers have complained that the Department of Indian Affairs should have had the courtesy to inform teachers of the delays. The new pay is retrospective from January 1.

Teachers branch formed

1958
324

EAST LONDON. — A Border branch of the South African Indian Teachers Association was formed in East London yesterday.

The teachers met at the East London High School — the first school for Indian people in East London which opened this year.

The president of the SAITA, Mr Pat Samuels, a teacher from Durban, was present to assist the teachers form the branch.

He said the association aimed at negotiating better conditions of service for teachers and promoting professional growth by improving educational standards.

One of the aims of the SAITA was to negotiate for pay parity for all teachers in South Africa.

Mr Samuels asked the East London teachers to inter-relate with other teachers in the area.

Those elected to the cabinet of the Border branch of the SAITA were: Mr M. Warrasally, Mr A. M. Naidoo, Mr M. Govender and Mr S. Rajkara. — DDR.

TEACHERS ASIAN

28 | 2 | 79 - 31 | 12 | 81

put on 3½ lbs of oats and the mules on one pound. How disgusting to think of the tons of oats that the Boers had got.

4th October From Itonjaneni we have been marching along the

Vryheid road
vegetation w
flowers about
and highland
gold mine.
the extensiv
dividend.
mine was the
wine cards ar

Teachers employed by Department
Hansen 4 (266) 28/10/79
347. Mr. R. A. F. SWART asked the
Minister of Indian Affairs:

- (1) How many teachers entered the employ of his Department for the first time during 1978;
- (2) how many teachers (a) resigned, (b) retired and (c) were dismissed during 1978.

The MINISTER OF INDIAN AFFAIRS:

- (1) 365.
- (2) (a) 185.
- (b) 49.
- (c) 25.

Registered companies

355. Mr. T. ARONSON asked the Minister of Statistics:

5th October
get along bet
too awful.

What was (a) the total number of companies registered in the Republic in 1978 and (b) the authorized nominal capital of such companies.

Zululand very
don't find tha
River in the a
gorge and remin

secretly accompanies
The MINISTER OF STATISTICS:

- (a) 5 050.
- (b) R130,0 million.

found it hard work walking up the opposite side of the Drift so you can imagine what our mules and oxen thought of it.

The river is called white as the water is full of some sort of chalk or clay.

long descent and the
Tree ferns and wild
ot after the hilltops
the Denny Dalton
ve been expended in
mine never paid a
roadside beside the
bund neatly printed

a if the animals could
ing, as the hills were
ad road, but in
had roads, and you
ed the White Umfolosi
ins in a magnificent rocky
s of the Findhorn. I

324

149

House 3 (149) 22/2/78 THURSDAY, 22 1

Teachers in Indian schools

271. Mr. R. A. F. SWART asked the Minister of Indian Affairs:

How many teachers were employed in Indian (a) primary and (b) secondary and high schools as at 1 March 1978.

The MINISTER OF INDIAN AFFAIRS:

The hon. member is kindly referred to the statistics on page 73 of the yearly report of the Department of Indian Affairs for the period 1 July 1977 to 30 June 1978. Statistics of the number of teachers as at 1 March 1978 are unfortunately not available.

Matric failures used as teachers

8th Dec 20/4/79
 80

323
 324

The acute shortage of teachers in Asian and coloured schools has forced principals to recruit ordinary matriculants without teaching qualifications to many overcrowded classes. Some coloured schools have also asked matric failures to help out. . . YUSSUF NAZEER reports on the reasons for the shortage, how parents are taking it and what is being done about it.

Asian and coloured schools have been limping along for years now without an adequate supply of qualified teachers.

School heads have been forced to request help from university drop-outs and ordinary matriculants.

Coloured schools have been worst hit. Last year JC pupils who were looking for jobs were called in to "help out" in overcrowded classrooms.

This year, even matric failures have been recruited into coloured schools.

It was learnt that close to 100 qualified teachers, including specialists in science, mathematics and biology were needed to fill vacancies in all areas.

Although Indian schools do not have many unqualified teachers — an educationist gave a count of "not more than a dozen matriculants" — the situation could deteriorate next year, school heads predicted.

"So far we've managed to contain the problem," one principal said, "by getting teachers from Natal to man our classes."



Mr Yf Veldhuizen, Rector of the Transvaal Indian College of Education. . . "The Indian teacher shortage is coming to an end."

tion on the other hand is offering a guaranteed job with security and better pay today," pointed out the Rector of the Transvaal College of Education, Mr Yf Veldhuizen.

"We certainly enrolled more Transvaal students this year, especially Indian girls (37 were registered).

Last year, about 30 matriculants enrolled. This year the quota of 100 applicants was filled.

However, at the coloured Rand College of Education, there was no marked upsurge of students wanting to become teachers, according to the Rector, Mr Gerald Braam.

He said since 1977 the college had enrolled less than 200 students. The present roll is 386.

"Fewer post matriculants registered this year than last year," Mr Braam said.

He still felt that more matriculants and graduates would be attracted to the teaching profession if salaries were on a parity with that of white teachers," Mr Braam pointed out.

SALARIES

Coloured and Indian male teachers straight out of college and who fall into the M plus 3 category "C" (Matric plus three years in teachers training college) are now paid a gross annual salary of R3 680 (R330 a month gross). Before the increase it was less than R250 a month.

The annual increment is R360 with a hop to R450 taking salaries up to R5 400 and a ceiling of R6 750 within seven years.

Women in the same category get an annual R3 240 gross (R270 per month gross). Increments take this salary up to R5 400 to a ceiling of R5 850 within seven years.

Category D male teachers (M plus 4) — Matric plus a three-year university degree and a one-year teacher's diploma — start off with an annual gross salary of R4 680 (R390 a month gross). Increments of R360 and R450 take the figure up to an annual R5 400 and a ceiling of R7 650 (R637.50 a month) within seven years.

Women in this category get R3 960 x R360 and R5 400 x R450 to reach R6 750 in seven years time.

PARENT REACTION

Strange as this may sound, most parents have reacted with sympathy towards the matriculants who have rallied to the aid of their children without teachers.

A few, of course, are not at all happy. They rightly feel their children are entitled to proper tutoring under qualified teachers.

They felt it was up to the State to provide the qualified teachers, irrespective of race, to educate their children.

The sympathetic ones have accepted the shortage problem, hoping it would be temporary. They felt some education was better than no education at all.

Mr Gerald Braam, Rector of the Rand College of Education. . . "higher pay will attract more students into the teaching profession."

However, these Natalians are temporary teachers. They are posted here by the Department of Indian Affairs (Education) on a three year contract.

The shortage of teachers today is chiefly blamed on poor pay in the past.

Few matriculants were attracted to the teaching profession which offered less than R250 a month 3-6 years ago (it takes three years to train a teacher). Women received even less.

Matriculants with exemption went straight to university to enter other professions with higher pay. Those with ordinary matric passes were snapped up by commerce during the booming years.

Commerce paid young Asian and coloured clerks, accountants and secretaries between R350 and R550 with continual raises.

A major factor that is aggravating the shortage is the heavy resettlement of people in overpopulated group areas, like Eldorado Park and Lenasia.

More schools are going to be built this year to relieve the overcrowding. But it is doubtful whether the teachers training colleges will turn out sufficient teachers next year to fill all the classes.

THE COUNTER MEASURES

Although the situation is critical at the moment, especially in coloured schools, educationists expect the shortage to be eliminated in three to four years time.

The Rector from the Indian Transvaal College of Education, reports a swing-back of matriculants into the teaching profession.

He attributes it to present scarcity of jobs in commerce under the current inflationary climate. "The teaching profes-

Indians to press for equal pay

324
Nim
5/7/79

THE South African Indian Teachers' Association decided at its congress in Durban yesterday to press the Prime Minister, Mr. P. W. Botha, for salary parity for all teachers by removing discrimination based on colour and sex.

The congress called for urgent representations to the Premier through the Minister of Indian Affairs, Mr. Marais Steyn.

A resolution on salaries also urged the authorities, as an interim measure, to pay a fixed additional cost-of-living allowance to all teachers from April 1, 1979.

The resolution took into account there could be delay in considering and giving effect to the association's representations

for salary parity.

The association is to tell the Director of Indian Education, Mr. Gabriel Krog, of its "grave concern" at the delay in implementing salary adjustments for personnel in promotion posts.

The director is also to be urged to apply immediately with effect from January 1, 1978, the salary dispensation applicable to teachers of remedial classes for teachers of adjustment classes.

Indian teachers slam merits 'ordeal'

Sun. Tribune
8/7/79
324

INDIAN teachers this week slammed the stringent requirements of the controversial merit-award system and called on the Department of Indian Education to make drastic changes.

They said only super teachers would qualify for the salary increase based on the system because a teacher would have to score a minimum of 180 out of 10 points.

This meant teachers would have to gain an average of six out of seven points for each of the 130 factors on which they would be rated to get the salary increase, which ranged from R180 to R450 a year.

Opposition to the system is so strong that one teacher said in response to a questionnaire on the system that the people who would gain the most would be doctors and undertakers.

Teachers are rated under four sections: curricular efficiency; extra-curricular efficiency; personality, character and other qualities; and professional attitude.

One of the requirements asks for a rating of the teacher on his standing in the community. Teachers branded this a probe into their private lives.

The 6 000-strong Indian Teachers' Association spent a day of its four-day conference in Durban this week discussing the effects it would have on the profession.

Ordeal

Mr. Pat Samuels, the association's president, said: "The system is not geared to provide teachers with a better deal, but an ordeal. It is the cause of a great deal of unhappiness."

His greatest worry was that only 50 percent of the points went towards curricular efficiency when it should be at least 70 percent.

Dr Muthal Naidoo said in a paper that teachers were opposed to the merit system because of its stringent requirements, the evaluation of the teacher's standing in the community and the confidential nature of the ratings and their automatic application.

"In trying to assess

By TICKS
CHETTY

teacher attitudes to the system I found they feared that it would cause more frustration, a lowering of teacher morale and a drop in the standard of education.

"And in evaluating the rating procedure, I found that it focussed more on teacher behaviour and conformity to the inspector's prescription than on factors affecting learning."

Points

Referring to the way the points will be allocated, Dr Naidoo said: "Perhaps there are some who will score 180 out of 210 points, but the vast majority of us will not and the instrument will be turned against us to point out our inadequacies. Then we will discover that it is not the average teacher against whom we are being measured at all - it is really the super-teacher."

Mr. Mike Jarys, president of the Natal Teachers' Society, said white teachers could ask for an assessment by a district inspector if they were unhappy with the one given by the principal.

The merit-award system operating in Natal white schools was different in that the personality of the teacher was not assessed.

In response to a previous representation by Indian teachers, Mr. Gabriel Krog, director of Indian Education, said in a letter to the association that the procedures and norms for merit awards had been drawn up by a committee set up by the Cabinet and it was not possible for him to deviate much from it.

But he assured teachers that every effort would be made to incorporate some of the suggestions made by the association.

Mr Samuels said at the conference that changes had not been made.

Unqualified teacher battles on R150 a month

By TERRY McELMIGOTT

A NATAL Indian teacher has been fighting for a raise and with six children to support is earning a "starvation wage" of R150 a month.

This is one of the startling facts which have emerged following the decision of the Indian Teachers' Association to fight for teachers who have no professional qualifications but are doing a good job.

According to the association, school cleaners in the Cape can earn considerably more than certain unqualified Indian teachers.

"A salary of R150 for a father of six is a starvation wage," says Mr. Pat Samuels, president of the Teachers' Association of South Africa, which represents teachers at Indian schools.

"The salaries of unqualified teachers are

fixed and lowly-qualified teachers have been earning very serious concern for the past few years. They decided at our conference last month to press for improvements."

The teacher concerned, who asked not to be named, is fighting a desperate battle to make ends meet.

The Natal Provincial Administration has employed an unqualified teacher in 1966 although he had only a Standard VI education. There was a serious shortage of teachers at the time, Indian education now falls under the Department of Indian Affairs.

"I married early and have been battling financially from the beginning," he said. "I tried to improve my qualifications through a correspondence

course but could not afford the cost.

Despite his long service he has been employed on a temporary basis and without pension rights. He teaches pupils up to Standard IV.

His children are aged from 20 months to 13 years. The eldest is in matric and hopes to obtain a bursary to go to university.

Unhappy

"I want the children to obtain the best possible education," the teacher said.

Rent, electricity and water cost him close on R60 a month and, as a result of falling behind in paying accounts, he pays R40 a month by court order.

der. Little is left over for food, clothing and the many other necessities of life for a large family.

"My son asked me for money for a pair of school trousers because torn," he said. "I just didn't have the money available, and he refused to go to school because of harassment."

This year, at the age of 40 the teacher has renewed his efforts to obtain higher qualifications and the security of a permanent post. To cut the cost he is doing most of the studying privately.

According to figures obtained by the association, school cleaners employed by the Department of Indian Affairs in a Cape school are paid a compulsory R144 a month.

But if a woman with less than a matric standard of education were to be employed temporarily to fill a teaching position, her weekly salary would be R100 a month.

Mr. P. Penner, Deputy Director of Indian Education, said: "The don't appoint teachers with less than a matric any more. They must have matric plus a three-year professional qualification."

Asked whether he considered R150 a month was "starvation pay," he said: "It has been approved by the Public Service Commission and we are bound by it. I am afraid there is nothing we can do to give him an increase.

"He will just have to improve his qualifications by extra-mural study."

In Natal a company with a contract to clean Indian schools pays, one of its cleaning supervisors R350 a month. He has four children and is a member of a company.

DIE OORSPRONK EN DOELSTELLINGS VAN DIE SENTRUM

Die Sentrum word grootliks gefinansier deur die Abe Bailey-Trust wat ingevolge die testament van Sir Abe Bailey gestig is. Dit is geregistreer as The Abe Bailey Institute of Inter-Racial Studies Limited (Bepoerk deur Gansensel) - 'n maatskappy bepoerk deur Gansensel en sonder 'n mandaat-kapitaal kragtens die Maatskappywet 1973 (Wet Nr. 61 van 1973).

(324) (127) (258)

Now teachers top Lenasia homes list

RDM 17/3/80

By GRAHAM BROWN
City Editor

HOMELESS teachers in Lenasia are to be given priority in the allocation of housing in the township, together with the 764 Indian families still to be resettled in a move from Pageview, Johannesburg.

The latest switch in the housing allocation priority follows a request by the Lenasia Management Committee (LMC) to the Department of Community Development last week.

The move would reverse a previous concession won by the LMC — that 10% of the first 1 150 houses being built for Indians still to be moved from Pageview, Vredeoord and Johannesburg's "white" areas, would go to the township's homeless.

The 713 houses being built in Lenasia Extension 9 and the first 400 of Extension 10's 1 000 houses will now go to the resettled Indians and the teachers.

But 1 600 homes in part of Extension 10 and all of Extension 11 will be allocated to Lenasians on the waiting list.

The new policy yesterday roused the ire of Mr Dinky Pillay, who resigned from the LMC last week.

He accused the committee of giving in to pressure from the Department.

The houses desperately needed for teachers should have been taken from the 90% allocated for resettlements, not from those meant for families cramped in backyard housing in the township, he said.

Lenasian leaders have long complained at the resettlements from Pageview, claiming that they were taking up houses in Lenasia that were desperately needed by the township's own homeless.

But the LMC chairman, Mr C Dennis Pillay, said he wanted the resettlements finished as soon as possible to close the Pageview "transit camp".

It is commonly alleged that Indians from outside Johannesburg — particularly from Natal — move to Pageview so that they can jump the Lenasia housing queue in the department's resettlements.

Meanwhile about 1 200 Lenasians have completed the controversial housing survey conducted by the LMC.

The list is to be analysed by city council officials and linked with that of the department, to produce a combined priority list.

Mr Dennis Pillay yesterday called for all Lenasia community leaders to put their differences with the LMC on ice and co-operate in recommending those most in need of homes.

Many of the leaders have in the past rejected the LMC's role in allocating homes and dealt directly with the Department of Community Development.

Footnote: Nearly 3 000 housing units are currently being built or planned in Extensions 9, 10 and 11. The city council says it will break the back of the housing shortage within the next 12 months.

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* TOTAL NUMBER OF STUDENTS

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Teacher associations form joint council

CAPE TOWN — At a joint meeting held at Jan Smuts airport during the Easter weekend the Union of Teachers' Association and the African Teachers' Association formed a joint council called the Joint Council of Teachers' Associations of South Africa. Mr F. A. Sonn, vice-president of the new association, announced here yesterday.

Mr Sonn said the major objectives and policy of the joint council would be to take united action towards a free and open

educational system in a non-racial society in South Africa.

Mr Sonn said the immediate aims of the council were to hold a joint conference in East London in January 1981; to combat all discriminatory measures in education; to work towards the improvement of the status of women in the teaching profession; and to plan the establishment of joint subject committees at regional level.

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'Go back to

NAGOOR BISSETTY

PROTESTING pupils were last night urged by the Teachers' Association of South Africa (Tasa) — the mouthpiece of more than 6 000 Indian teachers — to call off their boycott and return to class.

The pupils had made their point to the Government and the public at large, and would be well advised to resume their studies, said Mr Pat Samuels, the association's president.

Tasa was sympathetic towards the pupils who were demonstrating against poor conditions in schools, and it was to their credit that up to now they had acted with a great deal of restraint.

Tasa, therefore, urges all students to go back to their classrooms and not to regard the support they may receive from the public as a reason for prolonged demonstrations,' he said.

Meanwhile, at a meeting of more than 500 parents, students and pupils in Chatsworth yesterday, a parent, Mr D Govenden, was booed and heckled when he urged pupils to return to class.

'Half-year examinations will have to be written soon and no parent wants to see his child lose out on education,' he said.

Official speakers at the meeting in the Unit 7 mosque hall praised the pupils, saying they had won the admiration of many parents. A committee of six parents was appointed to safeguard the safety of protesting pupils.

The Mercury's Cape Town correspondent reports that members of the NGK youth brigade boycotted the youth festival rally at Green Point yesterday because of the presence of the Minister of Coloured Relations, Mr Marais Steyn.

Of the expected 10 000 members of youth organisations expected to participate in a massive marchpast yesterday, only

Call off boycott say teachers

about a quarter were present.

Commander A W Frans of the NGK brigade confirmed that members of the regimental band had reservations about attending the same gathering as Mr Steyn. He had been informed to this effect by the band leader.

'Several other high school members of the band later also telephoned me to say because of the present situation regarding the school boycotts they did not feel it right to attend,' Cdr Frans said.

Dr Allan Boesak, NGK student chaplain at the University of the Western Cape, said yesterday he supported the stand taken by members who refused to attend the function.

'Their non-attendance is a clear message for the minister,' he said.

About 2 500 members of 12 youth organisations attended yesterday's event.

But Mr Frank Lighton, chairman of the Youth Sunday Committee, organisers of the rally, disputed the attendance figure and said 20 000 were present.

THURSDAY, 1

THURSDAY, 12 JUNE 1980

†Indicates translated version.

For written reply:

Para. 17 C.C. 393 12/6/80

Indian teachers: salary scales

652. Mr. H. E. J. VAN RENSBURG
asked the Minister of Indian Affairs:

What are the latest salary scales payable to Indian teachers in respect of all grades?

The MINISTER OF INDIAN AFFAIRS:

The latest salary scales and the measures for the application thereof are included in Public Service Commission Circular No. 1 of 1980 dated 1 April 1980. As the salary scales as such cannot be evaluated and judged in isolation without also taking cognizance of the accompanying measures in regard to the application thereof, copies of the circular concerned were made available to the leaders of the opposition parties on a confidential basis.

Particulars of the salary scales as requested can be obtained from the Leader of the Official Opposition.

Amount spent on teacher training

Hours 17
Queso Col. 891 (321)
698. Dr. A. L. BORAINÉ asked the
Minister of Indian Affairs:

13/6/80
(a) What amount was spent by his Department on teacher training, excluding university training, in each of the past five years and (b) what amount is to be spent during the current year?

The MINISTER OF INDIAN AFFAIRS:

(a) 1975-'76	R1 069 091.79
1976-'77	R1 146 923.30
1977-'78	R1 332 172.43
1978-'79	R1 650 209.65
1979-'80	R1 833 003.33

(b) Approximately R2 491 100.

New Bill in Passport Row

D.P. 16/6/52
(324)

GRAHAMSTOWN — The Rhodes University technician who has been at the centre of a row over Ciskei citizenship has now been told he cannot have a South African passport because he was born in Transkei.

But Mr Billy Ndwebisa, who works in the physics department at Rhodes University, says he was born at Sterksboom, 35 km from Queenstown.

Mr Ndwebisa was

yesterday making arrangements to prove to the Department of the Interior that he is not a Transkeian by birth.

"I don't have a birth certificate but I do have a baptismal record which says clearly that I was born and baptised in Sterksboom."

His attempts to obtain a passport have been turned down on the grounds that he refused to become a citizen of the Ciskei.

Representations were made at ministerial level and it was pointed out that Mr Ndwebisa was to have been a member of South Africa last week without most of his life.

Yesterday he was told by Mr Rupert Lorimer, PFP MP for Orange Grove, that a last-ditch effort to get him a passport had failed because the Department of the Interior maintained he was born in Transkei.

"What is the point of trying any longer?" Mr Ndwebisa said yesterday. "I have missed the boat and I have no money to go to the States and apply for a passport. They tell me that I don't even know where I was born."

He is adamant, however, that he will ever take on the citizenship of a homeland. — DDC.

27/6/80 RKA

Sonn calls for end to school boycott

agf

From a Staff Reporter
OUDTSHOORN. — Boy-
cotting pupils must return
to their classrooms
because their protest
action against inferior edu-
cation had become coun-
ter productive, Mr Frank-
lin Sonn, president of the
Cape Professional
Teachers' Association, said
here last night.

Mr Sonn was delivering
his presidential address to
the annual congress of the
13 000-member association.

He told the 700 deleg-
ates that pupils could not
be requested to stop
protesting.

'But we can ask them
not to risk their strongest
weapon which is their fu-
ture.

PASSWORD

'Good judgment and
wisdom must be their
passwords and they must
be brave and return to
their desks but with the
flame of freedom in their
hearts,' he said.

Mr Sonn said pupils
must not estrange their
parents and teachers by
destroying their careers
and future.

Referring to the
Government's promise to
improve conditions at
coloured schools, he said
it should be asked why it
only reacted to a crisis.

HIGH PRICE

'Why must such a high
rice first be paid before
the authorities respond?'

'Is the Government sur-
prised that people are
saying that dialogue does
not help any more?' he
said.

Mr Sonn said although
immediate shortcom-
ings at schools had to
be corrected the protest
went much deeper.

'We will continue to ask
how a country which pro-
duces more corn and
maize than Canada, with
an industrial complex
such as the Witwaters-
rand, can afford the lux-
ury of the crisis situation
into which it has man-
oeuvred itself.

'We, who have been de-
nied our birthright for so

long, passionately desire
change.

'We, who are witnessing
the desperate clamour of
our young for their fair
share in the country, which
is their own, must play
our part to effect this
change,' Mr Sonn said.

He said in 1980 children
proclaimed that the asso-
ciation's past argument,
reasoning and 'ardent'
demands had met with no
response and that they
would take up the matter
in their own way.

REVOLT

'We are witnessing our
children in revolt. We
may be fooling ourselves
by euphemistically term-
ing what we are experi-
encing as a boycott of
classes.

'We know, however,
that it goes much deeper,'
he said.

Mr Sonn said it was
clear that race separation
in South Africa was being
challenged and that the
black proletariat was refus-
ing to accept an inferior
role.

He said the Afrikaner
teacher had realised in
the 1940s that he was part
of a community deter-
mined to see its ideals
achieved at all costs.

'The Afrikaner teacher
faced dangers, but he
knew that if he did not
fight for his rights nobody
else would.

EXAMPLE

'The question is: whe-
ther we can learn by the
example of the Afrikaner
and his past.

'We are responsible for
our own future which
must be built sometimes
with bitter agony,' he
said.

Mr Sonn said the asso-
ciation rejected 'with con-
tempt' the belief that the
black man's protests only
concerned integration
with the white.

'Our struggle is for hu-
man dignity, civil and po-
litical rights and not to be
white. We are experienc-
ing apartheid with intense
revulsion. It hurts us and
makes us restless,' he said.

5th Asian Teachers' conference

C.T. 30/6/80

Staff Reporter

374

THE 5th annual conference of the Teachers' Association of South Africa (TASA), consisting of Asian teachers, starts in Durban tomorrow.

The conference will be opened by the Professor of African Literature at the University of the Witwatersrand's African Studies Institute, Professor Es'kia Mphahlele.

The theme of the conference will be "Education For An Open Society". There will be two addresses on this topic, one by the president of the African Teachers' Association, Mr R L Peteni, and the other by the director of the South African Institute of Race Relations, Mr John Rees.

Official boycotts teachers' congress

Can Times 2/7/80 (324)

Own Correspondent

DURBAN. — The 7 000-strong Teachers' Association of South Africa (Tasa) began its three-day congress in Durban yesterday without the presence of an official representative of the Department of Indian Education.

The Deputy Director of Indian Education, Mr S P van den Heever, was billed as one of the speakers at the official opening of the congress at Durban's Shah Jehan Cinema, but he did not attend.

The association's secretary, Mr Dhama Nair, announced at the meeting that the Director of Indian Education, Mr Gabriel Krog, had informed the association that the department would not be officially represented "because of a recent decision by some teachers at a meeting in Maritzburg where calls were made for the resignations of the director and his deputy".

Mr Krog could not be reached for comment yesterday.

Indian teachers lash compulsory Afrikaans

Sun 10/8/70 6/7/80 (324)

SUNDAY POST Reporter
THE Teachers Association of South Africa, which represents more than 7 000 Indian teachers, adopted far-reaching resolutions at the end of its annual conference this week.

In one controversial debate the teachers resolved that Afrikaans should be withdrawn as one of the compulsory languages. They said that during the recent schools boycott the students had made it clear they were totally against Afrikaans being one of the compulsory languages.

The teachers resolved that Afrikaans had no utility value and should be an optional language. They called on the authorities to introduce Zulu and other African languages which, they said, were far more important today.

In another resolution the association decided not to recognise the gov-

ernment-created Indian Council because it "did not speak on behalf of the people it was supposed to represent". The association resolved to ask the authorities to dissolve the Indian Council.

The association also resolved that education should be free of racial discrimination and that teachers should be appointed on the basis of their experience and the needs of schools instead of ethnicity or race.

A few younger members moved for the withdrawal of the singing of the national anthem from Indian schools because they did not think the anthem represented the wishes of all South Africans.

This motion was discussed at length and later shelved after members found they were not certain if the singing of the national anthem was compulsory.

Students blame authorities for failure

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Department B is the ma
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			10 mins
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The variable cost of full capacity.			
Variable costs other			
H	R20 per		
J	R18 per		
The selling price of			
H	R50 per		
J	R45 per		

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- (b) to calculate t
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mentioned are:

Twenty-five Indian trainee teachers said to have been involved in the school boycotts earlier this year have failed their final year examinations at the Transvaal College of Education.

They immediately blamed the Department of Indian Affairs Education) for victimising them.

The students are now planning to boycott the graduation ceremony at the college on Thursday, according to student spokesmen.

The spokesmen said the students who had shown solidarity with the boycotting Indian and coloured school pupils earlier this year were "promised" at the time that they would not be victimised if they applied for readmission.

"The readmission followed interviews with the chief inspector of schools, the college's rector and the lecturers who told us we would not be victimised in any way," one student said.

DECLARATION

The students were also made to sign a declaration at the time that they would not get involved in boycotts again while at college, the student added.

The failures are said to involve many "brilliant" students "who would have normally passed" the final year exams.

Mr Y Veldhuizen, rector of the college, replied angrily at the allegations of unfairness.

"I attribute the high number (of failures) to the time certain students spent away from lectures — as much as six or seven weeks," he said.

"Because of their continued absence some students were just not able to cope."

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- tribution, (5)
- partment A in price. (4)

(F Q E - 1979)

(25 marks - 30 minutes)

1978 was only the fourth month of CPS surveys).
 of the CPS to pick up non-modern sector employment (February
 of it is a statistical illusion based on the increasing ability
 of the longer series now available, that by far the greater part
 February and November 1979, but it seems likely, on the basis
 for some of it, and for the growth in total employment between
 trading and domestic service. I still believe this to account
 'safety-net' employment in subsistence agriculture, petty
 it was suggested that this growth could be attributed to
 between February 1978 and February 1979. In Simkins (1979a)
 Remarkable is the increase in employment reported by the CPS

Sources: RSA, Dept of Statistics, Quarterly Bulletin of Statistics, March 1980
 Pretoria: The Department. Statistical News Releases p 27 of 9 11 78 and
 p 27.3 of 14 5 1980.
 Note:
 'Modern sector' totals are obtained by totalling the QBS figures and by
 taking the total of the CPS figures for sectors 2, 3, 4, 5, 7, and 8 and
 the QBS figures for sectors 6 and 9.

Council approved college

DURBAN. — A new teachers' training college for Indians, costing more than R24-million, is to be built in the Durban area to ease the current shortage of qualified Indian teachers.
 Approval of the project was given at a meeting of the executive committee of the Indian Council this week after discussions about the shortage of facilities at the Springfield College of Education.
 The acting chairman of the committee, Mr A Rajbansi, said the new complex would replace the Springfield college and would cater for about 2 000 students a year. — Sapa.

Note also the drop in the activity rate between February 1979 and November 1975
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Problems foreseen by teachers

Nm
3/11/81

324

Mercury Reporter

THE Teachers' Association of South Africa — mouthpiece of more than 6 000 Indian teachers — was embarrassed by the Government appointment of one of its senior officials, Mr R G Pillay, to the new Indian Council, teachers said yesterday.

The association does not recognise the council and recently told Mr Chris Heunis, Minister of Internal Affairs, that the council, in any form, would not be regarded by the association as a substitute for direct representation in Parliament.

Mr Pillay, who recently retired as chief inspector of education, is a lifelong honorary vice-president of the association, with full voting rights in its governing body, the national council. He is now touring India with his wife.

His appointment to the council, from February 18, was announced by Mr Heunis on New Year's Eve. Teachers said the appointment was certain to cause many problems for the association which, they said, had always expressed itself strongly against the council.

Teachers said Mr Pillay was aware of the association's 'rigid stand' against the council. By appointing him, the Government was putting to test his allegiance to the association, they said.

As a former president of the Natal Indian Teachers' Society — the association's predecessor — Mr Pillay became a honorary life vice-president through a provision in the association's constitution.

'He cannot, therefore, be expelled if the association finds that his appointment to the council is a violation of its constitution,' teachers said.

Approached for comment yesterday, association-president P C (Pat) Samuels said the association found itself in an extremely embarrassing position as a result of the appointment.

'This is a matter for the association's national council to decide. I expect that on Mr Pillay's return to Durban later this month, the national council will discuss his appointment and its implications with him,' he said.

Indians left out of major teacher talks

S. Int (324)
4/11/61

TWO organisations representing 66 000 black teachers hold a joint annual conference in East London this week to map out a future education system that is set to clash with the Government's separate education systems.

The Joint Council of Teachers Associations (Joctasa), composed of the 50 000-strong African Teachers Association of South Africa and the 16 000-strong predominantly coloured Union of Teachers Associations of South Africa, meet to discuss the theme of education for the future and to merge their associations in a single strong unit that will crash the barriers of education apartheid.

But it seems a puzzle why the 6 000-strong Indian-dominated South African Teachers Association (Sata) has not been invited to the two-day talks which will be addressed by a high-powered panel of speakers.

Sata boss Pat Samuels said, he knew about the conference and had been told informally his organisation would be invited — but he had not received an invitation.

"Joctasa is a relatively new body and we were not invited to its inaugural meeting although our body has always urged a merging of teachers bodies to form a united single force."

Joctasa chief, Randall Peteni was not available for comment.

Guest speaker on the opening night is Professor of African Literature at Wits, Prof. E. Mphahlele. Black consciousness expert Professor Jakes Gerwel, head of the Department of Afrikaans-Nederlands at the University of the Western Cape, will deliver a paper on a unitary education system.

Republic Festival could lead to 'new school boycotts'

Mercury Reporter

INDIAN school principals are being forced to take part in the Republic Festival and the opposition of the Indian community towards the event could lead to more school boycotts this year, according to Mr Y S Chinsamy, leader of the Reform Party.

Mr Chinsamy alleged that the Department of Indian Education was coercing school principals to cooperate in events being organised for the festival.

The department was doing everything possible to combat resistance to the

celebrations which was being expressed by the majority of the Indian community, he said.

Mr Chinsamy said feelings were running very strongly on the issue and he forecast that these might be expressed in the form of further school boycotts.

"We will hold the department responsible for the enforcement of festival participation," he added. "And we will also hold them responsible, should the boycotts break out again."

The deputy director of Indian Education in Natal, Mr S P van den Heever, said yesterday that he was not prepared to comment on anything Mr Chinsamy said.

Pupils in KwaZulu schools have been prohibited from taking part in the festival activities, according to Chief Gatsha Buthelezi, Chief Minister of KwaZulu and president of Inkatha.

The Labour Party has been actively campaigning to encourage a boycott of the events at the level of Coloured schools.

However, white children will be taking part, following a decision of the NRP-controlled Natal Provincial Council to support the festival.

Other bodies in Natal have expressed opposition to the festival.

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For a student who has
Helen Gardner Travel Prize

P F Dunckley
Sixth Year

For the best student in :-
of Architects' Prize
Cape Provincial Institute

ARCHITECTURE

Medical aid for teachers

S.M.
3/2/81
322

THE ASSEMBLY — The Indians Education Amendment Bill, providing for a medical aid scheme for Indian teachers, was read a second time here yesterday.

The second reading was opposed by the official Opposition who said the Bill contained a "far reaching and too broad a description of misconduct."

The Bill provides that any contravention of any provision of the scheme would be misconduct and could lead to the dismissal of the teacher in question.

Mr Ray Swart (P.P.P. Musgrave) said this was totally out of proportion to some of the possible transgressions such as omissions which could take place unintentionally or without any intent to defraud the scheme.

Unless otherwise stated, all political reports in "The Star" by P. Sullivan, P. R. Duff, A. E. G. Westzel, G. R. Liscomb, F. S. Letcher, J. Forster and L. H. Marshall. Cartoons by A. Berry, P. Fedlar, E. Jackson, J. Leyden and G. Muller. Headlines and posters by Johan de Villiers. Political comment by H. W. Tyson. All of 47 Sauer Street, Johannesburg.

CT 3/2/81.
Description
'too broad'

324

HOUSE OF ASSEMBLY. —
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ment Bill, providing for a
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scheme.

He was supported by Mr Nic
Olivier, who in his first speech
on returning to parliament,
said that the House should
know what possible contraven-
tions faced a teacher before
approving punishments which
could lead to heavy fines and
dismissal.

He said these punishments
did not exist for other teachers,
and Indian teachers would not
be interested in whether they
existed for civil servants.

Mr Badenhorst denied this
and said the provision brought
Indian teachers into line with
all other teachers, although he
was not sure of the situation
regarding coloured teachers. —
Sapa

Mrs. H. SUZMAN: Mr. Speaker, arising out of the reply of the hon. the Minister, does he not intend taking any steps to implement the resolution which the Medical Association has adopted?

The MINISTER: Mr. Speaker, I am at present considering the resolution. It has come to my notice that the Medical Association has opted to give evidence to the Rabe Commission, and at this stage I am not sure whether it will serve any purpose to have an interview with the association before the Rabe Commission has brought out its report. I think the course to be followed is that one should wait until one has the commission's reaction to their representations.

Detainees: medical treatment

Hand 3 6/11/81 109 (294)
 *3. Mrs. H. SUZMAN asked the Minister of Health, Welfare and Pensions:

- 11/2/81
- (1) Whether the Medical Association of South Africa has requested him to investigate the law regulating the medical treatment of detainees; if so, what was (a) the purport and (b) the outcome of the request;
 - (2) whether he has recommended any changes in the rules governing the medical treatment of and facilities for detainees; if so, what changes?

The MINISTER OF HEALTH, WELFARE AND PENSIONS:

- (1) No; the Federal Council of the Medical Association of South Africa passed the following resolution:
 "Federal Council urgently requests the Ministers of Justice and Health to receive a deputation from M.A.S.A. to discuss the whole aspect of the conditions of practice for doctors associated with the treatment of prisoners."
 and requested me to arrange with the Minister of Justice to receive a deputation of the Association in order to discuss the medical care of prisoners and detainees detained in terms of the Terrorism Act, 1967. The matter is receiving attention;
- (2) No.

Misconduct
AKAUS 324
clause 312/81
~~312/81~~
'too wide'

THE Indians Education Amendment Bill, providing for a medical aid scheme for Indian teachers, was read a second time yesterday in the Assembly.

The second reading was opposed by the official Opposition who said the Bill contained a 'far-reaching and too broad a description of misconduct.'

The Bill provides that any contravention of any provision of the scheme would be misconduct and could lead to the dismissal of the teacher in question.

Mr. Ray Swart (P.F.P. Musgrave) said that this was totally out of proportion to some of the possible transgressions, such as omissions which could take place unintentionally or without any intent to defraud the scheme. —
Sapa.

Bill for Indian teachers' medical aid is opposed

RD 3/2/81 324

THE ASSEMBLY. — The Indians Education Amendment Bill, providing for a medical aid scheme for Indian teachers, was read a second time yesterday.

The second reading was opposed by the Opposition who said the Bill contained a "far reaching and too broad a description of misconduct".

The Bill provides that any contravention of any provision of the scheme would be misconduct and could lead to the dismissal of the teacher in question.

Mr Ray Swart (PFM Musgrave) said this was totally out of proportion to some of the possible transgressions such as omissions which could take place unintentionally or without any intent to defraud the scheme.

He was supported by Mr Nic Olivier who in his first speech after returning to Parliament as a nominated member, said that the House should know what possible contraventions faced

a teacher before approving punishments which could lead to heavy fines and dismissal.

"We are being asked to approve punishments for contraventions not yet formulated," he said after pointing out that the scheme's rules had not been finalised. The deputy Minister of Internal Affairs, Mr P J Badenhorst, should withdraw the legislation until this had been done.

Mr Olivier said these punishments did not exist for other teachers and Indian teachers would not be interested in whether they existed for civil servants.

Mr Badenhorst denied this and said the provision brought the Indian teachers into line with all other teachers although he was not sure of the situation with coloured teachers.

He agreed with Nationalist Party speakers who asked that the scheme be made compulsory as soon as possible.

The Opposition recorded their objection to the second reading. — Sapa

Free

Six months of agony over for school teacher accused of murdering nurse



By Deyen Moody

SIX months of agony, distress, pain and suffering have been a part of the life of Mrs. W. O. Chetty, a school teacher, and Mr. Ahimun Paul Dudrajh, 32, said after he walked out of the Supreme Court in Durban a free man yesterday.

Mr Dudrajh had been charged with murdering Miss Magpie Chetty, a nurse-aid at the R K Khan Hospital on September 30 last year.

Earlier Mr Justice Shearer had said that the charges were so slender that could be proved against a person on any crime, let alone murder.

The Judge regretted that Mr Dudrajh, whom he had earlier described as a 'conscienceless' and 'wicked' person, had, through some-



MR Ahimun Dudrajh with his wife, Siksha, and their daughter — in some instances, or — in some investigations by police officers been placed

in a situation where he had for so long been faced with the murder charge.

Mr Dudrajh, of Merewent, said in an interview after being acquitted: 'Now I know who are my real friends because in the past I have had many close friends and now they all have turned their backs on me. I don't know how those people will face me again now that I have been cleared.'

Mr Dudrajh said he and his family, particularly his wife Siksha, had had sleepless nights since his arrest for the murder of the R K Khan Hospital nurse.

I was a condemned man ever since then, but I was innocent and felt confident that I would be cleared at a trial.

The first statement I made to the investigating officer regarding my alibi that I was at a prayer meeting on the night of the murder was not accepted by the police even though it was thoroughly investigated. I was forced to make a statement in my own name under duress, Mr Dudrajh said.

The teacher, who will go back to his classroom next term, said he did not hold anything against the dead nurse's family.

Mr Dudrajh's release after nine days in the dock made by his application to the State's attorney, Mr G Alexander, SC, for his client's discharge when the State's advocate, Mrs M Steyn, closed the State's case late yesterday.

Earlier in the day the Judge, who sat for five days, had ordered a trial without a jury, and declared that a statement which Mr Dudrajh made to a magistrate two days after his arrest was not freely and voluntarily made and could not be used as evidence in the main trial.

In finding that the statement was inadmissible the Judge criticised the evidence of the investigating officer, Det. Sgt. Goverdier, and also W/O S Chetty.

Both of them 'cut sorry' figures in the witness box, he said.

W/O Chetty was evasive and upon important issues plainly lied. But if his evidence was bad that of Mr Goverdier's was worse, he said.

He was an 'appalling witness' who was 'shifty, evasive, unsteady and unconvincing.'

Education Reporter

THE effect of the new dispensation for teachers will be to widen further the pay gap between teachers with matric plus three years' training and those with lesser qualifications, according to the Teachers' Association of South Africa (Tasa).

Tasa represents Indian teachers.

In the association's March newsletter, the leading article says: 'The black, coloured and Indian teaching corps will only be satisfied when those many teachers in the lower categories, who will probably receive only a 12.7 percent hike are granted the same dispensation as their more fortunate colleagues in the higher categories.'

It predicts widespread dissatisfaction among the lower categories as a result of the dispensation.

'We acknowledge the action of the authorities in

Pay gap

wider,

say

teachers

removing race discrimination and fixing pay scales on merit for defined categories,' the article says.

However, about 20 percent of Indian teachers and more than 60 percent of coloured teachers will be adversely affected while the position for black teachers is even more bleak.

324
10/3/81

Indian teachers were afraid to give evidence

Mercury Reporter

THE commission said Indian teachers were so afraid of appearing before it 'that it seems freedom of speech and the Indian teacher have clearly become strangers'.

With one exception, it failed to get any Indian teacher to submit evidence for the 'extraordinary reason' that they were afraid - 'even though we had guaranteed most emphatically that their names would not be disclosed and they would be heard in camera'.

A retired teacher who gave evidence had relatives with the same surname still in the profession and was most anxious to protect them from 'some unforeseeable disaster which could overtake them' if the authorities got to know about his evidence.

'It was, however, elicited during his testimony that the fear of victimisation loomed large in the day-to-day lives of Indian teachers,' the commission said.

It seemed as if Indian teachers lived and worked in a continuing state of fear of their superiors.

Providing the wherewithal for strengthening the machinery of political and military repression. Sophisticated weaponry and surveillance systems can be acquired to compensate for deficiencies in manpower. White prosperity and White supremacy mutually reinforce one another (Johnstone, 1970). If capitalism has any rationalising tendency, it is towards the rationalisation of domination, rather than towards the removal of race prejudice. Blumer (1965) argues that in any event it is rational for the capitalists to take account of the prejudices of their influential White employees at the expense of their relatively powerless Black workers. Johnstone argues that the principles of apartheid are in fact bent whenever

2.2. The 'Revisionist' Thesis
The term 'revisionist' is one that has come to be used to indicate a school of thinking which is basically at variance with the older conventional

tended to have ideological or political (confused with 'revisionism'). However, the most commonly associated with the 'theory' in sociology and the 'political Some of the contributors to the debate . . . A full overview of the 'revisionist' in the space of this introduction. Here of the standpoint.

It is seen as the economic exploitation of the Black population. In the South Africa it is seen to be as an ideology which legitimises the The South African economy is not a are allocated solely by the forces of 'repressive' economy (see Trapido, 1971) capital and the high standard of living possible by the political machinery continued sub-servience of the Black Labour repressive society is for an The fruits of economic growth will be who control the economy, thus both of the economy, and at the same time

49

they threaten economic growth. Adam (1971: 181-2) argues that rationalisation produces an increasingly competent technocracy oligarchy which is even capable of demoralising the society if that would be in the interests of maintaining supremacy. Like the 'conventional' viewpoint, the 'revisionist' thesis also stresses the role of Whites, but whereas in the first case they are seen as more or less inevitable agents of change, in this second argument, they are seen as more or less irremovable obstacles to change.

3. Basic issues

The two major positions have inevitably had to be stated in rather oversimplified terms and in a somewhat overpolarised form. Perhaps the most crucial difference in the two viewpoints outlined above turns on the distinction between a market economy and a labour repressive economy. According to Barrington Moore (1966: 344) the distinction is between 'the use of political mechanisms (using the term political broadly...) on the one hand and reliance on the labour market on the other hand'. That is, it is the distinction between an economy in which workers come voluntarily on to the labour market and enter into an equitable contract with employers, and an economy in which workers are constrained by some other political mechanism to work for their employers, and so are not in a relation of contractual equality with them.

Now this distinction is in some ways highly suggestive, but it also obscures an important fact by implying that it is possible to have a market system which operates quite independently of political factors. A market is always embedded in a political matrix which defines the rules governing the use of property within that market. Property is a politico-legal category. Who may control property and how it may be used is a function of the power of various individuals and groups, and of the way in which that power is institutionalised in convention and law. The very existence of a labour market assumes the presence of people who have no direct access to the means of production, and who, therefore, have to sell their labour in order to survive. This condition does not arise of its own accord, and nor is it a fundamental inevitability.

It has usually required the use of power by some group or stratum to acquire sole rights in the means of production, and this use of power becomes institutionalised in a politico-legal framework which defines the rights of the various groups, and so provides the parameters in which the market forces of supply and demand operate. These parameters may be altered by, for example, the extension or limitation of the workers' rights to organise, but also by less obvious factors, such as the way in which a dominant group might use its power over key resources to further strengthen its position within the market.

Teachers' body in plea for boycott pupils

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NM 15/9/81

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Mercury Reporter

THE Teachers' Association of South Africa, mouthpiece of more than 7 000 Indian teachers, is to make fresh representations to the Minister of Internal Affairs, Mr Chris Heunis, to re-admit immediately all suspended Indian schoolchildren.

Association president Mr Pat Samuels told the Mercury yesterday that his association decided on this move after 256 of the 279 coloured children, suspended from Western Cape high schools during a recent schools boycott, had been re-admitted.

'I cannot see any reason why Indian schoolchildren in Natal should be treated

differently,' he said, adding that his association would write to Mr Heunis this week.

Mr Samuels said that although coloured education was controlled by a separate division it still fell under the jurisdiction of Mr Heunis's Department of Internal Affairs.

According to a reported statement by Mr A P de V Kempen, deputy Director-General of the Department of Internal Affairs, the 256 suspended coloured school children were re-admitted to their schools after their appeals were considered. Nine pupils were expelled and 14 did not seek re-admission.

Parents of suspended Natal children said yesterday they could not understand why their children were still being barred from school in spite of written apologies and an undertaking — countersigned by parents — not to boycott classes again.

'The coloured children were, in fact, more violent than our children,' said Mrs A Naidoo, parent of a suspended Appollo High School pupil.

Meanwhile, lawyers for suspended Merebank Secondary School pupil, Charmaine Naidoo, said yesterday they were preparing a new application to the Supreme Court in yet another attempt to get her back to school. Mr Baboo Akoo, instructing attorney, said.

He said the application would probably be made later this week or early next week.

Mr J S M Zwiigelaar, acting Director of Indian Education, said yesterday letters containing allegations against pupils had already been posted to the 355 suspended pupils inviting them to controvert the allegations 'within 14 days of the date of the letter' following a recent Supreme Court ruling.

Replies were not expected until later this week, he said, adding that his department had not yet decided on the procedure to be adopted after receiving the replies.

Commenting on Mr Justice Friedman's criticism of Regulation 10 (2) of the regulations governing the admission of persons to State and State-aided schools, Mr Zwiigelaar said it would be 'a natural thing' for his department to look at the regulation with a view to amending it.

In the Supreme Court, Pietermaritzburg, last Friday, Mr Justice Friedman described the regulation as 'absolutely ludicrous' saying that it had an 'exceedingly strange' provision in that it allowed the principal of a school to suspend a pupil if he (the principal) considered absenteeism from classes without permission as being conduct detrimental to the welfare of the school or other pupils.

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CT 19/9/84
Tasa slates expulsion of pupils

Staff Reporter

THE expulsion in May of more than 600 Indian pupils following class boycotts in protest against the Republic Day Festival celebrations was "a matter of grave concern" for the community, the Teachers' Association of South Africa (Tasa) said in its monthly bulletin, Tasa News.

In spite of representations by the association, community groups and concerned parents to the Minister of In-

terial Affairs and the Director of Indian Education, more than 300 of the pupils are still excluded from school.

"The growing impatience has given way to wrath, for it is inexplicable that the punishment should be so harsh as to deny the expelled pupils the opportunity to repent," the association said.

It said all the expelled pupils were required to apologize for their alleged "misdemeanour" and made to

promise not to boycott classes again when they applied for readmission. But still some were refused.

The record would show that scores of careers had been destroyed because of the lack of meaningful rapport between the authorities and those whom they administer.

Tasa has also sent telegrams to the Minister of Justice and the Minister of Police and Prisons calling for the immediate release of

Mr Derrick Naidoo, a Cape Town teacher, who is being held under section six of the Terrorism Act.

The association said Mr Naidoo's recent fast in detention had "caused grave concern and perturbation" throughout the country.

Tasa said it hoped its call would not go unheeded. "We would like Mr Naidoo's immediate family to know that we stand by them and share their anxiety for the well-being of our colleague," it said

ASHLEY MONTAGU

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III The Concept of Race and the Taxonomy of Mankind

JEAN HIERNAX

In: Montagu, A (Ed.)
1954

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Mitchell rejected plea by Indian teachers

By Nagoor Bisetty

MINISTER of Finance Owen Horwood's decision to grant pay parity for Indian teachers has enabled teachers to advance a long way since the days of a former Natal Administrator, Mr. Douglas Mitchell, who declared that the Province would not agree to pleas for equal pay for equal work says *Tasa News*, journal of the Teachers' Association of South Africa.

In its latest issue, the journal records a scene in Mr Mitchell's Pietermaritzburg offices in June, 1943, when Natal controlled Indian education and teachers were represented by the Natal Indian Teachers' Society, predecessor of the present Teachers' Association.

Blunt question

Doyen of Indian teachers, Dr A D Lazarus, who led a delegation to Mr Mitchell told the then Administrator: "I am now, with respect, going to ask a plain, blunt question and would appreciate a plain, blunt answer: Does this Executive Committee of Natal concede to the Indian teacher equality of salary with his European counterpart, all things being equal?"

Says *Tasa News*: "Mr Mitchell replied: "Never, never will this Administration make such a concession".

A year later, in response to a request for an urgent interview with the Administrator, following two new salary scales within a few years for white teachers and none for Indians, Mr Mitchell replied telegraphically: "No change whatsoever is contemplated in the salaries of Indian teachers."

Tasa News says that the entire Indian staff of Sastri College tendered their resignations to the Education Department.

However, Sir Shafa'at Ahmed Khan, India's diplomatic representative in South Africa at the time, intervened and a new and improved salary scale for Indians was announced.

application of the concept of race by an author to a classification of mankind does not always meet the requirements of his own definition.

I do not intend to review the literature on race and human races. Only a few contributions will be cited as examples. I shall attempt, where so many others have failed, to reach the most sensible and useful definition, and this as a development of a previous paper on the subject (Hiernaux 1961) presented at the sixth International Congress of Anthropological and Ethnological Sciences, Paris, 1960. Once this definition is arrived at, I shall endeavor to apply it to current mankind, in other words to apply the concept of race to a classification of mankind into races.

Indian trainee teachers in white schools

By REHANA LOONAT

INDIAN trainee teachers at the University of Natal are allowed to do their practical course in white or Indian schools.

According to Professor Tony Barrett, dean of the faculty of education, of two Indian students studying for their higher diploma in education, one had done part of her practical course at a white school.

The placing of an Indian student teacher in a white school is dependent on many factors. One of them is whether proper facilities are available for students.

The other criteria are whether the student would receive appropriate training at the school, whether she can get a suitable supervisor and would she be able to fit into a certain kind of school — some students perform better in a co-educational institution, while others may be better at single sex schools.

Conventional

Another important factor is how well the student is received at a school — some schools are more conventional than others.

This does not apply to Indian students only, but to all our students.

Professor Barrett said that the authorities responsible for the school — the education department and the head of the school — would also have to be willing to accept Indian students.

The teaching sessions are divided into two periods in a year — the first lasting two-and-a-half weeks and the second, seven-and-a-half weeks. The student who had taught at a white school did her second session there.

TEACHERS - ASIAN

1982 — 1985

Some Indian teachers 'will get 32 pc pay increase'

By NAGOOR BISSETTY

THE South African Indian Council's executive committee yesterday announced that some Indian teachers would receive a pay increase of up to 32 percent and others a general hike of 15,2 percent from April 1.

But a spokesman for the Teachers' Association of South Africa — it does not recognise the SAIC — said the association saw the proposed parity dispensation as a direct response to the deep concern it expressed in a memorandum to the Director of Indian Education, Mr Gabriel Krog, a year ago which he 'kindly forwarded' to the Commission for State Administration for consideration at the time.

The SAIC executive member in charge of education, Mr Palanisamy Devan, said in a statement released to the Mercury yesterday that in the present revised structure parity salaries would be extended to Category B (matriculation and two years of training) in respect of personnel in post-level 1, and to Category A (matriculation with one year of training) for teachers in promotion posts.

He said the Commission for State Administration was at present considering a request by the Indian Council for a better deal for teachers with low qualifications.

SAIC executive chairman Amichand Rajbansi said his committee had been given certain powers on education in terms of the Indians' Education Act and the committee was now busy finalising the revised salary structure.

'We hope to be in a position to release full details of actual salary increases to school principals very shortly,' he said.

Pointing out that while the Teachers' Association 'noted with approbation' the improved salaries, the association's spokesman said its concern remained for men and women of many years of experience and dedication in categories A and 'AA' in teacher ranks and for those in category 'AA' in promotion posts for whom parity also was urgently necessary.

'Their take-home pay packets does not bear fair comparison with their effort and industry and the 32 percent pay hike must be seen in the light of the many years when such personnel did not enjoy parity,' he said.

324 Howard
Coloured/Indian teacher training
61. 438-9 19/3/82
267. Dr. A. L. BORAINE asked the Minister of Internal Affairs:

- (a) What amount was spent by his Department on (i) Coloured and (ii) Indian teacher training in the 1980-'81 financial year and (b) what amount in each such category is to be spent in the current year?

The MINISTER OF INTERNAL AFFAIRS:

- (a) (i) R7 391 445
(ii) R2 869 000.
(b) (i) R8 874 700
(ii) R4 780 000.

Teacher training institutions for Coloureds/Indians

268. Dr. A. L. BORAINE asked the Minister of Internal Affairs:

- (1) Whether any new teacher training institutions for (a) Coloureds and (b) Indians were established by his Department in 1981; if so, (i) where and (ii) how many students were enrolled in each institution;
- (2) what was the total number of students enrolled in teacher training institutions for (a) Coloureds and (b) In-

Pay scales pushed up for Indian headmasters

Handwritten: 524

Mail Correspondent

DURBAN — Maximum salaries for Indian headmasters of large primary (P1) and secondary (S1) schools have been pushed up to R28 185.

Mr Dhama Nair, secretary of the Teachers' Association of South Africa, said at the weekend there was still a great deal of pay dissatisfaction among teachers in categories below B.

"We have made representations to the Minister of Internal Affairs, Mr Chris Heunis, on behalf of these teachers," he said.

Mr Nair said, however, his association was displeased that salary scales for teachers were being bandied about in public, even though his association and principals had not yet been supplied with full details.

The new scales provide for a general 15,2% increase, and up to 38,7% for some teachers.

Mr Amichand Rajbansi, executive chairman of the South African Indian Council, said yesterday he had signed the salary structure for Indian teachers on Friday, and detailed pay rises would be posted by the Department of Indian Education to principals.

He said he was furious that the new scales, which were confidential and personal to teachers, had been leaked.

"My executive member in charge of education, Mr P I Deven, and I had insisted on tight security in the council and in the department for these scales.

"I am going to hold an urgent inquiry as to how they were leaked," he said.

Pay rises mean parity for teachers

Mercury Reporter

SEVERAL thousand coloured and Indian teachers are shortly to be told of pay increases that will bring them to the same level as similarly qualified white teachers.

But Mr R S Naidoo, president of the non-racial South African Federation of Teachers' Association, said yesterday that the bulk of the teachers who were poorly qualified, would not enjoy the benefits.

Worse off

But the bulk of teachers are in the 'AA' and 'A' grades (Junior Certificate plus two years and JC plus three years respectively), and they have been left in the cold.

He said the lesser-qualified 'A' and 'AA' grade teachers — some of whom had been teaching for up to 30 years — were now worse off than before.

As they do not have the benefit of parity, the 15 percent across-the-board increase will leave the gap between them and their better-qualified colleagues even more glaring, he said.

While the 'A' grades were receiving a 15 percent increase on 1981 salaries, other grades were receiving this plus their parity increases — which actually widened the salary gap.

This is happening even though they all do the same work. In fact some of the 'A' graders work much harder than their better-qualified counterparts.

While much has been done to upgrade teachers' salaries there is still a great deal to be achieved, he added.

Mr Green Thompson, president of the Coloured Teachers' Association, could not be reached for comment yesterday, but a spokesman warned that equal pay for 'B' grade teachers — those with matric plus two years' experience — was not enough to stop staff being lured away by higher pay offered by commerce and industry.

Education sources revealed yesterday that 'B' grade coloured teachers would be told next week that they would be paid the same as white teachers, a move which follows months of negotiations between the Union of Teachers' Associations of South Africa (Utasa) and the Department of Coloured Education.

With the recently announced across-the-board increase of 15 percent, this could mean substantial increases for many teachers at 'B' grade and above.

Few science teachers are qualified

CAPL TIMES 24/4/62 324

Political Correspondent

HOUSE OF ASSEMBLY — The shortage of properly trained physical science teachers is bad in white schools but even worse in coloured and Indian schools.

There is also a shortage in black schools but the government is unable to give detailed figures of the position there.

This emerges from questions put by the opposition education spokesman Dr Alex Boraine, to the three ministers responsible for education in South Africa.

The Minister of National Edu-

cation, Dr Gerrit Viljoen, has already given the percentage of inadequately trained physical science teachers in white schools as 49.3 percent in Transvaal, 47.3 percent in the Free State, 44.8 percent in the Cape, 31.3 percent in schools run directly by his department and 13.9 percent in Natal.

Yesterday, the Minister of Internal Affairs, Mr Chris Heunis, gave figures for coloured and Indian schools. He said these were based on the ideal minimum qualification for physical science teachers being a pro-

fessional qualification and at least two courses in either physics and chemistry (or both) towards a degree.

On this basis, the rate of inadequately trained teachers is 87.3 percent at coloured schools and 94 percent at Indian schools in the Transvaal, 59.5 percent at coloured schools and 40 percent at Indian schools in the Cape and 37.5 percent at coloured schools and 77 percent at Indian schools in Natal.

There are no Indian schools in the free state and physical science is not offered at

coloured schools in the province.

The acting Minister of Education and Training, Mr Dawie de Villiers, said there was a shortage of qualified physical science teachers in black schools but the department did not keep statistics concerning teachers' qualifications in relation to the subjects they taught.

"It can however be mentioned that science teachers throughout the republic regularly attend in-service training courses to upgrade the level of science teaching," he told Dr Boraine.

Skipped most of the question

4 =

324 Asian teachers: salary scales 30/4/82
Hansard Cr. Col. 743
568. Mr. K. M. ANDREW asked the
Minister of Internal Affairs:

How many Asian teachers (a) were on the same salary scales as White teachers with the same qualifications immediately (i) prior and (ii) subsequent to 1 April 1982 and (b) are at present not on the same salary scale as White teachers with the same qualifications?

The MINISTER OF INTERNAL AFFAIRS:

- (a) (i) 7 453
- (ii) 7 947
- (b) 1 732

Back to school for 42 Indian teachers

324
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21/6/82

By Eugene Saldanha

Forty-two Indian teachers in the Transvaal — including some who have been teaching for more than 20 years — have gone back to "school."

The teachers, all from primary schools, have registered at the Transvaal College of Education to improve their qualifications.

There are 1,000 unqualified teachers, some of them matric failures, in Indian schools.

School principals interviewed said the teachers who had left to go to college had placed a drain on teaching staffs which were already depleted.

But the transition from teacher to student has meant considerable sacrifice.

Among the difficulties encountered by the teachers, many of whom have families, is

having to travel up to 100 km daily to the college in Pretoria.

Having to return home in the evenings to cook for the family, clean our homes and then do homework is tough on those of us who are married," said a woman teacher from Lenasia.

The unmarried teachers are fortunate. During the week they can stay in the hostel which adjoins the college, and then go home over weekends.

Asked why he had decided to go back to college after having taught 27 years, a male teacher said he would be eligible for promotion only if his qualifications were improved.

"With the salaries teachers earn today it is necessary to be as highly qualified as possible. Dedication alone does not feed our families," he said.

Indian teachers' deadline set back

324

Mercury Reporter

CIRCULARS have been sent to schools by the Department of Indian Education extending the already expired deadline for teachers' promotion applications.

More than 1 900 teachers had already applied before the earlier deadline for 231 posts advertised in May.

The South African Indian Council's executive committee chairman, Mr. Amichand Rajbansi, said yesterday the purpose of the new deadline was to enable teachers who had been precluded from applying before to do so before the new November 8 deadline.

Applications of candidates who qualified and had applied for promotion before the amendment came into effect would still stand effective for the announcement of promotions had now been shifted from November 8 to November 29.

First time

The new departmental circular to principals — some principals said yesterday that they had still not received it — says the SAIC's executive committee amended regulations had passed under the Indian Education Act, to make this possible.

The amendment was published in the Government Gazette on Friday, for the first time in the history of Indian education under direction of the executive committee.

Mr. Rajbansi also disclosed yesterday that he planned to have about 40 education stars in Indian senior positions put in the line for advancement to be wanted Indians to advance on merit more quickly.

He said his executive committee would be discussing this with the Director-General of the Department of Internal Affairs, Mr. S. van der Merwe, in Durban on Thursday. It is understood the SAIC wants the Government to create a new post of joint director of Indian education open to top Indian educationalists.

324

'Stop
sniping
call to
SAIC,
teachers

Mercury Reporter

THE widening rift between the South African Indian Council, which now controls education, and the 6 000-strong Teachers' Association of South Africa was bringing Indian education into disrepute. Mr R S Naidoo, president of the South African Federation of Teachers' Associations, warned last night.

He said the Minister of Internal Affairs, Mr F W de Klerk, should call leaders of the SAIC and Tasa to a round table and 'hammer out a new structure through close consultation and investigation' to ensure that education was not undermined in any way.

Mr Naidoo, who retires next month as headmaster of Durban's Burnwood High School, after 40 years in teaching, said that in the meantime the status quo should be maintained.

Welcoming the call for a joint meeting, Mr Amichand Rajbansi, executive chairman of the SAIC, said last night he would support it wholeheartedly. 'By getting together I know we can work wonders for our education,' he said.

Promised

Mr Naidoo said there was a need for the Minister to reassure Indian teachers in the light of promises made, and assurances given since 1964 when the former Department of Indian Affairs was created.

He and Dr A D Lazarus, who represented teachers at top-level talks with the Government nearly 20 years ago when the takeover of Indian education from the Natal Provincial Administration was planned, were promised that an advisory council on education would be created to enable consultation to take place with parents and the community. But this had still not been done, he said.

'There is much that is still not good enough in Indian education, but there is also much that has been achieved.

'I make a special appeal to all concerned to stop sniping at one another. When this takes place, it means there is no effective communication.'

Mercury
Pay Rise
38/1/32
for some

Indian
teachers

32 x

Mercury Reporter:
MORE than 1 000 Indian teachers in the lower category of service would soon get a pay boost, Mr Amichand Rajbansi, executive chairman of the South African Indian Council, said yesterday.

He said representations had been made to the Department of Internal Affairs for higher salaries for these teachers who had been giving 'yeoman services' in spite of their low qualifications.

'We pressed for better pay after receiving a petition from 100 such teachers in the Transval and representations from teachers in Natal.

'We have just received a letter from the department saying the matter was now being discussed by the Commission for State Administration and the Treasury.'

He said his executive would see the commission's chairman, Mr Jimmy van der Merwe, if the pay boost was not up to expectations.

By Carolyn Dempster
Education Reporter
A young Indian teacher has been brought to the verge of bankruptcy after 10 months of inconsistent salary payments by the Department of Coloured Education.

Mr Mahmood Moosa (28) joined a Johannesburg coloured high school in February with a BSc honours degree from Birmingham University, England.

It was at a time when coloured school teachers were in short supply.

Mr Moosa expected to get the equivalent matric plus four-year salary awarded to South African graduates, but after he was appointed he was told to apply to Birmingham for academic

Pay hassles hit Indian teacher hard

324
S. J. J.
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proof of his credits which would then be reviewed by a national board.

In the interim Mr Moosa was to be paid the usual wage for an underqualified teacher with a Senior Certificate — R189 a month.

At the end of February when no cheque arrived, Mr Moosa had

to borrow money from friends to pay debts.

In March he received R303, in April nothing, in May nothing, in June R38, in July R489, in August R189, in September R189, in October R218 and in November R189.

So far nearly a year of hard work in a school which is still badly

understaffed, Mr Moosa received a gross of R1 615.

"How could anybody survive on that amount of money? It's not a living wage," Mr Moosa said.

"I had to move out of my flat because I could no longer afford the rent and they took away my car after I

missed a couple of payments. Now I am hitching to work every day and living off my friends."

Mr Moosa was seriously ill in July with cancer of the thyroid gland and had to have a number of operations. Now he is faced with huge doctor's bills he cannot pay.

In the meantime Mr Moosa has been working long hours to cope with his large science and maths classes, giving extra lessons, setting examination papers and making up for the shortage of teachers in the school.

The school's principal, Mr Noble, said that once the relevant forms from Birmingham were completed Mr Moosa would be reimbursed from February 1982.

"He will not lose a cent as long as he returns the forms to head office in Cape Town. I am concerned about him — as I am concerned about all of my staff — and obviously I would not like to lose him."

Neither Mr Noble, nor a Department of Coloured Education spokesman could explain the non-payment and under-payment of salary throughout the year.

SAIC to
Mercury
ask team
(324)
to probe
10/2/83
teacher

promotion

Mercury Reporter

THE South African Indian Council's executive chairman, Mr Amichand Rajbansi, said yesterday he had appointed Mr G van Zyl, a deputy director-general of the Department of Internal Affairs, to head what he called a 'high-powered committee' to investigate 'a more scientific method' of promoting teachers — a sore point in the teaching profession.

The committee would also consider the need to set up an advisory council 'to advise the SAIC on education matters', he said.

Mr van Zyl, he said, was highly qualified and experienced in staff matters.

'I will shortly be appointing the committee's four members and I have written to the Teachers' Association of South Africa inviting its co-operation. I expect Tasa will furnish a list of names for selection,' he said.

But Tasa, which has steadfastly refused to recognise the SAIC, is not impressed, according to its president, Mr Pat Samuels. He said he had doubts about Mr Rajbansi's sincerity and motive — and wondered if he was doing this to try to win friends.

Delegating

He also questioned the release of the SAIC letter for publication even before Tasa had considered it.

In the letter, Mr Rajbansi emphasised the delegation of education powers by the Minister of Internal Affairs, Mr F W de Klerk, to the council's executive under the Indians Education Act, and added that the minister was at present considering delegating more powers under the Act.

Mr Rajbansi said his executive was busy drafting regulations for publication in the Government Gazette for the creation of a council and senate for Indian colleges of education at Springfield in Durban and at Laudium in Pretoria.

'I foresee the two colleges having a type of autonomy by October,' he said, adding that Springfield would soon be offering facilities to enable students to obtain at least five credits for degree purposes.

'I want to bring them in line with similar white colleges.'

He said 'great things were in store for Indian education and he wanted Tasa as a 'joint partner'.

Paton slams ban on teacher talks

By Marlan Padayachee

S. Tribune

20/2/83

THE decision by the rector of the Springfield College of Education to ban yesterday's top-level education conference in Durban was disgraceful, said Dr Alan Paton, who was to have delivered a keynote address.

Dr Paton was reacting to the last minute lock-out of the conference organisers, the Teachers Association of South Africa (Tasa) by Dr Ganesh Nair, the college's new rector.

Tasa officials believe political pressure on the Education Department, now controlled by the Indian Council, led to objections against Durban advocate, Zac Yacoob, as one of the speakers on the panel.

The programme, which was to have examined the education system in relation to a changing society, featured other speakers who are known to be sympathetic to the SAIC.

Mr Yacoob, an outspoken critic of the Government and the SAIC, said last night the move was aimed at weakening and discrediting opponents of the Government.

Dr Paton criticised the rector's decision.

"I am told the SAIC objected to the presence of advocate Zac Yacoob and it is unacceptable to me that the rector should consult with the education authorities on this matter. Surely the rector should have some authority," he said.

"The SAIC has control over Indian education and that to me is what I call interference by politicians.

"And it is distressing when politicians, including white politicians, involve themselves in educational matters. Some of us have long urged that a national department control education for all races.

"I am disturbed that the Indian community and others, including the Afrikaners, are deeply divided and this is typical of a country which is far away from realising any kind of unity," he said.

Dr Paton, a former leader of the disbanded Liberal Party, had prepared a paper on the Role Of The School In A Changing Society.

The symposium, which is likely to be held either on March 12 or 19 — the two dates Dr Paton has agreed to be available — was organised three months in advance, but had to be called off late this week after Dr Nair had informed Tasa that it could not use the college auditorium.

The **SUNDAY TRIBUNE** has established that the department was not in favour of giving Mr Yacoob — who challenged Director of Indian Education Gabriel Krog in court over the expulsion of hundreds of boycotting pupils — a platform.

Dr Nair confirmed he had sent two letters to Tasa informing the organisation of the decision to stop the symposium from taking place on his premises.

"I had contacted the Director of Indian Education to seek his approval of the programme and a decision was taken in consultation with Mr Krog that the meeting could not be held because timeous arrangements were not made with the college."

Dr Nair also confirmed that he did not receive a "personal" invitation.

However, the organising committee said it had sent invitations, together with a full programme, to 1 000 people, including Dr Nair.

Pat Samuels, president of Tasa, said his organisation was concerned with the sudden change of attitude to Tasa by the college's new administration under Dr Nair.

He said previously Tasa had no difficulty hiring the auditorium.

Neither Mr Krog nor his deputy could be contacted for comment yesterday.

(1) Whether problems recently arose in connection with the housing of Coloured persons in Prince Alfred Hamlet; if so,

(2) whether any persons or bodies in Prince Alfred Hamlet approached an official of this Department in this connection; if so, which persons or bodies;

(3) whether an official of his Department visited Prince Alfred Hamlet as a result of this approach;

(4) whether his Department has taken any steps in connection with these problems; if so, what steps?

THE MINISTER OF COMMUNITY DEVELOPMENT:

(1) Representations were received.

(2) Yes, the Hamlet Action Committee via the City Council of Prince Alfred Hamlet.

(3) Yes

(4) The matter was left in the hands of the City Council of Prince Alfred Hamlet to take the necessary steps in collaboration with the City Council of Ceres.

Prince Alfred Hamlet: housing

235 Mr. S. S. VAN DER MERWE asked the Minister of Community Development:

(1) Whether there is a group area for Coloured persons in Prince Alfred Hamlet; if so, (a) how large is this area and (b) how many houses are situated in it; if not,

(2) whether it is proposed to establish such a group area there; if so, when,

(3) how many Coloured families are living in the White group area of Prince Alfred Hamlet (a) in terms of and (b) without a permit.

(4) whether the municipality of Prince Alfred Hamlet has applied to this Department for a loan for the erection of housing for Coloured persons; if so, (a) when and (b) what is the amount of this loan?

THE MINISTER OF COMMUNITY DEVELOPMENT:

(1) No.

(2) No.

(3) (a) None.

(b) No Coloured families are living illegally in the White Group area.

(4) No

2/3/83
Cape Peninsula: offences
264. Mr. P. R. C. ROOGERS asked the Minister of Law and Order:

Whether the statistics relating to cases of (a) assault with intent to do grievous bodily harm, (b) culpable homicide, (c) murder, (d) rape and (e) robbery reported at each police station in the Cape Peninsula in 1982 represent an increase or decrease in comparison with the relevant figures for 1981; if so, what is the extent of such increase or decrease in each category.

THE MINISTER OF LAW AND ORDER:

Owing to the volume of work and the time involved in collecting and compiling the particulars asked for, I consider it impracticable to furnish the information requested.

Vertical in schools
172. Mr. A. S. VAUGHAN asked the Minister of Internal Affairs:

(1) How many (a) primary and (b) secondary schools are there in (i)

Coloured and (ii) Indian areas of Port Elizabeth;

(2) how many (a) pupils and (b) teachers are there in each such (i) primary and (ii) secondary school?

THE MINISTER OF INTERNAL AFFAIRS:

	(1) (a)	(i) 36.
	(ii) 1.	
	(b) (i) 9.	
	(ii) 1.	

(2) (a), (b) (i) and (ii) See annexure.

ANNEXURE

	(i)	(ii)
(2) (a) Abraham Levy	585	18
Adolph Schander	152	15
Alpha	797	28
Aradiah	1 818	35
Asria	902	34
Bayview	1 076	37
Bethale	1 071	35
Berramweg	822	26
De Vos Malan	965	31
Die Heuwel	1 527	35
Dierich	606	20
Dr. A. W. Habelgaarn	1 012	34
Fonsein	616	25
Frank Joubert	658	24
Gebwandale	574	20
Gelban Park	317	22
G. J. Louw	633	21
Greenville	1 034	34
Henavale	988	33
Hilfster	970	35
Lungstone Hospital	970	1
Mechin	22	29
Nerina	30	1
Norina	30	1
Papenkuil	706	23
Parkside	822	20
Republiek	745	24
Reynersstraat	910	32
Rutene Donkin	1 075	36
Sander	1 005	35
Sangoan	1 037	36
St. Theresa's	1 045	35
Throff	1 045	35
Van der Kamp	987	33
West End	1 004	35
Willowden	417	15
Wolfschmidt	272	12
G. G. Schmitt	727	25
St. Theresa's	727	20
Malabar (Indian Primary School)	605	20
Arcadia	1 087	51
Bethesdaorp	1 054	52

WEDNESDAY, 2 MARCH 1983

Chapman	1 154	50
Chaffy	1 207	49
David Livingstone	1 060	52
Gelvandale	1 235	55
Paterson	908	50
St. Thomas	381	19
St. James	212	9
Woolhope (Indian Secondary School)	576	21

Teachers consider response to SAIC

Mercury Reporter

THE National Council of the Teachers' Association of South Africa meets in Durban today to decide Tasa's response to controversial South African Indian Council moves on Indian education.

Mr Amichand Rajbansi, executive chairman of the SAIC, has invited the association to assist with his proposed investigations into aspects of education and to serve on his planned councils for colleges of education in Durban and Pretoria.

The association does not recognise the SAIC — which now has *de facto* control over education — but teachers said yesterday they feared Mr Rajbansi would enlist the services of teachers outside the association to get his plans off the ground if Tasa refused to co-operate.

"This man has clearly placed Tasa in a tight spot," teachers said, adding that many teachers — estimated at about 30

percent — were not members of the association.

They said there now was a 'real danger' of a splinter teachers' body being formed — and recognised by the Indian Council.

In registered letters to the association, Mr Rajbansi announced his intention to establish an education advisory council, appoint a committee to undertake a scientific investigation into methods of promotions for teachers, and to create councils and senates for the Springfield and Laudium colleges of education.

Describing these as 'vital issues affecting the rank and file of teachers and future generations of children', teachers said it was imperative that the association should be fully represented.

A senior teacher said: "The association is still opposed to the SAIC, which we regard as a creation of the dreaded apartheid system, but it will have to make up its mind if it will be in its in-

terests to stand on the sidelines.

'Our future in education is at stake and the issue now goes far beyond a confrontation between two people — Mr Rajbansi and Mr Pat Samuels, president of the association.'

14/3/83
Mercury
324

Rajbansi's 'olive branch' not accepted

Mercury Reporter

THE Teachers' Association of South Africa has rejected outright requests from the South African Indian Council's executive chairman, Mr Amichand Rajbansi, for talks on proposed education projects — and reiterated its stand that the SAIC was irrelevant and unacceptable.

At its meeting in Durban at the weekend, Tasa's national council took strong exception to Mr Rajbansi's prior release of correspondence to the association to schools and accused him of breach of etiquette.

The meeting authorised Mr Pat Samuels, Tasa's president, to write a strongly worded letter to Mr F W de Klerk, Minister of Internal Affairs, for delegating education con-

trol to a body which it said was largely rejected by the Indian community at the polls.

Before the meeting was a written request from Mr Rajbansi for co-operation for his plans for an education advisory council, scientific investigation into methods of promotions for teachers and councils and senates for the Springfield and Laudium Colleges of Education.

Tasa said it had always been actively engaged on all aspects of education through departmental committees and the Director of Indian Education — and saw Mr Rajbansi's request as a move to gain the recognition and support of an important and influential professional body.

Mr Rajbansi said yester-

day he felt 'neither angry nor bitter' about Tasa's rejection and he would continue sending the association 'olive branches' with the hope that he would persuade it to play its rightful role in determining the direction of our education.

Commenting on the 'breach' allegations, he said he had made a 'general release' of the letter in question 'after satisfying myself that not all teachers were acquainted with details in respect of the three proposed projects'.

He said he expected that any communication by Tasa to the minister on powers delegated to his executive committee 'will ultimately land on the desk of those holding the delegated power'.

Teachers' body accused of double standards

Mercury
23/3/83

374
228

Mercury Reporter

THE South African Indian Council's executive chairman, Mr Amichand Rajbansi, yesterday accused the Teachers' Association of South Africa of practising 'double standards'.

He told a Press conference the association's leaders would talk with white politicians in the Government, in whose election to office they had no say whatsoever, but snubbed the SAIC which controlled education.

But he was certain Tasa and its president, Mr Pat Samuels, would see the folly of their actions and together with the SAIC 'come to grips' with problems facing Indian education, he said.

Mr Rajbansi dismissed as nonsense Mr Samuels's reported statement that the SAIC was seeking Tasa's friendship to make it easier for it to accept the Government's proposed tricameral parliament.

'The constitutional plans are the work of white politicians and not ours. Yet Tasa officials will run to these white politicians,' he said.

He said he believed the

association was being influenced by 'outsiders' such as the Natal Indian Congress to keep away from the SAIC.

It was time it stopped 'flirting' with the Natal Indian Congress, a political body, and got down to playing its 'rightful' professional role' in shaping and enhancing Indian education.

He dismissed a claim by Mr Samuels that the SAIC would encourage a splinter teachers' body to be formed to co-operate with it.

'I will go to the association in noble condescension to prove there are no gimmicks in my invitation to the association for co-operation.'

Mr Rajbansi warned the association that his executive planned to raise Indian education to a level comparable with that of whites and Tasa would be foolish not to become a part of changing times.

He believed the association's leaders would be embarrassed if he were to by-pass them and release to teachers his plans to update and improve service conditions.

School defends its headmaster

324 New 29/3/83 52
By Yussuf Nazeer
Teachers and pupils at Azaadville Indian Primary School are angry about a bid by the local education committee to remove the headmaster, Mr Ibrahim Dasoo, from his post.

The teachers have signed a resolution rejecting imputations made by the Azaadville Education Committee last month, that Mr Dasoo adopted a "tough, high-handed and arrogant attitude" towards his staff, pupils and parents.

In the past few months the committee, headed by Dr AH Jeena, has sent letters of complaint, memoranda and a petition to the Director and Chief Inspector of Indian

education, calling for Mr Dasoo's removal.

They said communication had broken down between Mr Dasoo and the committee and that parents, teachers and pupils were unhappy with Mr Dasoo as headmaster.

Mr Dasoo denied the allegations and accused Dr Jeena of engineering a personal vendetta against him.

In a random survey at the school, teachers and pupils denied they were dissatisfied with Mr Dasoo.

Last week the newspaper "Wits Student" apologised to Mr Dasoo for an article it carried in a recent issue about Mr Dasoo's attitude towards his staff and pupils.

MONDAY, 23 MAY 1983

†Indicates translated version.

For written reply:

Teachers: salary scales

845. Mr. K. M. ANDREW asked the Minister of Internal Affairs:

How many (a) Coloured and (b) Indian teachers were on (i) the same salary scales as and (ii) different salary scales from those applicable to White teachers with the same qualifications as at the latest specified date for which figures are available?

The MINISTER OF INTERNAL AFFAIRS:

- (a) (i) 12 385.
(ii) 5 184.

In addition to the number of teachers mentioned under (a)(ii) there are 10 478 underqualified teachers in a category in which there are no White teachers.

- (b) (i) 8 333.
(ii) 236.

The above figures reflect the position in respect of Coloured teachers as at 1 July 1982 and in respect of Indian teachers as at 31 March 1983.

Hammond
Q. Col. 1349
23/5/83

~~324~~ 324
Mercury 15/6/83

More Indian women teachers get pay parity

Mercury Reporter

SOME Indian women teachers are to receive parity in pay with their male counterparts, Mr Amichand Rajbansi, executive chairman of the South African Indian Council, announced yesterday.

He said the new salary structure of female teachers in the post level 3 had been approved by the executive committee and would come into effect at the end of July and be retrospective to April 1.

Women teachers affect-

ed will include those occupying the posts of deputy principal (secondary), deputy principal (primary), principal P3, senior lecturer at colleges of education and subject advisers.

"They would be earning the same salary paid to male teachers on post level 3. Previously salary parity between male and female teachers existed up to post level 4.

"It's too late to make the adjustment this month because of the deadline for the computer."

'Recognition overseas' for teachers' body

(324) Mercury
21/6/83

Mercury Reporter
THE Teachers' Association of South Africa, mouthpiece of more than 6 000 Indian teachers, was gaining wide international recognition, its president, Mr Pat Samuels, said yesterday.

He said Tasa had received many messages of support from overseas from teacher bodies, underlining its growing recognition abroad.

The messages, he said, would be read at Tasa's three-day annual congress which would be opened by Prof Philip Tobias, Dean of the Faculty of Medicine at the University of the Witwatersrand, in the Durban City Hall on July 6.

Continuing

For the first time 10 teacher organisations from all race groups in South Africa would be represented at the congress opening, he said.

Mr Samuels will give the presidential address on the congress theme: 'Education, a continuing process'.

Other leading educationists who will deliver papers at congress sessions at the Durban Indi-

an Girls' Secondary School will include Mr Peter Mundell, former president of the Transvaal Teachers' Association, who will discuss the role of politics in education.

Prof Tobias has been an outspoken critic of the Medical Association of South Africa's handling of what has become known as the 'Biko affair'.

'Negative'

Meanwhile, Mr Amichand Rajbansi, executive chairman of the South African Indian Council, said yesterday his executive was at present revising conditions of service for Indian teachers with a view to improving them.

He said only the SAIC had the power to amend regulations which governed teachers' service conditions, and he hoped Tasa would still see its way clear in getting together with the SAIC to produce regulations that would make teaching even more attractive.

'I trust Tasa will do this in spite of its president, Mr Samuels's negative attitude towards my council,' Mr Rajbansi said.

SAIC 'cannot
Mercury ~~323~~ 324
alter terms of
22/6/83
teachers' service'

Mercury Reporter

THE Teachers Association of South Africa last night rejected an Indian Council claim that it had powers to amend conditions of service for teachers employed by the Division of Indian Education.

Mr Pat Samuels, president of the association, told the Mercury in a statement that the SAIC had no 'real power' to change the conditions of service.

'They can only give effect to changes made by high-level Government bodies, such as the Commission for Administration or the Interdepartmental Committee of heads, by amending regulation No R1 288,' he said.

Mr Samuels was reacting to an earlier statement made to the Mercury by Mr Amichand Rajbansi, executive chairman of the SAIC, that regulations relating to conditions of service could 'only be amended by the SAIC'.

'It is our policy to consider the views of the organised teaching profession before taking a decision in this matter,' Mr Rajbansi said, adding his executive committee was undertaking a revision of service condition regulations.

Mr Rajbansi urged the association to work with his committee, in spite of what he called, its president's 'negative attitude' towards the SAIC.

In his statement, Mr Samuels said that as president of the association he made statements on its behalf and these were sanctioned or ratified by the association's national council.

Powers

'Mr Rajbansi must not be jealous of my ability to give good leadership to an intellectual task force operating for the benefit of the Indian community,' he said.

The SAIC's executive committee, through powers delegated to it by the Minister of Internal Affairs, could make amendments to the wording or rewording of clauses because the regulations were prescribed for teachers in the Division of Indian Education over which the Minister had political control.

'The amendments made are generally based on an acceptance by the minister of changes to actual conditions of service made by the Commission for Administration or sometimes by the Interdepartmental Committee of Heads.

'The SAIC may present motivations to the commission or committee for changes to be made, but this is no different from what the association and other teacher organisations have been allowed to do in the past,' he said.

Teachers angry over Indian Council directive

Mall Correspondent

DURBAN — The Teachers Association of South Africa has protested angrily against a South African Indian Council move to bar direct links between the association and the Division of Indian Education.

At the association's meeting in Durban yesterday the president, Mr Pat Samuels, described the move as "unprecedented in education in South Africa" and said the association protested "most vehemently" against the denial of what it described as an "elementary right" to communicate with senior professional officers of education.

The meeting passed a resolution expressing "deep concern" that the association had been singled out for "such shabby treatment". It also said it was "most deplorable" if this action were motivated for petty political advantage.

An Indian Education spokesman has confirmed the final break in direct links between his department and the association in a letter to the association.

Teachers reacted angrily and Mr Samuels said: "We are taking legal advice. It is unlikely that we will accept the directive."

The SAIC has barred telephonic communication between the association and the Division of Education and has stipulated that written communication from the association must be referred to the executive by the director.

The executive would then decide what were policy and administrative matters.

And last night the executive chairman, Mr Arimchand Rajbansi, warned that his executive would use the power it had to ensure that its directive was carried out.

Mr Rajbansi said the teachers' association was making political attacks on

the SAIC and was allowing its offices and telephones to be used for anti-SAIC campaigns.

"The association has spurned our plea for co-operation to further improve Indian education, and I hope it will realise that its negative attitude will not be to its advantage," he said.

Translator skips China

TAIPEI — A translator for a Communist Chinese delegation has defected to Taiwan via Australia, where he was representing China on an official photo-exhibition tour.

A Taipei official said Mr Chang Chien-Kuo, 27, a translator for the six-member delegation, arrived in Taiwan last Sunday, one day before the delegation was scheduled to return to Peking after a two-month tour. — UPI



Ms Vanessa Grant, in 14th Century, Rogers of the Queen's Regiment. The exhibition on Tuesday.

Threat to US bank loans in SA

By SIMON BARBER

WASHINGTON — Legislation that would force United States subsidiaries in South Africa to abide by the Sullivan principles and outlaw further US bank loans to the Republic has crossed an important hurdle in Congress.

The measure, tacked on to the Export Administration Act as an amendment, was accepted by the House Foreign Affairs Committee

and then referred to the House Banking Committee because of its loan provisions.

In a surprise move, the banking committee has now waived its right to study the rider, effectively readying it for a vote on the House floor.

Administration officials, who oppose the measure on the grounds that it will seriously hamper their efforts to become constructively engaged in South Africa, had

hoped it would meet tougher opposition in the banking committee.

The banking committee decision was made after several major US banks refused to testify before its subcommittee about their activities in the Republic.

While the Export Administration Act as a whole will be open to new amendments when it reaches the floor, the language of the proposed

anti-SA amendment is expected to remain unchanged.

The Act also contains a rider that would re-impose the tight controls on US exports to South Africa which the Reagan administration has eased.

State Department sources now fully expect the House to accept both the amendments, and are hoping, as one put it, that "the Senate will pull the fat from the fire".

Aust 'racist' raise a st

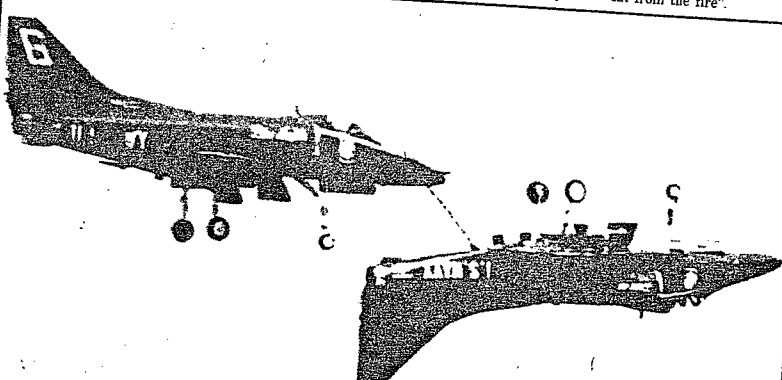
By MARSHAL MELBOURNE

...ent member ...bourne Chin ...ity was refus ...to speak durin ...immigration ...rian Return ...men's League ...ference in ...yesterday.

Mr Wellington I ...gate for the ...thorn sub-bran ...ted to cont ...motions raised ...the week trig ...tralian federa ...ment to prevent ...colony" from ...by increasing ...immigrant ...decreasing the ...Asian countries. ...But in an ...move delegates ...to allow Mr Lee ...because his vic ...personal and not ...tative of his sub ...Mr Lee said later ...people in there w ...sympathetic to ...they just went ...the crowd."

He said he believed ...ignorant" elements ...cheated the dem ...rights to be hear ...issue which was ...emotive.

"It is a sad day for ...when a respons ...like the RSL ...one of its memb ...democratic rig' ...speak," Mr Lee ...Later two Labour sta



The US Navy's flying team performs a tricky stunt during celebrations of the 50th anniversary of the Sunnyvale Airfield in California. The stunt involves two planes in a midair "hook-up" operation.

Actress who sued, beaten to death

LOS ANGELES. — A former actress who claimed a multi-

Whites dispute black ban

DURBAN. — A group of whites has challenged a decision to ban local black golfers from playing at the Port Shepstone Country Club by demanding a special con-

meeting 77 members voted in favour of a ban, with only two against.

One of the dissenting votes was that of Mr. ...

can prepare themselves to talk on the subject," he said yesterday.

"The ...

Tasa allegations 'a storm in a tea cup' says Rajbansi

Mercury Reporter

THE South African Indian Council's executive chairman, Mr Amichand Rajbansi, yesterday dismissed as a 'storm in a tea cup' allegations by the Teachers' Association of South Africa that he had 'wrested' professional control over education from the Director of Indian Education.

'I have done no such thing and teachers jolly well know it,' he said.

Commenting on a Tasa move to seek senior counsel's opinion on an SAIC decision to cut direct communication between the Division of Indian Education and the association, he said Tasa had brought it upon itself by its 'negative attitude' to his pleas for co-operation.

Tasa has made unashamed political attacks on the SAIC. And

what is shocking is that its telephone number is listed in newspaper advertisements attacking the Indian Council,' he said.

Mr Rajbansi said professional and administrative control of Indian education had always remained firmly in the hands of the Director of Indian Education and nothing he had done had changed this.

His executive had control over policy matters and also dealt with senior school promotions, he said, adding he wished Tasa would see what he called the realities of the situation.

Mr Rajbansi said teachers employed by the Division of Indian Education still had the normal means of access to the Director as was the case with any other teacher in any other education department.

Tasa threatens SAIC with civil court action

Squid 14/7/83

324

~~258~~

By Eugene Saldanha

The 9 000-strong Teachers' Association of South Africa (Tasa) has threatened to take the South African Indian Council (SAIC) to court for alleged "political interference" in education matters.

The association has also called on the Minister of Internal Affairs, Mr F W de Klerk, to try to resolve the deadlock.

The confrontation between the two organisations follows the severing of ties between the Director of Indian Education, Mr Gabriel Krog, and Tasa.

Mr Krog told Tasa to direct all future requests on educational matters to the executive committee of the SAIC.

The SAIC executive committee chairman, Mr Amichand Rajbansi, has also told Tasa to direct all future communications to the council in writing.

Explaining the directive to Tasa — described

as "politically motivated and arbitrary" by angry teachers — Mr Rajbansi said: "The SAIC has been criticised by Tasa since 1976, when the council was vested with powers under the Indian Education Act, because the council was not popularly elected.

"But the SAIC has now become a fully-elected body, so we can only see Tasa's criticisms as politically motivated.

"This is a very mild move. We can take stronger action against the association, but we want them to know that the council is trying to avoid confrontation," he said.

Mr Rajbansi said Tasa's president, Mr Pat Samuels, had "come under the influence of certain members in the Natal Indian Congress (NIC) and other political groups."

Confirming Tasa's request to the Minister of Internal Affairs, a senior

Tasa official said a letter had been sent to Mr de Klerk condemning the breakdown in communication.

"We have requested Ministerial intervention to prevent the SAIC from making a mockery of Indian education.

"We are already discussing the possibility of legal action against the SAIC because that organisation is not qualified to deal with education," the official said.

Mr Samuels told Tasa's annual conference in Durban at the weekend that the SAIC was trying to "interfere" with Indian education so if could show people it was an "effective representative".

"Tasa will not give credibility to an organisation not recognised by the people.

"Tasa has a meaningful role to play in the liberation struggle, and we will not allow the SAIC to use education for its own narrow political ends," Mr Samuels said.



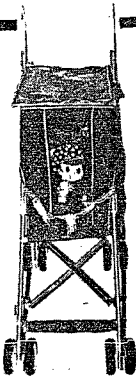
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Teachers, SAIC clash looms

c-Herald 23/7/83

£ 324
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The confrontation between the two organisations follows the severing of ties between the Director of Indian Education, Mr Gabriel Krog and Tasa.

Mr Krog told Tasa to direct all future requests on educational matters to the executive committee of the SAIC.

The executive committee chairman of the SAIC, Mr Amichand Rajbansi, has also told Tasa to direct all future communications to the council in writing.

ANGRY

Explaining the directive to Tasa — described as "politically motivated and arbitrary" by angry teachers — Mr Rajbansi said: "The SAIC has been criticised by Tasa since 1976, when the council was vested with powers under the Indian Education Act, because the council was not popularly elected.

"But the SAIC has now become a fully-elected body, so we can only see Tasa's criticisms as politically motivated.

"This is a very mild move. We can take stronger action against the association, but we want them to know that the council is trying to avoid confrontation", he said.

Mr Rajbansi said Tasa's president, Mr Pat Samuels, had come under the influence of certain members in the Natal Indian Congress (NIC) and other political groups.

BREAKDOWN

Confirming Tasa's request to the Minister of Internal Affairs, a senior Tasa official said a letter

had been sent to Mr de Klerk condemning the breakdown in communication.

"We have requested ministerial intervention to prevent the SAIC from making a mockery of Indian education.

"We are already discussing the possibility of legal action against the SAIC because that organisation is not qualified to deal with education," the official said.

Mr Samuels told Tasa's annual conference in Durban last week that

the SAIC was trying to interfere with Indian education so that it could show people that it was an effective representative body.

CREDIBILITY

"Tasa will not give credibility to an organisation which is not recognised by the people.

"Tasa has a meaningful role to play in the liberation struggle and we will not allow the SAIC to use education for its own narrow political ends," Mr Samuels said.

DEC 98

TRADING HOURS: MON — THURS 8.30 —



"RUFFLETTE" BRAND
WOODEN CURTAINROD

IN DARK STAIN AND CLEAR
UPWARDS IN LENGTH. ALSO

RODS FROM **288** PER METRE

BRACKETS FROM **166** PACK OF 2

LATEST AMERICAN



Pregnant students barred from teaching

324
~~324~~

19/8/83 Mercury Reporter

FOURTEEN married women students at the Springfield College of Education were yesterday barred from practice teaching at Indian schools because they were pregnant.

This was confirmed by the college's rector, Dr G K Nair, in a brief Press statement in which he emphasised that the decision to bar the trainee teachers was not his.

He said: 'As Rector of the Springfield College of Education I have no jurisdiction over schools under the control of the Director of Indian Education.'

Mr Gabriel Krog, the director, was not available for comment yesterday. Mr Amichand Rajbansi, executive committee of the South African Indian Council, which has control over Indian Education, said yesterday that he had received representations from some of the students and his executive would discuss the matter with Mr Krog today.

He said some of the students had written to him with their husbands counter signing the letters.

The students, who pleaded with the Mercury not to disclose their identities, were worried that their careers might be jeopardised as practice teaching was one of the pre-requisites of passing their year-end examinations.

'If we are barred from practice teaching we are definitely going to fail irrespective whether we obtain a merit pass in other subjects,' one said.

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Teachers' body in protest move

Mercury Reporter

OPPOSITION to the takeover by the South African Indian Council of control of Indian education is growing.

The Pietermaritzburg branch of the Teachers' Association of South Africa (TASA) has decided to start a public campaign among Indians in the capital to lodge a protest with the Minister of Internal Affairs, Mr F W de Klerk.

The community will be urged to sign a petition calling on the minister to immediately withdraw the powers from the SAIC.

The petition reads: 'We, the undersigned, in reaffirming our deep and lasting interest in all educational matters, declare unequivocally that we have a right to a fit and proper State school system that is administered by persons who have expert knowledge on education matters.

'We, because of our declaration, are constrained to protest, in the strongest possible terms against political interference in the day-to-day matters of educational administration by the executive committee of the SAIC.

'This was evidenced by the undermining of the office of the Director of Indian Education by effecting promotions to certain posts within the Div-

ision of Education and the matters relating to communications between the Teachers' Association of South Africa and the Director of Indian Education.'

CHURCH

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Protest over SAIC education move

(324) C. Herald
2/1987

THE Teachers Association of South Africa has launched a petition to protest against the Government's handing over of Indian education to the South African Indian Council (SAIC).

Tasa's Cape Peninsula branch chairman, Mr Kashief Ernest, said the teachers' body would hand the petition to the Minister of Internal Affairs towards the end of this month.

The decision to petition the Minister was made at Tasa's annual congress in July this year after they were informed that they would no longer be able to deal directly with the Director of Indian Education, and they would have to work through the SAIC.

Tasa president Mr Pat Samuels is quoted on the petition as saying they were "not prepared to give credibility to an organisation which is not recognised by the people".

"Tasa has a meaningful rôle to play in the liberation struggle and we will not allow the SAIC to use education for their own narrow political ends," Mr Samuels said.

The petition states that

- "politicians are meddling in the day to day matters of Indian education,

- "the SAIC has cut off direct links between Tasa and the education department;

- "no other education department is subjected to this treatment,

- "this interference could lead to a breakdown in discipline at all levels;

- "the interference is detrimental to our children's education".

Tasa called on people to protect their children's education by signing the petition and lodging objections with school principals.

They said that education should be left to professionals.

The campaign against the SAIC has been fought mostly in Durban up to now where Tasa is the strongest. Tasa has 34 branches throughout the country.

Several community organisations in Durban have given their support for the Tasa campaign in Durban.

Hundreds will lose ³²⁴ 24/11/83 jobs to ~~new~~ new intake

Mercury Reporter

HUNDREDS of unqualified teachers in the Division of Indian Education are likely to lose their jobs to make way for about 600 newly-qualified teachers who will be joining the profession in the New Year.

But Mr Amichand Rajbansi, executive chairman of the South African Indian Council, told the Mercury yesterday that every effort would be made to get the displaced teachers absorbed by other departments of the Government.

My executive committee will be meeting the Director-General of the Department of Internal Affairs, Mr S S van der Merwe, and the Director of Indian Education, Mr Gabriel Krog, shortly to see how best the displaced teachers could be accommodated in other departments.

Specialist

'We are very much concerned about the plight of these teachers who devoted their services to Indian education,' he said adding that the Springfield College of Education would be giving priority in admission of students next year to unqualified teachers who now wanted to become qualified.

About 600 newly-qualified Indian teachers are expected to join the teaching profession next year. The Springfield College of Education — the largest Indian teacher-training institution in Natal — this week announced that 555 of its students had passed their final examinations.

The University of Durban-Westville is also expected to produce more recruits for the teaching profession, some with specialist qualifications.

Growing enrolment of students will ease shortage of teachers

By MZIKAVISE EDOM

THE NUMBER of trainee teachers at the East Rand College of Education in Reiger Park near Boksburg has almost doubled since it was opened early last year.

The college, the first of its kind to be opened on the East Rand, is temporarily being accommodated at the St Anthony's Education and Training Centre. The centre, which also

offers adult education courses, is run by the Roman Catholic Church.

In an interview with *Sowetan* yesterday, Mr Ben Lubbe, the rector of the college, said that the great number of students who had enrolled for the two teachers diploma courses would help solve the acute shortage of the teachers in the East Rand.

Last year, Mr Lubbe said, 102 students en-

rolled for the three-year secondary teachers diploma course and, out of this number, only three dropped out during the year. He also said that 84 of the 99 students who wrote the end of the year exam passed.

"So far this year, 191 students have enrolled for the secondary and primary school teachers' diploma courses. Of this number, 150 have enrolled for the secondary diploma course and the

remaining 41 have enrolled for the primary course.

The college has signed a three-year lease with the Roman Catholic Church to use their premises while the Det is still busy with plans to erect a proper teacher training college in the area.

Mr Lubbe stated further that the majority of the students at the college were specialising in subjects like biology,

mathematics, English, Afrikaans and physical science.

"As this is a new institution, we still need funds to run it properly and we are appealing to the private sector to come to our rescue. On the question of the building of a new teacher training college, I cannot say when the department will do this and how much will be spent on the project," Mr Lubbe said.

Beware of in-fighting, blacks told

w/c APPROX 12/2/83

~~2000~~
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By MAGGIE ROWLEY, Education Reporter

ROBERTSON. — The Government's constitutional proposals would divide the black people of South Africa, Dr Franklin Sonn, president of the 19 000-strong Cape Teachers' Professional Association, warned today.

And he urged community leaders to avoid "unsavoury in-fighting" that could destroy their unity.

Addressing a CTPA mini-conference in Robertson, Dr Sonn said the teachers' association was "painfully aware" that the history of the "oppressed in South Africa" had many tragic instances of conflict between "brothers", caused by conditions imposed by the Government.

"We have learned from bitter experience that whenever the so-called 'coloureds' in particular, and the blacks in general, achieve a measure of unity, the Government introduces 'a bone of contention' in their midst.

"Without exception, we then engage in internecine conflict, while the white man looks on with ambivalent feelings.

"Thus, the CTPA appeals to the authorities to respect the determination of the disadvantaged and disfranchised to achieve their rightful position in the land of their birth.

Inseparable

"We also strongly urge community leaders not to allow unsavoury in-fighting to shatter our unity. If leaders take up antagonistic positions against one another, only the government will benefit," he said.

Dr Sonn said the CTPA believed that in terms of principles and policy-making, education and politics were inseparable.

"Based on this belief we have consistently upheld certain basic principles.

"These are that apartheid is offensive to human dignity, and as such, it prevents the educator from nurturing in the child a positive self-image as a human being with a pride in his South African citizenship.

"Secondly, compulsory racial segregation results in alienation and hostility between communities and forms the basis of racial discrimination and thirdly, it is the inalienable right of the parent to decide on the kind of education the child should receive.

Detrimental

"The state has no right to bar children from educational institutions of their parent's choice on the basis of educationally irrelevant criteria."

Because of the fundamental and detrimental way in which the policy of apartheid affected the education of children, it bound all black people in South Africa to a common destiny.

"The solution to South Africa's educational

problems lies, therefore, in an education policy founded on principles of unity and equality and not in the perpetuation of an ethnically-based apartheid system.

Implications

"As a teachers' organisation, we cannot remain aloof and ignore the clear implications contained in the government's constitutional proposals."

He said these were that the perpetuation of the apartheid education system and the exclusion of black colleagues formed an attempt by the authorities supposedly to embark upon reform.

"The CTPA reiterates its commitment to strive to achieve a single education system in South Africa and a single, national teachers' association.

"Furthermore, we will continue to campaign for the immediate needs and improved conditions of teachers," he said.

● In an interview after his speech, Dr Sonn said he was not urging members to take a party political stand.

"We must take decisions on principle as it affects education.

EVERY CANDIDATE MUST enter in column (1) the number of each question asked (in the order in which it has not answered); leave columns (2) and blank.

	Internal	External
(1)	(2)	(3)
a	12	
a	16	
b	17	
Examiners' Initials		

notes, pieces of paper or other material brought into the examination room unless otherwise instructed.

Candidates are not to communicate with other candidates or with any person except the invigilator. The answer book is to be torn out.

Examination books must be handed to the commission invigilator before leaving the examination room.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University

Many may follow CTPA stand

THE rejection of the Government's constitutional proposals by the Cape Teachers' Professional Association (CTPA), announced at a regional mini conference in Robertson at the weekend, could have wide repercussions.

The Union of Teachers Associations of South Africa (UTASA), consisting of most coloured teachers' organisations, and the Joint Council of

The Argus Education Reporter reports on the likely repercussions of the teachers' rejection of the Government's constitutional deal.

Teachers' Associations of South Africa (Joctasa), to which Utasa and the African Teachers' Association of South Africa (ATASA) belong, are also expected to reject the constitutional proposals.

CONFLICTED

Mr Franklin Sonn, president of the CTPA and Utasa and vice-president of Joctasa, said

Utasa would discuss the matter on March 5 in Cape Town. Joctasa would take the matter up at their June meeting, if not before.

He said the CTPA rejected the constitutional plan because they conflicted with the organisation's basic principles of a non-racial and democratic education system.

Mr Sonn urged community leaders not to allow differences in strategies to divide them but to concentrate on their common ideals and recognise different strategies.

The effects of the CTPA's rejection are expected to spread beyond the teachers' organisations.

Mr Sonn said they had assumed a leadership role not only in education but in the community.

"Our long-term objective is a non-racial society based on respect for human dignity and affording citizenship rights to all. The CTPA is looked to as a spokesman for the community," he said.

Teachers reject LP decision

Staff Reporter

THE Labour Party's decision to participate in the proposed three-tier Parliament has been dealt a major blow by the 19 000-member Cape Teachers' Professional Association (CTPA), which this weekend rejected the government's constitutional proposals and reiterated its commitment to a single education system in an open society.

The CTPA's president, prominent educationist Mr Franklin Sonn, confirmed yesterday that a speech he made at a regional conference in Robertson on Saturday amounted to a rejection of the constitutional proposals.

'Equal system'

Mr Sonn said: "We have looked at the proposals in terms of our own principles — which are for a unified, equal educational system in an open society — and we have found they don't meet with our principles."

He said the proposals also violated the CTPA's alliance with the African Teachers' Association of South Africa (Atasa) because they excluded "our black colleagues from an attempt by the authorities to supposedly embark on reform".

The decision is a setback for the Labour Party, which has been trying to enlist coloured support for its Eshowe decision in the face of hostile opposition at report-back meetings in the Western Cape and Transvaal.

Mr Sonn said yesterday that his speech was not a policy statement but an interpretation by the CTPA national executive of the organization's principles.

The association's policy-making body was the national conference, which would meet in Worcester in June to reach a decision on the executive's stand.

● The Reform Party, at its national conference in Durban yesterday unanimously rejected the government's constitutional proposals.

The party leader, Mr Yellan Chinsamy, described the recent decision by the Labour Party, the Black Alliance's coloured wing, to accept the constitutional proposals as a "serious setback for the black struggle".

But the Reform Party, the alliance's Indian wing, would in no way be willing to "condone" the government's exclusion of Africans from the planned new political dispensation, he said.

'Hard-hitting'

In a hard-hitting keynote address, Mr Chinsamy told the conference earlier that Indians had over the years "slaved and sacrificed their lives" in the building of the country but the government still denied them the franchise.

On the other hand most white foreigners, whether Portuguese or Greek, could come to South Africa and soon enjoy full rights and privileges. "They could even become our masters because their skin was of the right colour," he said.

Urging rejection of the constitutional proposals, Mr Chinsamy said: "We must not be willing agents of our own degradation and humiliation."

● **Constitution plan keeps apartheid in education, page 8**

Cape Times 14/2/83 323

FM 18/2/83
THE CONSTITUTION

Not yet "no"

This week's rejection by the (largely coloured) Cape Teachers Professional Association (CTPA) of government's constitutional proposals is not as clear-cut as some reports have made out. For example it does not amount to a condemnation of the Labour Party's (LP) decision to participate in the tri-cameral parliament.

Franklin Sonn, president of the influential 19 000-member union, which includes 90% of Western Cape coloured teachers, tells the FM: "We are not going to make a statement on political strategies. We looked at the constitutional proposals in terms of our ideals and found that they conflict with our proposals in educational terms. We want an open educational sys-

tem down to (racially) open schools

Sonn, who served on the De Lange commission of inquiry into education, was reacting to comment following a CTPA regional meeting in Cape Town last weekend.

He added however, that "politics and education are inseparable." Explaining the CTPA's stance, Sonn said the union cannot accept a dispensation that "excludes our African colleagues." The association also

has African members.

"The moment we do express an opinion on political strategies, we will become an appendage to a political party. This could endanger the unity of the CTPA and lead to division amongst our members," said Sonn, who appealed to the coloured community not to allow itself to become divided.

A CTPA vote against the LP's participatory strategy would in some ways

be a far more serious blow to LP leader Allan Hendrickse, than the vicious distortion that has marked his report-back meetings around the country.

Hendrickse points out that the LP is in agreement with the teachers' organisation in that "the constitutional proposals do not meet our demands either." He told the FM he is "concerned at press reports that the CTPA doesn't support us. For me the CTPA position is open-ended and amounts to the same decision as the Labour Party's."

Apartheid: Sata challenged

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Staff Reporter

A MEETING between representatives of the Cape Teachers' Professional Association and the Cape region of the South African Teachers' Association, to seek common ground to form a unitary teachers' body, ended inconclusively when agreement could not be reached on a charter document.

Mr Franklin Sonn, guest speaker and president of the CTPA, said his association, which had "stuck its neck out" in seeking unity with the English-speaking teachers' association, could not "water down" the conditions under which such unity could be achieved.

"If you want to have this unity, tell us and the

world where you stand on apartheid," he told the meeting last night.

'Almost trite'

"It is almost trite to say that education and apartheid are inseparable in South Africa.

"But where we insist in our charter on 'the condemnation of apartheid as detrimental to education and society at large,' Sata waters this down to the comment:

"It is recognised that racial discrimination is a block to the achievement of equality in education."

"There is no way the cynics among the coloured teachers — and we who seek this unity with the white English teachers daily face very strong opposition from these cynics — will ac-

cept that kind of woolly statement as anything but evidence that Sata is running true to the stereotype.

"And this stereotype states that the English never say Yes or No — just 'wag 'n bietjie.'

"Brutal honesty"

"Quite frankly, it would suit us if Sata sent us away from here tonight with a flat refusal to see things our way, because then life for us would be a great deal easier," Mr Sonn said.

"This is brutal honesty, based on the fact that I know black teachers are reluctant to accept a unitary teachers' association because this would affect their international credibility."

323 Hansard A. 61a
Teachers: salaries 357-358
25/2/83
319. Mr. S. S. VAN DER MERWE asked
the Minister of Internal Affairs:

FEBRUARY 1983

358

- (1) On which date are the salaries of teachers at Coloured schools due;
- (2) whether any teachers at Coloured schools received their salaries for January 1983 late; if so, (a) how many and (b) why;
- (3) whether any teachers at Coloured schools have not received their salaries for January 1983 as yet; if so, (a) how many and (b) why?

The MINISTER OF INTERNAL AFFAIRS:

- (1) On the last working day of each month.
- (2)(a) and (b) there are 2 379 education institutions country wide where more than 30 000 teachers and other personnel are employed. Salary cheques are posted monthly in time to reach those institutions before the day of payment. This was also done in January 1983. In these circumstances the required information cannot be readily obtained.
- (3) Yes.
 - (a) and (b) The appointment documents of 25 newly appointed teachers were received late and the salary cheques could not be processed and posted in time.

(1) Whether problems recently arose in connection with the housing of Coloured persons in Prince Alfred Hamlet, if so,

(2) whether any persons or bodies in Prince Alfred Hamlet approached an official of his Department in this connection; if so, which persons or bodies;

(3) whether an official of his Department visited Prince Alfred Hamlet as a result of this approach;

(4) whether his Department has taken any steps in connection with these problems; if so, what steps?

THE MINISTER OF COMMUNITY DEVELOPMENT:

(1) Representations were received.

(2) Yes, the Hamlet Action Committee via the City Council of Prince Alfred Hamlet.

(3) Yes.

(4) The matter was left in the hands of the City Council of Prince Alfred Hamlet to take the necessary steps in collaboration with the City Council of Ceres.

Prince Alfred Hamlet: housing

235 Mr. S. VAN DER MERWE asked the Minister of Community Development:

(1) Whether there is a group area for Coloured persons in Prince Alfred Hamlet, if so, (a) how large is this area and (b) how many houses are situated in it; if not,

(2) whether it is proposed to establish such a group area there; if so, when, and (b) how many Coloured families are living in the White group area of Prince Alfred Hamlet (a) in terms of and (b) without a permit.

(1) Whether the municipality of Prince Alfred Hamlet has applied to his Department for a loan for the erection of housing for Coloured persons; if so, (a) when and (b) what is the amount of this loan?

THE MINISTER OF COMMUNITY DEVELOPMENT:

(1) No.

(2) No.

(3) (a) None.

(b) No Coloured families are living illegally in the White Group area.

(4) No.

2/3/83
Mr. P. R. C. ROCCERS asked the Minister of Law and Order:

Whether the statistics relating to cases of (a) assault with intent to do grievous bodily harm, (b) culpable homicide, (c) murder, (d) rape and (e) robbery reported at each police station in the Cape Peninsula in 1982 represent an increase or decrease in comparison with the relevant figures for 1981; if so, what is the extent of such increase or decrease in each category.

THE MINISTER OF LAW AND ORDER:

Uring to the volume of work and the time involved in collecting and compiling the particulars asked for, consider if the particular to furnish the information required.

323
Port Elizabeth schools
272 Mr. A. SAVAGE asked the Minister of Internal Affairs:

(1) How many (a) primary and (b) secondary schools are there in the (i)

Coloured and (ii) Indian areas of Port Elizabeth;

(2) how many (a) pupils and (b) teachers are there in each such (i) primary and (ii) secondary school?

THE MINISTER OF INTERNAL AFFAIRS:

(2) (a), (b) (i) and (ii) See annexure.

ANNEXURE

	(i)	(ii)
(2) (a) Abraham Levy	585	18
Adolph Schauder	423	28
Alpha	797	15
Arctida	1 818	35
Asara	962	34
Bayweg	1 076	37
Bethvale	1 071	35
Bertramweg	822	26
De Vos Malin	965	31
De Heuvel	1 527	55
Dierikon	606	20
Dr. A. W. Habegam	1 012	34
Fonthen	616	25
Frank Joubert	658	24
Gevandale	574	20
Geyvat Park	317	22
G. J. Louw	633	21
Greenille	1 034	34
Helevalde	988	33
Hillcrest	970	35
Livingstone Hospital	970	35
Macina	694	29
Nerna	22	1
Papenkuil	706	23
Parkside	822	20
Republiek	745	24
Reyniersstraat	910	24
Rutene Donkin	1 075	36
Sancor	1 005	35
Soutpan	1 037	36
Tromt	1 045	35
Van der Kemp	1 987	33
West End	1 004	33
Willowdene	417	15
Georg Schmidt	272	12
St. Theresa's	272	25
Matlabar (Indian Primary School)	605	20
Arcadia	1 087	51
Bethesdaorp	1 054	52

WEDNESDAY, 2 MARCH 1983

Chapman	1 154	50
Chatty	1 207	49
David Livingstone	1 060	52
Gelvandale	1 235	55
Paterson	908	50
St. Thomas	381	19
St. James	212	9
Woolhope (Indian Secondary School)	576	21

Principal sues his committee

By NORMAN WEST

IN AN unprecedented move, a school principal this week instituted action against his own school committee for R5 000 damages.

This week, seven members of the Surrey Primary School in Surrey Estate, Athlone, received letters from the attorneys of school principal Mr B A Dietrich, who also acts as secretary of the committee.

Mr Dietrich is demanding from his committee and his seven members "jointly and severally" a total of R5 000, a written apology and retraction "to be signed by all mem-

bers of the committee".

The action stems from a statement made by the committee about alleged difficulties they encountered in obtaining the principal's co-operation on certain matters.

The seven committee members this week served with the letters of demand are: Mrs Maria Adams, the chairperson, Mrs S Joseph, Mrs N Jappie, Mr S Harris, Mr A Kamish, Mr M Momoath and Mr A Jacobs.

The demand from the principal was sparked off by alle-

gations made by the committee about the running of the affairs of the school.

Mr Dietrich's attorney wrote: "Such allegations are libellous, defamatory and malicious and, as a result, our client has suffered damages to his good name, character and reputation to the extent of R5 000."

The school committee has until noon tomorrow to conform with the principal's demands or "appropriate legal action will be instituted against you without

delay".

A spokesman for the committee said: "We have discussed the matter, obtained our own legal advice and decided not to pay up or apologise.

"In fact, we are thinking of "appropriate action" against Mr Dietrich ourselves.

First time

The Directorate of Education in the Department of Internal Affairs informed the committee this week that the matter was being investigated.

Meanwhile, teacher sources say they can-

not recall a precedent for the action of Mr Dietrich, in which a school principal threatens to sue his own school committee.

"The irony is that if the principal should succeed with his action for damages against his school committee, he'll have to help the school committee to raise funds to pay his own award, plus legal costs incurred by the committee.

"This is because the school committee, as a body, is at all times acting on behalf of the school itself."

S. Times

6/3/83

323

... pay taxpayer on the grounds
at beliefs.

ment Committee wishes it to be
that it sought the dissolution of the
Board of Control not for political
purely on the grounds that the

o obtain a quorum at its past regular
ings;

o administer the existing sports fa-
- best interest of the entire commu-
- of political line or affiliation;

o operate within the stipulation of its
and/or accepted meeting procedure.

ment Committee is happy in that
resented Mr Williams with the op-
issue Sacos's customary warning —
to schools in Atlantis.

A CRUTZ (CHAIRMAN)

MANAGEMENT COMMITTEE.

Adding objection

SIR. — Babs Kew
Town, would like to add
its objection to, and
concern with the deten-
tion of Daphne Wil-
liams, primary school
teacher at Athlone
North.

We have known
Daphne Williams for
many years. As a teach-
er, her pupils loved her.

As a teacher working
in a disadvantaged
community, she was
concerned, committed
and hard working. She

helped with the ar-
rangements on many
community fundraising
events. We are indebt-
ed

Cape Head 322
12/31/83
G C Gibbs
E Geduldt
S Smedley
G Samson
SS Williams
M Hartley

● Miss Williams was
released from detention
during the past
weekend.

Proposals sow disunity - Sonn

Cape Herald 19/3/83 223

THE Cape Teachers' Professional Association (CTPA) could not take a stand with regard to participation in the Government's proposed three-chamber parliament because that would mean "playing into the hands of the dividers."

This was said by CTPA president, Mr Franklin Sonn, at their Bishop Lavis/Elsies River regional congress on Saturday.

Mr Sonn said the Government used the tactic of throwing an issue among the people so they could fight among each other.

"The constitutional proposals are used to sow disunity and divert attention from the Government. We are fighting like this now, but the proposals will be a thing of the past in a few years time," he said.

Mr Sonn said he was always asked where the CTPA stood with regard to the Labour Party's decision to go into the three-chamber parliament.

"We can't say the Labour Party should be rejected. Do you want me to play into the hands of the dividers?" he asked.

"There are people who believe

they must go in, while others say they must stay out. That is political strategy."

He said the CTPA had rejected the proposals because it conflicted with their policy as a body involved in education.

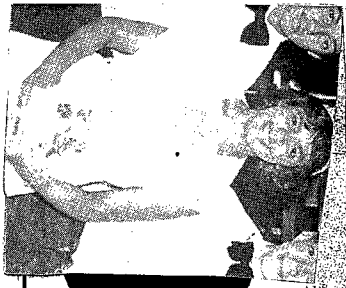
Mr C Z Malusi, president of the Peninsula African Teachers' Association, said that education was "essentially political and educational reforms by themselves would not be sufficient."

"Equal education is fiction in an unequal society and any schooling that occurs within a social, political and economic framework that is not acceptable to all population groups will always be unacceptable," he said.

CTPA secretary, Mr P Leukes, said they were looking for "fundamental socio-political change."

"We see educational reform as a crucial element of the total struggle.

"The values we proclaim must become the corner-stone of a new South Africa and we must reform education so that it can play a major role in changing our country for the better."



19483

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~~223~~

TEACHERS MYSTERY

By NORMAN WEST

MYSTERY surrounds the sacking of four teachers at a senior secondary school, sparking off a boycott of classes by over half the pupils.

Calm has since returned to the Humans-dorp Senior Secondary School, at which 486 out of 825 pupils boycotted classes this week in sympathy with the four teachers.

However, nobody seems to be saying why the teachers were fired, and even Mr. Verbeke, head of the general teachers' professional association, said they had not been able to find out about the dismissals.

Mr Alfredo Gibello, acting Press liaison officer of the Directorate of Education in the Department of Internal Affairs, confirmed yesterday that four teachers at the school had been "relieved of their posts" for alleged misconduct.

He refused to disclose their names or details of the allegations against them, but said they were "of a serious nature" — so much so, that the department's action had been condoned by the school committee, as well as the parent-teacher association.

The pupils had decided to return to their classes after they had become aware of the real reasons for the firing of the teachers.

The matter was also discussed during the week by the school committee and the parent-teachers' association of the school, and they could not fault the department's action in firing the teachers, said Mr. Gibello.

TEACHERS 'BULLIED' CLAIM CTPA

THE Cape Teachers' Professional Association (CTPA), who are preparing for their 16th annual winter congress in June, claim teachers are being "bullied" and "intimidated" by education inspectors.

In an effort to bring about an end to the impasse between the association and the education authorities, CTPA are now seeking an urgent interview with the Minister of Internal Affairs, Mr F W de Klerk.

CTPA also claim the authorities "have asked to carry out 'vague undertakings' to resolve certain issues.

Frustration

Mr Pierre Lenkes, CTPA general secretary, says the purpose of a meeting with Mr De Klerk would be to iron out issues which are causing frustration and re-assertment in the teaching fraternity.

Several strongly-worded resolutions passed at CTPA's recent quarterly representative council meeting of CTPA make it clear the teachers' patience is wearing thin.

The resolutions were forwarded to the Department of Internal Affairs (Colonial Education) this week.

One resolution said the CTPA wished to express

By NORMAN WEST

its concern "over the many failures holding promotion posts, particularly in farm schools, and reminds the dea, and related, in terms of political appointments may not be made".

"Many suitable candidates for promotion are known to us, and we request the department to give preference, in all cases involving promotion, to teachers who belong to the community classified 'coloured'."

Intimidation

The question of intimidation of teachers, particularly kindergartners, also emerges in the resolutions as an issue touching a raw spot with teachers. The resolutions also allege other forms of intimidation.

They say CTPA are perturbed "by the growing incidence of harsh and intimidatory action against teachers by the authorities, where there have even been cases of police

involvement against teachers for alleged neglect of administrative duties".

Accusing the department of not implementing "vague undertakings", CTPA cite the following examples of frustrations brought to the notice of

the department, but their own funds to get accommodation short-

ages. Certain chief inspectors of education should refrain from bullying attitudes and their actions in respect of teachers' principals and assistant teachers.

They say this principle forms the cornerstone of the acceptability by CTPA of any political dispensation.

Teachers feel authorities are 'high-handed'

THE president of the Union of Teachers' Associations of South Africa, Mr Franklin Sonn, held discussions with the Minister of Internal Affairs, Mr F W de Klerk, on coloured educational matters in Cape Town on Saturday.

In a statement to Sapa, Mr Sonn said a number of issues were raised with the minister. These included:

- The prevailing feeling among teachers that educational authorities, as a matter of policy, want high-handedly to force people into line.

'Demands'

- Schools were inundated with inspectors and subject advisers who often made extravagant demands and gave contradictory instructions to teachers.

- The "you do it our way or get out" attitude of educational authorities.

- Instead of attending to the known deficiencies of coloured education and the grievances of teachers, recourse was taken to intimidation.

As a result, tremendous tensions had developed between the Union of Teachers' Associations and the Department of Internal Affairs. The union was, for the first time, beginning to consider the advisability of its present policy of negotiation with the department.

The dissatisfaction was carried over to the pupils and the wider community which, in turn, increased an atmosphere of suspicion.

Mr Sonn said that although Mr De Klerk did not give any specific undertakings, he left the union with enough reason to believe that the issues raised were of grave concern to him and would receive his and the government's attention.

5 P 11:00
Utasa meet
25 APR 1963
Minister (23)

MR Franklin Sonn, president of the Union of Teachers' Associations of South Africa (Utasa), yesterday led a delegation in discussions with the Minister of Internal Affairs (Coloured Education), Mr F W de Klerk.

The talks followed a resolution adopted at the CTPA quarterly mini-congress, which called on Utasa to discuss tensions among the teaching fraternity and allegations of bullying tactics being used.

The talks lasted the whole morning, and no information on the proceedings could be obtained by late yesterday.

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Neil was an African Food and Canning Workers Union organizer. He was detained in November, 1981, and on the 5th February 1982, found dead in his cell. He had hanged himself, according to the police.

In a statement made the day before he awoke since the morning of 28 January. They made me sit down and handcuffed shocked through the handcuffs."

At the inquest for Dr. Aggett, Auret gave evidence:

"They closed the door and put a nobody could come in. He was and made to run on the spot. like press-ups and star jumps.

At the inquest, 14 people handed in of torture. Shirish Nanabhai said scars on his arm from being electric. Naidoo claimed that a canvas bag was interrogation; he was made to do heavy exercises; he was hit on the and had elastic bands shot at his testified that he was hand-cuffed, to squat continuously. He was 60 minutes. Neil Aggett faced 62 hours after was found hanging in his cell.

According to the magistrate, there is support the claim that police officers death. He even accused Auret as responsible for Dr. Aggett's death as Dr. Aggett's suicidal state.

The Detainee's Parents Support Committee the following statement:

"We regret the findings of the inquest of Dr. Neil Aggett as irreconcilable of the evidence. Our own evidence of detainees shows a wide-spread which Neil was a victim, irreconcilable was responsible for his death until our demand is met for



Teachers 'intimidated'

TREMENDOUS TENSION is rife in the teaching profession over what is seen as the official policy of the educational authorities to force teachers into the unrelenting of attending to their grievances, according to Mr. Franklin Sorn, president of the Union of Teachers' Association.

He said at a meeting on Saturday with Mr. P. W. de Klerk, the Minister of Internal Affairs:

"The meeting was initiated by the minister to discuss problems in coloured education."

After the meeting, Mr. Sorn said, "Instead of the educational authorities and the teachers uniting to solve the known educational problems, teachers are often intimidated."

"This often gives the impression that it (unhappiness)

As a result tremendous tensions have developed between the Union of Teachers Associations of South Africa and the Department of (coloured) Education. So much so that the union, for the first time, is beginning to consider the advisability of its present policy of dialogue and negotiation with the department.

SUSPICION

Mr. Sorn warned that teacher dissatisfaction could be carried over to the pupils and the wider community which would in turn increase the atmosphere of suspicion.

Mr. de Klerk responded well to Ursus's complaints, Mr. Sorn said.

"Although he did not make any promises he left us with enough reason to believe the issues raised were taken to heart," said Mr. Sorn.

AMICABLE

He described the meeting as amicable and honest. His union was very eager to see the situation normalized as quickly as possible and it was in this spirit that they met the minister.

There was no connection between their meeting and one held two days earlier between Mr. de Klerk and the Labour Party to discuss the same issues, Mr. Sorn said.

LP SLAMS EDUCATION RACE BIAS

By **NORMAN WEST**

THE Labour Party has alleged racial bias in appointments to educational and industrial institutions, despite the availability of suitably-qualified coloured people.

Their allegations were made in the memorandum a Labour Party delegation handed to the Prime Minister, Mr P W Botha, and the Minister of Internal Affairs, Mr F W De Klerk, two weeks ago.

Labour Party leader the Rev Alan Hendrickse said the memorandum was drawn up "after discussions with certain teachers".

The party also criticised the Director of Coloured Education, Mr A J Arendse.

Mr Arendse said this week he had not yet received the memorandum and said he could not comment "at this stage".

The party claimed there was "general concern" over the appointment of whites to posts in institutions serving the coloured community.

Unacceptable

"We cannot accept that there are no suitably qualified people in our ranks", the party told the Ministers.

They specified the following examples of white appointees:

- Mr W Theron, who was appointed rector at Solinge Training College;
- Mr I Ferreira, appointed rector of the Correspondence College (for teachers);
- Mr M C Marais, appointed rector at Roggebaai Training College.

Other examples where whites were in control of institutions, like industrial schools and reform schools, were:

- Ottery School for Boys;
- Faure School for Boys/Girls;
- Porter Reform School;
- Athlone Vocational School;
- Athlone School for the Blind; and
- The Atlantis Industrial School.

According to the memorandum, these white school principals appointed whites in preference to suitably-qualified coloured staff.

On farm schools, like at Zeekoevlei near Clanwilliam, claims the party, the farmer preferred to have their wives, daughters and friends teaching at the school.

- Chief inspectors were abrupt and rude;
- Clerks were impatient and uncivil;
- People had to wait while clerks conducted personal conversations; and
- The telephone was left to ring endlessly.

On condition

"The owner of a farm in the Darling area stated categorically that a school would be built on his ground provided his wife could be the principal.

"It is reported that in the Vredendal and Albertina areas, among others, there appeared to be an increase in the number of whites on farm schools.

"This, in itself, may not be bad, but because it appears to be the exclusion of our teachers who applied unsuccessfully for such posts, one can not condone it," said the memorandum.

Regarding treatment teachers received at the education headquarters, the memorandum said:

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'Demoted' teaching profession

8 MAY 1983 5 TIMES

THE EX-RECTOR of the Southern Cape Training College in Oudtshoorn, Mr Reggie Kleintjies, who was unexpectedly demoted to headmaster of a secondary school in Riversdale, has resigned his post "out of disgust".

The PRO of the Department of Internal Affairs (Coloured Education), Mr Alfredo Gibello, has confirmed Mr Kleintjies' resignation, but said he could not comment on allegations made by Mr Kleintjies.

Mr Kleintjies, who holds a B Ed and BA (Hons), was rector of the college with a staff of 38.

He says that on March 18 he was unexpectedly told by the authorities to pack his bags and leave for Riversdale within 24 hours.

Disgusted

"I am utterly disgusted with the humiliating treatment meted out to me by the department," he said.

"They sent me a letter saying that my "probation" as rector had been terminated and that I was being transferred to the Gerrit Du Plessis Senior Secondary School in Riversdale."

Mr Kleintjies' sudden transfer after seven years shocked col-

By NORMAN WEST

leagues, students and the members of the college's advisory council.

Mr Kleintjies said: "No reasons were given and I was not given a chance to answer any allegations about my rectorship or administration of the college, which a panel inspection report had mentioned.

"I had to leave my wife and four young sons behind in our comfortable home in Coleridge, Oudtshoorn.

Because of the accommodation shortage in Riversdale, I was forced to take a backyard room of a hotel here.

Discomfort

"Here, I live alone in discomfort, compared to my split-level house with billiard room in Oudtshoorn.

"I have to share the outside toilet with others who stop over here.

"I can't take it any more as the tension I

have lived under so far has ruined my health.

"I have now officially resigned as from the end of this quarter, June 10", Mr Kleintjies told me.

The chairman of the college's advisory council, Mr P J Pieterse, said: "During the seven years Mr Kleintjies had been rector here, my council got on very well with him.

"At no stage did we have reason to complain and we were equally shocked by his transfer.

"We were simply told by the Chief Inspector of Education, Mr C D Beukes, that a new rector had been appointed. We were given no reasons," said Mr Pieterse.

Mr Kleintjies said he felt he had been "wronged" by his transfer.

"Certain unproven and unchecked allegations were made against me.

"If I were incompetent to the extent that it warranted such drastic action, one wonders why this was only discovered after I had been rector for seven years.

"One might also ask why I was found to be competent enough to take over the principalship of the Gerrit Du Plessis School with its staff of 46," he said.

Mr Kleintjies also claimed that allegations of maladministration had been found to have occurred while he was on study leave.

"I have now decided, reluctantly, to opt out of teaching and to make a new start in the private sector where I can use my qualifications to the best advantage.



Mr Reggie Kleintjies, ex-rector of the Southern Cape Training College, sits in the backyard room of an hotel in Riversdale to where he was transferred. Next to him is a photograph of his family back home in Oudtshoorn. Picture by AMBROSE PETERS.

MONDAY, 23 MAY 1983

†Indicates translated version.

For written reply:

323

Teachers' salary scales

23/5/83

Hammond

Q. Col. 1349

845. Mr. K. M. ANDREW asked the Minister of Internal Affairs:

How many (a) Coloured and (b) Indian teachers were on (i) the same salary scales as and (ii) different salary scales from those applicable to White teachers with the same qualifications as at the latest specified date for which figures are available?

The MINISTER OF INTERNAL AFFAIRS:

- (a) (i) 12 385.
(ii) 5 184.

In addition to the number of teachers mentioned under (a)(ii) there are 10 478 underqualified teachers in a category in which there are no White teachers.

- (b) (i) 8 333.
(ii) 236.

The above figures reflect the position in respect of Coloured teachers as at 1 July 1982 and in respect of Indian teachers as at 31 March 1983.

(323) Hansard
Teachers: salaries 25/9/83
Q. Col. 1374-5
853. Mr. K. M. ANDREW asked the
Minister of Internal Affairs:

Whether any female Coloured teachers in the employ of his Department are on salary scales different from those applicable to male Coloured teachers with the same qualifications; if so, (a) in respect of which categories are female and male teachers on (i) the same and (ii) different salary scales and (b) how many female

1395

WEDNESDAY

teachers are on (i) the same and (ii) different salary scales in respect of each such category?

The MINISTER OF INTERNAL AFFAIRS: *

Yes.

- (a) (i) All categories, i.e. AA to G, in respect of teachers on post level 3 and higher.
- (ii) All categories, i.e. AA to G, in respect of teachers on post levels 1 and 2.
- (b) (i) *Post level 3 and higher*

Category	AA	32
	A	6
	B	10
	C	8
	D	6
	E	3
	F	1
	G	None

- (ii) *Post levels 1 and 2*

Category	ZA	1 215
	AA	10 453
	A	2 983
	B	1 229
	C	1 102
	D	232
	E	34
	F	3
	G	2

223 *Harward* Teachers: salaries 25/5/85
Col. 1369
894. Mr. S. S. VAN DER MERWE asked
the Minister of Internal Affairs:†

Whether any teachers at Coloured schools did not receive their salaries at the end of each specified month of 1983 for which figures are available; if so, how many in each case?

The MINISTER OF INTERNAL AFFAIRS:

The hon. member is referred to my reply to Question No. 319. It is not possible to establish how many teachers did not receive their salaries at the end of any particular month. For various reasons late payments of salaries did occur and the number of enquiries recorded in this regard were as follows:

January	53
February	90
March	51
April	23

Coloured primary schools ~~ELSE~~ 323 new move

Community Affairs
Reporter

TEACHERS with university degrees will no longer be appointed to positions or promoted to posts in coloured primary schools, says an announcement in the Education Bulletin of the Department of Internal Affairs.

According to Professor Owen van den Berg, a

AMGAS 3/6/83
professor of education at the University of the Western Cape, the new policy forms part of a strategy by the Department of Internal Affairs to move primary school graduate teachers to posts in secondary schools.

There was a similar trend towards "upgrading" primary teachers to take up secondary posts

by the Department of Education and Training.

"A unilateral decision of this kind must be viewed with great concern by teachers' organisations for it constitutes a major threat to the right of teachers to compete for a teaching post at whatever level they decide," he said.

"Several primary school teachers have al-

ready decided to suspend their part-time degree studies for fear of being moved to secondary schools — a tragic situation given the high percentage of under-qualified teachers and the gross inequalities between the various educational sub-systems.

"The status of the profession is being dealt a severe blow."

(223)

Civic body bid for closer ties with principals

ATTEMPTS to get Mitchells Plain school principals and community organisations to work together have so far failed in spite of both groups indicating that they would like to work together.

Unsuccessful approaches to the Mitchells Plain Principals' Association have been made since the start of this year by the Mitchells Plain Co-ordinating Committee (MPCC), an umbrella body of civic organisations in the area.

"We wrote to the principals' association for the first time in January this year, and eventually they told us to go to the various Government departments and individual school committees to sort out our problems, something we have already done with limited results.

IMPORTANT

"It is important for us to work with the principals to sort out the problems, but it appears they are not interested. This is in spite of the principals stating at their formation last year that they want to work in the interest of the community," a MPCC spokesman said.

Mr MP Samuels, secretary of the principals' association, refused to comment on the MPCC accusations, and referred us to the chairman, Mr V Pitt. Mr Samuels confirmed that a letter had been sent to the MPCC.

A MPCC spokesman said they had sent a proposed agenda for a meeting with the principals.

SUPERVISION

"Some of the points we wanted to discuss were the supervision of children travelling by bus, the attitudes of principals and teachers to children and parents, the transfer of pupils from school to school without their parents being informed, and how we fought for buses and

schools in Tafelsig and Eastridge."

Mr V Pitt, chairman of the principals' association, said that there had been confusion in the communication between the two bodies.

"We were really sure on what we would discuss and we also wanted to find out if there were other civic bodies of a similar nature in the area. We don't want to work with one grouping if there are other groupings also," he said.

Hamper winner

THE winner of this month's Cape Herald/Spar competition is Mrs Wilhemina Hobbs of Woodlands, Mitchells Plain.

Mrs Hobbs will be receiving a R100 grocery voucher from Spar Supermarkets shortly. This voucher will be redeemable at any Spar Supermarket.

Colleague knifed to death

A MAN who killed an off-duty colleague at work, after he was assaulted, was given a five-year suspended jail term in the Cape Supreme Court last week.

Benjamin Mlobeli, 24, of Guguletu, was found guilty of killing his off-duty colleague, Mr Ferdinand Chapaiman, 30, on Saturday, May 2 last year. The incident took place at a fish-refrigeration company in Woodstock.

Mlobeli pleaded not guilty to a charge of murder, but guilty to culpable homicide.

Sentencing Mlobeli, who is his family's sole supporter, Justice Late-

WIFE'S LOVE LETTER BEFORE GRUESOME

By TYRONE SEAR

"I'm someone who can love once only. Although we will never get together again, I will never be interested in another man. Although you have accused me of several dirty (lelike) things, I will never be unfaithful to you. My body will always belong to you."

These were the words of an Oudtshoorn woman in a letter to her ex-husband. The letter was written shortly before he murdered her by stabbing her outside her parents home in Oudtshoorn, on May 7 1982.

The letter was an exhibit in the trial in the Cape Town Supreme Court of 42-year-old Wil-

lem Britz, Street, All sentenced imprisonment for murdering his mother young child

MANA

Britz, a management at a supermarket guilty of the tenacious by Mr Just

PENE

At the trial before magistrate Visser, Britz guilty to a of murder, an alternate culpable in

"I killed don't know kill her, beside my

A post Maria B

Teachers to debate Govt proposals

S. TIMES 12/6/83

323

By NORMAN WEST

THE Cape Teachers' Professional Association (CTPA) are expected to reaffirm their rejection of the Government's new constitutional proposals at their 16th annual congress at Worcester this week.

The organisation has a membership of about 19 000 out of the 25 000 teachers employed by the Department of Internal Affairs (Coloured Affairs) in the Cape.

The CTPA congress will be opened by Peninsula Technikon Director, Mr Franklin Sonn, president of both CTPA and the umbrella teachers' body, the Union of Teachers' Associations of South Africa (UTASA).

System

He is expected to come down heavily on the government for rejecting the De Lange Commission recommendations.

These recommendations, which favoured a system of decentralisation (as opposed to centralised education), would have left a greater say to the community in how their educational institutions should be run, giving them the option to open schools to all races.

CTPA is expected to reaffirm its determination to work towards this vision, in spite of the Govern-

ment's rejection of the concept.

The Congress, to be held in the Esselen Park Community Hall in Worcester, is expected to attract about more than 600 delegates, according to Mr Pierre Leukes, CTPA general secretary.

Address

At least 1 000 delegates and guests are expected at the opening tomorrow night when Mr Sonn delivers the key address.

CTPA has already made its standpoint on the constitutional proposals known at regional congresses, but this will be the first time individual teachers will have an opportunity to debate the issue from the floor.

The debate is scheduled for Tuesday at 10am.

Mr Sonn has repeatedly stated that CTPA aspires to one educational system under a single ministry of education for all races in South Africa.

This view conflicts with the constitutional proposals, as education, presumably classified as an "own affair", will be dealt by different bodies for different race groups.

Policy

It has been stated, however, that it is not CTPA policy to prescribe where members should place their political alle-

giance, and Mr Sonn is expected to stress this point to the congress.

It will be the first held since the wraps were taken off the Constitutional Bill, which has been referred to a parliamentary Select Committee.

The congress starts tomorrow and ends on Friday.

Education 'merely apartheid handmaiden'

Ms. 14/6/83 323

Education Reporter

WORCESTER. — The president of the Union of Teachers' Associations of South Africa says the Government must now admit openly that education is nothing more than the handmaiden of apartheid.

Mr Franklin Sonn, who is also president of the Cape Teachers' Professional Association, was speaking at the opening yesterday of the CTPA's annual conference.

He said the CTPA was doubly disappointed by the Government's rejection of the main thrust of the De Lange Commission's recommendations, because the association had acted positively by taking part in the investigation.

It did so because change was needed and must occur in an orderly manner.

"The Government will never again be able to maintain that separate education is scientifically justifiable," said Mr Sonn.

The CTPA had no choice but to re-emphasise that apartheid and racism were in conflict with the spirit of education and violated honour and dignity.

The CTPA could not allow itself to be estranged from black colleagues in the joint council of Teachers' Associations of South Africa.

"If we betray them we will lose our great goal of bringing people together irrespective of race and other irrelevant factors," said Mr Sonn.

The Government was given an opportunity to opt for a decentralised educational system, but decided to adhere to the bureaucratic, centralised system.



Mr Franklin Sonn

19 453 now
Actual 4/6/83
members
of CTPA *323*

Education Reporter

WORCESTER. — Membership of the Cape Teachers' Professional Association (CTPA) has grown from 1 150 in 1975 to 19 453 this year.

In his presidential address here yesterday, Mr Franklin Sonn said on average 10 new members had joined the organisation every day of the week in the past few years.

The most successful recruiting year was 1979 when numbers jumped from 1 300 to 14 000.

Students ratty over fur in food

Argus Bureau
PORT ELIZABETH — Rhodes University students are worried because 10 found "soft black furry skin" in their plates of mince.

This led to a boycott of meals at a university residence last week, and an anonymous pamphlet asked: "Do we smell a rat?"

Other incidents which prompted the boycott included finding half a caterpillar in a plate of vegetables, and a fishbone in a plate of porridge.

PUN ON NAME

The pamphlet, signed "Upset", said a student had upset bowels (a pun on the name of a residence, Cullen Bowles) after "beating the bird to the worm".

A third-year zoology student deputed to analyse the fur said today its "scale pattern" was destroyed, "presumably by boiling", and this made identification impossible.

Mr Mitchell Park, student food representative at Cullen Bowles, said that since the walkout the food has "noticeably improved".

WARNING

He added that the students will not hesitate to stage another boycott if further incidents occur.

● A university spokesman confirmed today that a complaint was received about residence food and, on investigation, the university believes a piece of beef hide was included in a consignment of beef mince.

Steps have been taken to ensure that such incidents do not happen again, he said.

Test-tube babies

PEKING — China's first test-tube babies, a boy and a girl, have been born in Hunan province. — Sapa-Reuter.

Teacher slams co

Argus 14/6/83 323

Education Reporter
WORCESTER. — The Cape Teachers' Professional Association has rejected the Government's constitutional plan.

About 800 delegates are attending the annual meeting of the association, which represents more than 19 000 of the 25 000 teachers employed by the Department of Internal Affairs.

A resolution passed here today said the CTPA — as a teachers' organisation — could not ignore the Government's constitutional proposals because the proposals entrenched apartheid in education and excluded black colleagues "from so-called reform".

Issues

Mr Randal van den Heever, editor of the CTPA magazine *Educatio*, said the CTPA could not ignore issues which affected the community it served.

"The CTPA has for many years stood for non-racialism and has striven towards political rights for all, irrespective of race.

"Separate but equal education is unacceptable," he said.

He warned that while politics could not be separated from education, teachers should refrain from aligning themselves with any political party

Tourist dies as robbers open fire

Argus Foreign Service

NAIROBI. — A British tourist was killed and a bus driver wounded yesterday when five robbers opened fire on three tourist minibuses 40 km north of Nairobi.

or movement otherwise they would lose their professionalism.

Mr Franklin Sonn, president of the CTPA, spoke out strongly against the constitutional plan at a mini congress in Robertson in February.

Conflict

In the same month, in an editorial in *Educatio*, Mr van Heever wrote that for a long time the CTPA had taken the stand that apartheid was in conflict with the maintenance of human dignity.

He said enforced racial division caused estrangement and animosity between groups and racial discrimination formed the basis of the constitutional plan.

"The type of teaching a child receives is the unquestionable right of its parents and the State has no right to introduce irrelevant criteria to make this choice impossible.

Opportunities

"The CTPA has also believed that equal educational opportunities for everyone is in direct conflict with the concept of apartheid."

The editorial renewed the CTPA's commitment to a single, unified system of education.

He warned that the CTPA knew from its own experience that every time the "so-called coloured" and the black groups in general had made moves towards unity, the Government had thrown a "bone of contention in their midst".

"Without exception, we jump at each other while the white man looks on with mixed feelings from his ivory tower.

"This should not be allowed to happen again," he said.

● See page 5.

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CIVIL INTERNATIONAL

Teachers' Association slams constitution plan

Argus 14/6/83 323 3044

Education Reporter
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Issues
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"The CTPA has for many years stood for non-racialism and has fought against political divisions of all respects," he said.

"Separate but equal education" was a

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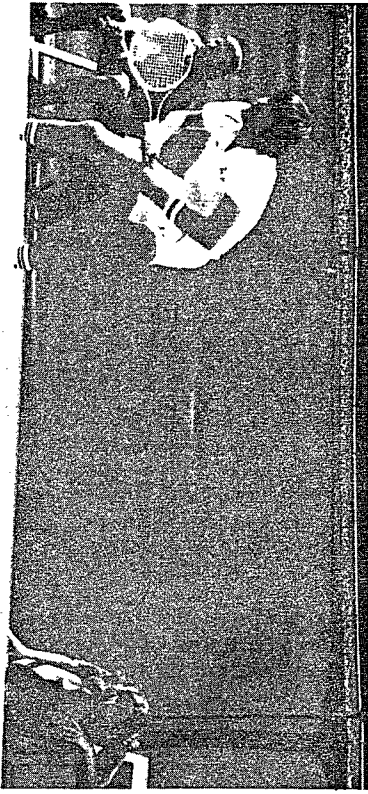
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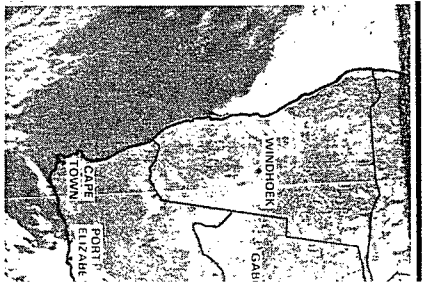
The editorial renewed



IT WAS embarrassing all right ... but who was most embarrassed one can only guess. Tennis star Jimmy Connors glanced back to catch line judge Rachel Bailey crouched low in deep concentration during his centre court battle against John McEnroe at London's Queen's Club. "Are you looking up my trousers or are you looking up the line?" he asked her to the roars of laughter from the 4 000 spectators. Rachel's blush was the same colour as her hair — flame.

SA to receive first airship

Two robbed
 On Cape Flats



SATELLITE weather picture

Fine

WEATHER forecast for the Peninsula, Bolland and Overberg for the period ending 6 PM tomorrow.

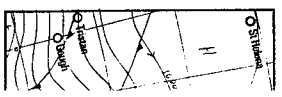
Fine and warmer becoming cloudy tomorrow evening with some rain possibly to north-westerly freshening tomorrow.

Minimum temperature at D F and 8 deg C.

THE MOON
 Full moon June 23
 New Moon June 10
 First Quarter June 17
 Last Quarter June 24

THE SUN
 Sets today June 17 17:52
 Rises tomorrow June 18 05:58

THE TIDES
 High Water Today 06:26, 17:58
 Tomorrow 06:25, 18:55
 Low Water Today 11:46
 Tomorrow 01:17, 12:56



THE C ment is Ocean is exp that so

WATER TEMPERATURES:
 Sea Point 10 deg C
 Table Mountain 13 deg C
 Simon's Bight 15 deg C

Ungarung
 Windhoek
 Pretoria

CITY / INTERNATIONAL

De Lange education plans 'diluted, ignored',

ARGUS 15/6/83 3:23



At the top table at the Cape Teachers Professional Association's conference Worcester are, from left, Dr James Mouldler, personal assistant to the vice-chancellor and principal of the University of Cape Town; Mr Franklin Sonn, president of the CTPA; Mr Vernon Pitt, vice president; Professor Owen van den Berg of the University of the Western Cape education department; Mr Randall van den Heever, editor of the CTPA magazine Educatio, and Mr George Strauss, a conference representative.

State's definition of 'own' art rejected

By DAVID BREIER Staff Reporter

THE Western Cape rejection of the SA Association of Arts last night ejected the Government's proposed ethnic classification of art and culture.

More than 100 association members supported

The meeting was called to reject the proposal that art be defined in the constitution as an "own" or racially exclusive affair instead of as a matter of general concern.

The association has already interviewed National Education Minister

thinking step backwards," he said, adding that three separate bodies would lead to a bureaucratic mess. Artist Cecil Skoines said the Bill meant the exclusion of the largest potential group of artists in the country — the

independent view, suggesting that the meeting was snatched of paternalism.

"Where are the coloured and Indian people whose cause we are supposed to espouse? Why are they not on the platform?" she asked.

"To come from Mitchell, ignored and there has

Education Reporter SOUTH AFRICA requires a unitary, non-apartheid system of education, according to Dr James Mouldler, personal assistant to the vice-chancellor and principal of the University of Cape Town.

Addressing the 16th annual conference of the Cape Teachers Professional Association (CTPA) in Worcester yesterday, Dr Mouldler said the Government's rejection of the key principles arising from the De Lange inquiry into education had left a trail of disappointment.

"The De Lange commission set principles, whatever their limitations might be, to pave the way towards a unitary, equal and open education system on the basis of educational ability.

Impact Unfortunately those key recommendations have not been allowed to have the force and impact they could have had. "They have been diluted, ignored and there has

Closing colleges 'sheer lunacy'

Education Reporter IT was crucial that the Cape Teachers Professional Association developed its vision to monitor all aspects of education influencing the position of teachers.

This was said at the 16th annual conference of the CTPA in Worcester by Professor Owen van den Berg of the education department of the University of the Western Cape. If teachers were to be-

INTERNATIONAL

ge education diluted, ignored'

ARGUS 15/6/83

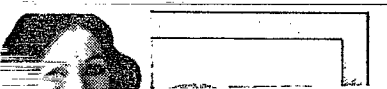


Professional Association's conference at ... personal assistant to the vice-chancellor ... Mr Franklin Sonn, president of ... Professor Owen van den Berg of the ... department; Mr Randall van den He ... and Mr George Strauss, a conference ...

'own' art rejected

thinking step back-wards," he said, adding that three separate bodies would lead to a bureaucratic mess. Artist Cecil Skotnes said the Bill meant the exclusion of the largest potential group of artists in the country — the blacks. Mr Jan Rabie, the Sestiger novelist and chairman of the Afrikaanse Skrywersgilde, said: "We do not believe in apartheid in the arts, now or in the future. "Writers are damn independent," he said, adding that "books do not belong in the committee room". Journalist Mrs Madeline van Biljon took an

independent view, suggesting that the meeting smacked of paternalism. "Where are the coloured and Indian people whose cause we are supposed to espouse? Why are they not on the platform?" she asked. "To come from Mitchell's Plain to the Nico asks for a commitment to art so profound I seem to think it is impossible," she said. She said communities should be asked for their opinion on what art they wanted to see. Mr Melvyn Minnaar, chairman of the association's Western Cape region, said: "Politicians should leave art to artists and art lovers."



Education Reporter

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Closing colleges 'sheer lunacy'

Education Reporter

"The De Lange commission set principles, whatever their limitations might be, to pave the way towards a unitary, equal and open education system on the basis of educational ability.

IT was crucial that the Cape Teachers' Professional Association developed its vision to monitor all aspects of education influencing the position of teachers.

This was said at the 16th annual conference of the CTPA in Worcester by Professor Owen van den Berg of the education department of the University of the Western Cape.

If teachers were to become more competent and imbued with non-racialistic and democratic principles, schools would become more efficient, humane and relevant institutions and so contribute to positive change in South Africa, said the professor.

Impact
"Unfortunately those key recommendations have not been allowed to have the force and impact they could have had. "They have been diluted, ignored and there has been an attempt to put them aside. "This can be seen by the fact that at the time De Lange was sitting, the Government was planning Vista University — another segregated university — in an attempt to put off the inevitable." Dr Moulder said further examples of the Government ignoring and diluting the key recommendations could be seen in that universities and other tertiary institutions were not autonomous and open.

The announcement by the Cape Provincial Administration that two teacher-training colleges in the province would be closed "smacked of lunacy", because of the severe shortage of qualified teachers in black and coloured education.

College closures smack of 'lunacy'

Staff Reporter

WORCESTER. — The Cape Provincial Administration's planned closure of two teachers training colleges in the province smacked of lunacy and was immoral, Professor Owen van den Berg, an educationist at the University of the Western Cape, told the CTPA congress here.

Prof Van den Berg was referring to the recent announcement by the Administrator that colleges would be "rationalized" because of under-enrolment.

'Own affairs'

To infer by the closure that there were sufficient secondary school teachers was lunacy in the light of the desperate need for qualified teachers in black schools.

Prof Van den Berg urged the CTPA not to view such issues as "own affairs" by participating in debate about them with only the Department of Internal Affairs (which controls coloured education).

Rather, he said, they should be seen in the context of how they af-

fect overall quality of education in South Africa.

He said quality in education was seriously handicapped by racial separation and every example of this should be highlighted.

Unless this was done the association would stray from its belief that apartheid and racism conflicted with the spirit of education and from its belief in the necessity for a single open education system.

He said it was crucial for teacher organizations to develop the vision to monitor all aspects of education which influenced the position of the teacher.

Improvement of the teacher's position should never become an end in itself but should be a means to making teachers more competent, more confident and more imbued with non-racialistic and democratic principals.

Schools would then become more efficient, more relevant and more humane institutions which would contribute to positive change in South Africa.

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Officers' trial tarnishes a 'multiracial beacon of hope'

By Christopher Booker,
Daily Mail News Service

LONDON — This week British premier Mrs Margaret Thatcher took time off from completing her new government to welcome a man identified with what is widely regarded as one of the great triumphs of her first four years in office.

Yet as Mr Robert Mugabe, Prime Minister of Zimbabwe, drove towards Whitehall in the June sunshine his thoughts might have been tinged with a certain apprehension.

Ten thousand kilometres away in Harare one of the more bizarre trials to take place in his three years in power was winding to its climax with some pretty horrifying revelations.

Only that morning newspapers blazed reports from the courtroom on further claims that six senior Zimbabwe Air Force officers — all white — had been subjected to torture, beatings and violent electric

Zimbabwe image is crumbling fast

Star 17/6/83

323

shocks, to force them to admit complicity in an "alleged South African plot" to blow up a quarter of the Air Force's planes.

If such charges of torture had come to light under the old Smith regime would they not have aroused in London something of an outcry, with angry editorials, protests from MPs, and even Left-wing demonstrations in the streets?

But as Mr Mugabe's car drew up outside 10 Downing Street any fears he had must have

been allayed. There was not a single demonstrator in sight.

In fact the more we can piece together of this strange trial unfolding in Harare, the more curious does it seem that reactions in Britain are so muted.

For it tells us some pretty alarming things about the regime that was born to the almost universal applause of Britain's Press and politicians.

On July 24 last year a series of acts of sabotage took place on the main base of Zimbabwe's

Air Force at Thornhill which crippled 13 aircraft.

Just over a month later six senior white officers including Vice-Marshal Slatter were arrested and disappeared.

When the lawyers saw their clients they were profoundly shocked — for reasons which have been gradually emerging.

Three of the officers have told the High Court something of what happened to them during those "missing two weeks".

Air Vice-Marshal Slatter has testified on how he was driven hundreds of kilometres to different police stations and around the bush and was repeatedly "hooded, handcuffed and tortured" with severe electric shocks in an attempt to force him into confessing involvement in the "South African plot".

Eventually after repeated claims that there was not a word of truth in the story, Air Vice-Marshal Slatter found the pain more than he could endure. "I resolved to take my life if I was threatened with further torture", he said.

This extraordinary story raises at least two extremely important questions which may not be totally unconnected.

The first is why comparatively little attention has been drawn to the trial in Britain when if such an horrific tale emerged from Chile or South Africa it would have commanded front page headlines?

The second is what is really going on in Zimbabwe under a regime which was hailed as a tremendous step forward for Southern Africa, an historic victory for the principle of democracy, and a beacon of hope for a multiracial future?

In fact, most of the evidence suggests that Zimbabwe seems well in line today to become one of the most vicious and terrifying regimes in the whole of Africa.

Harare in dilemma over ANC 'tourists'

Star 17/6/83

323

By David Thomas, The Star Bureau

HARARE — Whatever feelings of solidarity the Zimbabwe Government may espouse towards the South African revolutionary movements, pragmatism still prevails over ideology when it comes to the crunch.

The Harare Government's swift and vehement denial of being used as an infiltration route by four South African revolutionaries this week must have given some comfort to Pretoria but little to the African National Congress.

It was almost as if the incident had been set up to test the Zimbabwe Government.

Pretoria's version, as put by the Minister of Law and Order, Mr Louis le Grange, was that four ANC insurgents flew from Maputo to Harare, made their way to the Limpopo, cut the border fence and crossed into the Northern Transvaal.

A follow-up operation by the South African security forces led to the capture of two insurgents. The other two fled back to Zimbabwe, according to Mr le Grange.

It was also claimed that Soviet-made weapons were found, including two AK-47 rifles, ammunition and RPG rockets.

Harare, through State Security Minister Mr Emmerson Mnangagwa, officially denied the whole thing suggesting that it was invented as a "flimsy excuse" by Pretoria to "unleash aggression on us".

The ANC reaction was to deny that it had any military personnel in Zimbabwe.

But reliable sources indicated that two South African blacks, claiming to be refugees who had been in a skirmish with South African security forces, gave themselves up to the Zimbabwe authorities in the Beit Bridge area. One of them was wounded, though not seriously.

Their appearance coincided with the alleged incident across the border.

The sources further disclosed that the four may have flown to Harare from Maputo and entered as "tourists" without the knowledge or help of the government.

It is understood that the Zimbabwe Government is now in a dilemma as to what to do with the two men, who are still being held by the authorities.

The significance of the event is the speed with which the Zimbabwe Government moved to distance itself both from the action and the ANC.

At the time Mr Mnangagwa made his denial, a government spokesman elaborated by pointing out that the ruling Zanu (PF) has never had a working relationship with the ANC.

He also disassociated the government from the ANC.

Zimbabwe Government connections with the South African revolutionary movement appear to be limited to the Pan Africanist Congress whose present military capability is insignificant.

Executions lend

WASHINGTON — Recent execution of three ANC blacks in Pretoria appears likely to give

Researcher

Officer tells of suicide bid after electric shock torture

By Brendan Seery,
The Star Bureau

HARARE — A young Zimbabwe Air Force officer told the High Court in Harare yesterday that he tried to kill himself by slashing his wrists after he had been tortured with electric shocks by detectives investigating the Thornhill air base sabotage.

Air Lieutenant Barrington Lloyd, a former policeman, said that as he lay bleeding on the floor of his police cell he scrawled in blood the words "CID torture people with batteries."

Mr Lloyd, who was in charge of base security at Thornhill at the time of the sabotage last July 25, said his suicide attempt took place after an extended bout of questioning and torture.

He said he had been hooded and handcuffed and made to sit on the floor by the policemen who questioned him.

He had previously denied any involvement in the sabotage, which caused damage of R7 million to planes, including four new British Hawk fighter-trainers.

When his interrogators did not get the answer they wanted, they pulled down the top of his track suit and he felt pricks "like injections" on the skin.

He was then convulsed by what he believed was an electric current.

During the torture, which lasted more than an hour, the electrodes were moved to various parts of his body, including

his stomach, legs and toes. The torturers also made an unsuccessful attempt to place an electrode on his private parts, but were frustrated by his clothing, which got in the way.

The pain at one stage reached such proportions that he lost control of his bladder. This seemed to drive his captors "berserk".

Eventually, he said, he "came apart at the seams — I had no more resistance in me".

He agreed to confess, and told the policemen he had been involved in the sabotage.

The torture stopped and he was taken back to his police cell.

Feeling depressed and hysterical, he tried to kill himself by cutting his wrists with glass from his spectacles, he said. He also barricaded himself in his cell and had to be extricated by the fire brigade, which had to force open the door.

He said he had agreed to make a written confession because "there was no way I could have gone through that torture a second time".

Air Lieutenant Lloyd is the fourth officer charged with complicity in the sabotage who has claimed he was tortured.

The others were Air Vice-Marshal Hugh Slatter, and Wing Commanders Peter Briscoe and John Cox.

Air Commodore Philip Pile and Air Lieutenant Neville Weir have still to give evidence.

HAGAR the Horrible

HELGA'S BUSY... HAMLET'S OUT...
HONI'S SLEEPING... NO ONE TO
PLAY WITH... NOTHING TO DO...



Dissidents ravage village in Zimbabwe

The Star Bureau

HARARE — Heavily armed Matabeleland dissidents have attacked a resettlement village near Plumtree assaulting residents and burning huts.

More than 150 people have been left homeless.

A report in The Chronicle in Bulawayo today said the mid-afternoon attack last weekend was carried out by 16 to 18 men wearing blue uniforms and "Father Zimbabwe" (Zapu leader Mr Joshua Nkomo) badges.

According to one of the villagers "the dissidents said we are all sell-outs because we settled on government-acquired land."

The villager claimed the attack had been incited by neighbouring communal farmers "because we refused to let their cattle graze in our land".

They have asked the government to move them closer to Plumtree.

But the government has asked them to stay and rebuild, giving assurances of material assistance and protection.

Black holocaust comes

By Car...

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Council exp

By Peter Honey,
The Star's Foreign Services

WINDHOEK — Namibia's State C... will prove to the world that the U Nations' partiality towards Sw... "unfounded and scandalous", the administrator-General, Dr Willie van kerk, said here yesterday.

It was his first clear signal that S Africa intends the proposed State C...

Schools sport under scrutiny

Staff Reporter

WORCESTER. — An ad hoc committee to investigate the practice of sport in coloured schools has been formed by the Cape Teachers' Professional Association (CTPA).

At the association's congress here this week, delegates expressed anxiety over the tensions which had developed in sport as a result of "the policy and practice of apartheid".

After its first sitting, the ad hoc committee issued an interim report to the congress yesterday reaffirming this view and its basic belief in "a single and open education system serving a democratic South Africa".

Complex issue

Because of the complexity of the issue, the committee has formed a study group which will report back to the CTPA Representative Council meeting in September.

Subsequently, it will make a report to the CTPA's next conference for possible adoption.

Delegates from the floor raised the issue, requesting that the association clarify its stand on the matter.

The CTPA has previously made the stand that it cannot support specific sporting, religious or political bodies but that it will support its members in their right to choose their own affiliations.

The study group will consist of Professor Owen van den Berg, Mr T Leonie, Mr D Roberts and Mr F Sonn, under the leadership of Mr R P van den Heever.

Black schools staffing crisis

CTPA Times 18/6/83
323
From MARTINE BARKER

WORCESTER. — Apartheid was the root cause of the present crisis in staffing coloured and black high schools with properly-qualified teachers, Mr Franklin Sonn, president of the Cape Teachers' Professional Association told the association's congress here yesterday.

Addressing delegates on the Department of Internal Affairs' decision to compel graduates employed in junior schools to move to high schools as a solution to the crisis, Mr Sonn said the situation would not have arisen if a single, open education system existed.

While white schools had a surplus of graduate teachers, black schools were "very lucky" if 50 percent of their staff held degrees.

In the platteland, the position was particularly bad. One high school principal told the congress that only 10 of the 27 staff members at his school held degrees.

Another said only seven of 46 staff members at his school were graduates and a third

said nine out of 59 teachers were properly qualified.

Mr Sonn said that while the CTPA was opposed to the "coercion" involved in forcing qualified primary school teachers into senior schools, he saw no alternative solution to the problem.

Given the crisis situation, he urged such teachers to "go over" to senior schools where their qualifications were desperately needed.

He emphasized that qualified teachers were as necessary at primary schools as in high schools.

But while such a shortage existed, their skills were more urgently needed in senior schools, where teachers often found themselves unable to answer adequately students' questions.

The delegates yesterday passed a resolution instructing the CTPA executive committee to "positively support all efforts aimed at bringing about non-racial schools as a start to an open and democratic society in South Africa".

Smith is to be pitied

323

— Mugabe

18/10/8

BELGRADE — Zimbabwe Prime Minister Mr Robert Mugabe yesterday derided former Rhodesian premier Mr Ian Smith as a "pitiable old man incapable of accepting change".

At a Press conference here, Mr Mugabe also said Mr Joshua Nkomo, his former comrade-in-arms and lately political rival, was free to return home from Britain, where he has been living since he fled Zimbabwe in March.

Mr Mugabe, who earlier addressed delegates to the UN Conference on Trade and Development (Unctad), made a scathing personal attack on Mr Smith in reply to questions on Zimbabwe's internal politics.

"There is nothing you can do to Ian Smith to make him see that change has come about. As far as he is concerned Rhodesia can never be Zimbabwe. He still believes in the dream of Rhodesia. There is nothing you can do with a man like that," he said.

"He is growing a little more senile now. He is really an object of pity," he added.

Mr Mugabe charged South Africa with murder, brutality, repression and the "wanton destabilisation" of the economies of Southern Africa.

He told delegates to the conference Pretoria's actions not only violated international law but were "also destructive of vital development resources".

African countries had emerged from last week's Organisation of African Unity (OAU) summit more committed to and united in their support for winning the independence of Namibia and for the people of South Africa, he said. — Reuter.

CTPA will not interfere

By NORMAN WEST
THE President of the
Cape Teachers' Professional Association
(CTPA), Mr Franklin
Sonn, pledged CTPA
to non-intervention in
political strategies of
other parties and
movements, in order
to preserve unity in
CTPA.

323

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however, shy away from
stating its case where
politics interfered with
education.
He mentioned the ex-
ample of, the Teachers'

League of South Africa
(TLSA), where adoption
of a motion in favour of
the then National Con-
vention, split the organi-
sation.

He said CTPA will not
make the same mistake
and address itself on po-
litical matters solely
where it affected educa-
tion.

However, delegates
were adamant that
CTPA declare itself on
the Government's con-
stitutional proposals, as
this was the first con-
gress held since the pro-
posals become known.

The CTPA reaffirmed
its stand against the ex-
clusion of blacks from a
future political dispen-
sation.

Commitment

The congress adopted
a unanimous motion re-
jecting the proposals,
saying this was based on
its historical commit-
ment to non-racism and
full political rights for
all South Africans.

On the question of Sa-
cos and alleged tension
its actions caused at
schools, the congress
decided to appoint a
study group to investi-
gate problems caused
by the intrusion of poli-
tics into school sport.

In an address on
CTPA's policy towards
the constitutional pro-
posals, Mr Randall van
den Heever, editor of
the CTPA journal, Edu-
catio, made it plain that
CTPA was not going to
depart from its philoso-
phy of a non-racial
educational system un-
der a single ministry of
education for all races.

Clashes

CTPA could not asso-
ciate itself with the pro-
posed constitution
where it clashes with
this philosophy, he said.

Mr Sonn, who acted as
chairman of the con-
gress, said during the
debate that CTPA was
anxious not to become
entangled in the strate-
gies of political parties
and other non-educational
bodies.

The CTPA would not,

CAPE TIMES 20/6/83

De Lange ideas on local level

323

From MARTINE
BARKER

Education Reporter

WORCESTER. — The Cape Teachers Professional Association (CTPA) may formulate a working group to investigate the possibility of implementing on a local level some of the recommendations made by the De Lange Commission on Education which have been rejected by the government.

This possibility was raised at the CTPA congress in Worcester last week by the private assistant to the principal of UCT, Dr James Moulder, who suggested that the CTPA should set up a commission along the lines of the 1981 Buthelezi commission.

The Buthelezi commission included a proposal for a single, non-racial education system — an ideal which the CTPA espouses.

The possibility of the investigation was discussed by congress delegates during workshops but no decision on it was reached.

A major reservation which delegates expressed was that if the

CTPA were to initiate it on their own the investigation would be invalidated by ethnicity.

In an interview, Mr Franklin Sonn, president of the CTPA, said the matter would be looked into by the association's executive committee.

If the idea was approved, other teacher organizations would be approached to join the study group to avoid ethnicity.

- In a motion passed on Friday the congress appealed to teachers not to submit to pressures to buy teaching equipment out of their own pockets as had happened in the past.

- Congress called for the ratio of teachers to students to be brought down to 1:20 and for the community served by a school to have a greater say in its planning and running.

- Concern was expressed at the number of double-shift classes still prevalent in schools and welcomed the government's announcement that it planned to wipe out the system.

Teacher body slams Govt's racial laws

Soweto
20/6/83
323

EDUCATIONAL inequality in this country was a product of the Government's racial laws, the Soweto Teachers Action Committee (Tac) said in its annual report.

Casting the spotlight on black education, Tac said that this inequality was "structured deliberately" to maintain socio-economic advantage for whites and "subservience" for blacks.

"In South Africa social and economic class is determined by law on racial grounds. We can, therefore, be justified in drawing a link between the laws of this country and the creation of social and economic classes on racial grounds," the report said.

Tac held the view that educational inequality existing in this country was a "deliberate manipulation" by successive white governments to create a racially-based class structure.

"Tac also believes that the problem is not confined to the creation of the Department of Bantu Education and its successor the Department of Education and Training," the report added.

Commenting on poor matriculation results in black schools, Tac expressed the urgent need for an investigation into factors determining the performance of black schoolchildren in matric exams. Such a probe should be started with an aim of improving the system.

ARGUS 23/6/83

White teacher at coloured school barred from library

Education Reporter

A WHITE teacher was told by the chief librarian that she could not join the Cape Education Department Library in Cape Town because she taught in a "coloured school".

An outraged Mrs Ann McGregor, a teacher for three years at the Langeberg Senior Secondary School in Robertson, said she went to the CED library in Victoria Street last Thursday.

"When I found the reference books I needed I was delighted and applied for membership.

NOT ELIGIBLE

"The librarian asked me, as is the procedure, at which school I taught. When I told her she said I was not eligible to join because 'You people have your own library in Roeland Street'.

"I was so outraged. I simply could not believe it. I protested volubly but was firmly told I was not permitted to use the library and that was that!

"In other words, not only are no coloured teachers able to make use of the library even though they teach in the Cape Province and contribute taxes towards these libraries, but neither are white teachers

who teach at coloured schools.

"So much for the new constitutional dispensation!", she said.

Mr H A Lambrechts, director of the CED, said there were 15 000 teachers and about 2 000 students from the universities of Stellenbosch and Cape Town who used the CED library.

"Therefore we cannot allow teachers or anyone outside our fraternity, irrespective of their race, to use our library. It would be chaos," he said.

SHARING

However, teachers could use some of their books if they organised to do so through their "own libraries".

"All libraries have this arrangement to share books," he said.

A spokesman for the Department of Internal

(Turn to Page 3, col 1)

Barred from library

(Contd from Page 1)

Affairs (Coloured Education) said they had two libraries for teachers in their department.

"One is attached to the University of the Western Cape and the other, which we are still building up supplies, is in Harrington Street."

Teachers united, but healthy dissent absent

c. Herald 28/6/83 323

THE decision by the Cape Teachers' Professional Association (CTPA) to set up a study group to investigate and report back on the sports situation in schools is of much more importance than a cursory glance might indicate.

CTPA president Fanklyn Sonn had tried to remove this stinging nettle of a subject from debate when,

first, he included in his presidential address a three-way credo:

- not to dictate to members to which church or religion to belong;
- not to dictate to members to which political party they should belong;
- not to dictate for whom and where they should play their sport.

By Ted Doman

Then, when the matter was broached on the following day, he again tried to steer a middle course, suggesting that the sports question be left to those organisations set up to administer sport, and that CTPA stick to its education last, so to speak.

But so divisive has sport become, and such an effect is it having on the education process, that it was quite understandable when Mr January persisted, and eventually gained some little satisfaction in getting the study group constituted.

One must feel for Mr Sonn in this matter, but it can no longer be side-stepped. Of course, he is not alone in this attitude, the Director of Education, Mr AJ Arendse having avoided a direct answer on the same topic some months ago by declining to comment, because he was on leave.

Now if the Sonns and Arendses are not prepared to pronounce on the topic, how do the Januaries — and they are the fellows at the pit-head — cope?

In a nutshell, the South

African Primary Schools' Sport Association (Sapssa) and the South African Senior Schools Sports Association (Sasssa) have taken a definite stand on those pupils who play their weekend sport for such associations as Cuthbert Loriston's South African Rugby Federation, and exclude them from purely school activities. This means that an outstanding sportsman plays for his schools at the risk of having the opposing school withdraw from the competition.

As Mr January said, sport must be regarded as part of the education process, and a decision must be taken by CTPA.

Conspicuous by their absence from the CTPA conference were official representatives of the African teachers' body.

Reasons were offered for the absence, but one wonders whether there isn't more to this than meets the eye.

Did CTPA react swiftly enough on the exclusion of Africans from the Government's constitutional proposals?

Did the reaction — the Robertson statement — go far enough?

One asks these questions with the advantage of hindsight.

There was hardly a dissenting voice raised when the conference debated the constitutional proposals. In fact, it was disappointing that, bar one, all those delegates who did speak on the matter shot down the proposals.

It was disappointing because there is no doubt whatsoever that there are many people — and not a few of them in the country areas — who do favour some sort of acceptance of the proposals. Education Editor Randall van den Heever was, understandably, happy at the unity shown on the matter and, after conference had approved the "Robertson manifesto", Mr Sonn said that, but for that approval, the executive would have had to resign.

Was this a generally known fact? And if so, did conference not want to lose the executive.

I believe that the executive would have been strengthened if there had been true debate. The executive would then have had an opportunity of convincing any doubters; perhaps of understanding why they were doubters.

They would also have knocked on the head any whispering campaign against the executive.

A NEW DEAL FOR WOMEN TEACHERS?

C. Herald

25/6/83

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DISCRIMINATION against married and unmarried women in the teaching profession could be ruled out by the end of the year.

Delegates at the annual congress of the Cape Teachers Professional Association (CTPA) in Worcester heard last week that married women teachers — for years the cinderellas of the teaching profession — could get equal status to male teachers before the end of the year.

Parity in status would mean women teachers may be promoted to principals and also receive much higher salaries than they earn at present.

For many teachers it would also mean much greater job security because married women teachers have temporary

indefinite status.

CTPA secretary Mr Pierre Leukes said afterwards they were confident that qualified married and unmarried women teachers would receive parity in their status, maybe as soon as the end of this year.

"We have been negotiating with the authorities and can say almost definitely that equal service conditions for women teachers are not far off.

"We are only waiting for an official announcement to be made, hopefully before the end of the year.

SENIOR

"At the moment, a qualified woman teacher who holds a senior position will be demoted as soon as she gets married.

"Married women teachers all fall into the category 'temporary indefinite' which means they cannot hold senior positions.

"There is already parity in some instances, but it must still be worked through completely," he said.

At the congress CTPA president Franklin Sonn hit out at discrimination against women.

DEFY

He said women teachers should apply for positions of principals of senior secondary schools and inspectors, to defy discriminatory attitudes.

Miss P du Plessis, the principal of the Bishop Lavis Primary School, said it was important that there should be equal rights for women in the teaching profession.

She called for a constructive response to the legitimate demands of women whose places were no longer necessarily in the home.

Viv gets OK to to keep talking

By JOHN MICHELL

VIVIAN SOLOMONS, the first coloured continuity announcer to be appointed by SABC-TV 1, has been given the green light to continue his TV appearances by his employers, the Directorate of Coloured Education.

After his first stint as a freelance continuity announcer last Wednesday, Mr Solomons faced possible censure from his full-time employers because teachers are not allowed by law to receive an income from any other source.

But yesterday the directorate sent him a telegram confirming it had no objection to his continued appearance on television.

Mr Solomons said, prior to applying for "leave" to appear on SABC-TV, he had decided to donate whatever money he earned as a television announcer to charity.

The breakthrough as a non-white continuity announcer on SABC-TV is much more important than any financial gain, he said.

Television announcers are reputed to receive not more than about R90 for an evening's work.

Jubilant Mr Solomons, who was subjected to dozens of abusive phone-calls after his first appearance on television, said he "felt great" that his full-time employers had allowed him to continue appearing on television.

When I realised that the committee had made a decision in my favour it was as though a black cloud had been rolled away.

Despite the public objections, the SABC has said it has no plans to restrict Mr Solomons' appearances. His next scheduled stint on TV1 is Tuesday, July 19.

1/16/83

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Coloured teachers for top level talks

Education Reporter

THE Union of Teachers' Associations of South Africa (Utasa), umbrella body for coloured teachers, will meet the Director of Coloured Education tomorrow to discuss salaries, conditions of service and the boycott at the Mountview Senior Secondary School.

This was confirmed today by Mr Franklin Sonn, president of Utasa and the Cape Teachers' Pro-

fessional Association.

He said representatives of Utasa would be arriving from the three other provinces to take part in the discussions.

High on the agenda will be the question of salaries.

"When we met the Minister earlier this year, he indicated we would be given increments next year but they might not meet the average 15 percent increases

we have had in past years to keep in line with the rate of inflation.

"It is getting late in the year and we still have not been given any concrete indication of what we can expect.

"We are considering taking this to ministerial level as we also wish to know which teachers, if any, will be affected by moves towards parity with white teachers," Mr Sonn said.

He added that they wanted to hear first-hand from the department about developments at the Mountview Senior Secondary School in Hanover Park where pupils have been boycotting classes since July 25 over the expulsion of four pupils.

"The national executive will then meet on Saturday to discuss their stand on this issue," he said.

'Teacher must go' — angry residents

C. Herald
August 1983

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THE Loxton community, near Beaufort West — including the local principal and school committee — is up in arms over the conduct of a local teacher, who is also a police reservist. They want him removed from the town.

They claim the teacher, Mr Abraham Oliphant, is over-zealous both at the school and in the community.
According to the prin-

cipal of the Loxton Primary School, Mr Jan Mours, the school committee has complained to the Department of Internal Affairs (Coloured

Education).
Mr Mours alleged that Mr Oliphant recently:
● Handcuffed a woman, Mrs Celia Lombard,

to a pole for more than half an hour before she was taken to the police station. "This action was taken in full view of many children at the local church bazaar. Mrs Lombard was allegedly drunk.

● Handcuffed a local resident, Mr Jan van Rooi to the school's fence, also for more than half an hour, allegedly for being drunk.

● Used abusive language in public.

● Inflicted cruel corporal punishment on schoolchildren, mostly boys. Girls were hardly punished. Despite warnings by the principal, the corporal punishment became so severe that it was banned outright at the school.

Mr Mours said he had tried, on a number of occasions, to speak to Mr Oliphant about these issues.

REFUSES

"But he won't listen. He refuses to listen to any form of criticism. He wants to do his own thing," said Mr Mours.

In the end, he was forced to complain to the school committee which, in turn, wrote to the education authorities demanding Mr Oliphant be transferred.

Mr N Eales, public liaison officer of the Department of Internal Affairs (coloured education) confirmed the complaint and "the requested transfer.

He said an investigation was underway.

According to education sources, Mr Oliphant was transferred once before. He had taught in Carnarvon and had been ac-

**By
Aneez
Salie**

cused of similar misdemeanours there. The Department of Internal Affairs then transferred him to Loxton.

CONFIRMED

Major Eddie Snyman, police liaison officer for the South Western Districts, confirmed Mr Oliphant had handcuffed Mrs Lombard to a pole.

He denied Mr Oliphant had acted incorrectly.

"My information has it that the woman was very drunk and had resisted arrest which forced Mr Oliphant to take the action he did. He was only doing his duty," Major Snyman said.

Mr Oliphant denied the charges against him.

"Look, I am only doing my duty because I am proud of my country and will do anything to protect my country. If, in doing so, people fault me, then so be it."

e Herald 323

Teacher

28/12/83

reservist

is moved

A LOXTON teacher who is also a police reservist is to be transferred to a farm school following complaints about his actions from the school principal, the school committee and people in the community.

The teacher, Mr Abraham Oliphant, will vacate his post at Loxton Primary School (near Beaufort West) on August 31. At this stage it is not known to which school he will be transferred.

And, according to sources within the community, there is a possibility that the community

will demand that he vacates his post as a deputy constable in the SNG Sendingkerk.

The decision to transfer Mr Oliphant was taken by the Karoo Region of the Education Council when they met last week. The council decided to give Mr Oliphant the choice of either resigning his post as a member of the police reserve force or resigning his teaching position.

RESIGNED

When Mr Oliphant informed the council that he had resigned from the police force, members of the Education Council decided to transfer him to a farm school.

The request from residents, the school committee and the principal, for Mr Oliphant to be transferred followed allegations that he was overzealous in his job.

HANDCUFFED

Some of the complaints brought against Mr Oliphant recently are that he handcuffed a man and a woman for allegedly being drunk, that he used abusive language in public and that he inflicted cruel corporal punishment on schoolchildren, mostly boys. Despite warnings by the principal, the corporal punishment became so bad that it was banned at the school.

People complained that Mr Oliphant was not prepared to listen to any sort of criticism.

When asked to comment on the allegations recently, Mr Oliphant said: "Look, I am only doing my duty because I am proud of my country and will do anything to protect my country. If, in so doing, people fault me, then so be it."

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Teachers seek salary meeting

Education Reporter
THE Union of Teachers' Associations of South Africa (Utasa) has asked for an interview with the Minister of Internal Affairs to discuss salary increases.

Mr Franklin Sonn, president of Utasa and the Cape Professional

Teachers' Association, which represents more than 20 000 teachers in the province, said there was a growing impatience among teachers with regard to salary increases.

The last salary increases were in April last year.

Mr Sonn said teachers

hoped for a salary increase by October.

"Utasa met with the Minister earlier this year and he promised we would be informed later on in the year.

"It is now getting very late and teachers wish to have an indication, especially with regard to increases for lower category teachers who are in the majority."

He said teachers also wished to be informed on further moves towards parity with white teachers, moves to end discrimination between men and women teachers as well as overall salary increases.

"At a meeting with the Director of Internal Affairs, Mr A J Arendse, we requested him to seek an interview for us with the Minister so we could convey to him personally the growing impatience and concern of teachers and to urge him to give us an indication of what we can expect," he said.

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Teachers: travel allowances

Q. Col. 2013 31/8/83

1109. Mr. H. E. J. VAN RENSBURG
asked the Minister of Internal Affairs:

- (1) Whether travel allowances are paid by his Department to teachers at Coloured schools; if so, (a) what qualifications are such teachers required to have order to be eligible for receiving these allowances and (b) how many teachers in each race group qualify for these allowances at present;
- (2) what was the total amount paid by his Department in allowances to teachers in each race group in each specified month from January 1983 until the latest month for which figures are available?

The MINISTER OF INTERNAL AFFAIRS:

- (1) Yes.
 - (a) Teachers are eligible for the travel allowances if they
 - teach at schools on farms or in small towns; or
 - have resettlement problems in urban areas as a result of which they have to travel longer distances than 10 km (single trip) to the schools where they teach;and suitable accommodation near the schools and public transport is not available.

—>

(b) 615 Coloured and 250 White teachers.

- (2) The allowances are paid out quarterly and for the first two quarters of 1983 a total amount of R573 737,59 was paid out. Separate figures for each race group are not available.

'12 percent not enough'

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C. Herald

Lowest-paid teachers - say State workers 'left out once again'

THE pay increase for public servants in January will not be enough, the Cape Teachers Professional Association has said.

Mr Vernon Pitt, deputy president of the CTPA said in a statement they would "naturally welcome any steps to improve the financial position of teachers".

"It is, however, doubtful if the 12 percent increase announced by the Minister (of Internal Affairs) will significantly improve the situation in view of the high rate of inflation.

"It is particularly disappointing that, yet again, no progress has been made in respect of the poor salaries of the lower-qualified teachers.

"The CTPA has requested an early interview with the Minister to discuss the very urgent matter," Mr Pitt said.

THE 12 percent increase, effective from January 1 1984, granted to State employees, would afford some relief but was still not enough to stop the effects of inflation, says Mr Malcolm Domingo, national chairman of the Public Servants League of South Africa.

"We need at least double the amount they have given us because the cost of living is so high and unbearable," Mr Domingo said.

"A very frustrating factor is that an increase which is on par with inflation in fact, was given to certain State officials in high government positions (members of parliament)."

"It must also be realised that what is important to the worker is the amount that he or she takes home at the end of each month.

"Here one sees that 12 percent extra on a salary of R1 500 a month amounts to an additional R180 whereas 12 percent on a R200-a-month sala-

ry, which is what thousands of State workers earn, only amounts to R24."

Mr Domingo said it was sincerely hoped that parity would also be introduced on January 1.

"This should apply at all levels but particularly in the lower income bracket."

He urged the State to view the question of parity in a "serious" light, as the efficiency of the public service was in the balance.

The League, formed in 1969, represents 26 500 coloured and Indian State employees in a number of job categories.

REJECTING

At its congress earlier this year, the organisation shed its traditionally conservative image by adopting a hard line on the Government's proposed constitution — and apartheid in general — rejecting it outright.

Speaking at a press conference shortly after the congress, Mr Domingo said his union would adopt an increasingly progressive line and would "work with" other democratic organisations, particularly trade unions.

Student teachers appeal

TEN trainee teachers in Oudtshoorn have appealed against their suspension from the hostel of the Southern Cape Teacher Training College for allegedly beating first year students with wet towels.

Mr L. Tait, rector of the college, said the students had been given until the end of September to appeal against the suspensions from the hostel.

They had appealed and were now waiting on a final decision from the Department of Internal Affairs

(Coloured Education) in Cape Town.

Mr Tait said the ten students were not barred from the college and were attending classes as normal.

A spokesman for the Department said they were still investigating the incident.

The students involved are Peter Abrahams, Frans Booysen, Koos Brits, Etienne Harker, Lambrecht Johnson, Patrick Laws, Louis Makenna, Christopher Nondoe, George Philander and Micheal Zana.

Ex-police reservist to be axed

THE Loxton schoolteacher and former police reservist Mr Abraham Olifant, who allegedly handcuffed a woman to a lamp-standard and handcuffed another man to a fence, will be without a job next year.

C. Herald
This follows a decision by the Department of Internal Affairs. (Coloured Affairs) 15/10/83

Mr Olifant's trial period as a teacher was due to have ended in March next year, when he would have been appointed to a permanent post. However, the Department had investigated the complaints against Mr Olifant and had decided that his trial period should come to an end on January 1, 1983.

LETTER

A letter on the matter has not yet been sent to the principal at Loxton's school but the principal, Mr Jan Mours, has been informed of the Department's decision by telegram.

According to Mr Mours, the Department's decision will mean that Mr Olifant would never find another teaching post.

Mr Mours was one of the community leaders who complained to the Department's regional office.

At one stage parents threatened to take their children out of the school unless Mr Olifant was transferred. Churches also complained about Mr Olifant being on the teaching staff.

The Education Board of Beaufort West recommended that Mr Olifant be transferred to a farm school, but according to Mr Solly Essop, chairman of the Board, the Department probably felt that Mr Olifant had been given one chance too many.

A better deal for women teachers?

DISCRIMINATION against about 12 000 married women in the teaching profession will be scrapped soon.

But while married women teachers will have the same status as unmarried women teachers, discrimination between men and women in the teaching profession will remain.

Mr Noel Eales, public liaison officer for the Department of Internal Affairs (Coloured Education), confirmed that a Government announcement on the status of married woman teachers was expected soon.

Mr Eales said married and unmarried woman teachers may soon be able to compete at the same level for promotion once the necessary changes have been made to the existing regulations.

"We are still awaiting final approval from the Minister, and this is expected to be announced soon," he said.

WELCOMED

Mr Pierre Leukes, the secretary of the Cape Teachers' Professional Association (CTPA), welcomed the step and said that since its inception the CTPA had been fighting for equal rights for all teachers regardless of

race, sex or marital status.

He said almost 12 000 married teachers would be affected.

At the moment, apart from the salary differences between male and female teachers, there were at least three ways in which discrimination was practised against married women teachers.

- They do not qualify for permanent status as teachers.

PROBATION

"One could use the example of a young woman who applied for a teaching post and had to undergo a 15-month probationary period before she could be permanently appointed.

"If she decided to marry, she would lose her permanent status and had to apply again to continue her appointment. She would then not be permanent but what was called 'temporary indefinite' subject to the approval of the principal and the Department," Mr Leukes said.

- They do not qualify for promotion posts.

Mr Leukes mentioned the case of a woman

who was principal of a primary school for a number of years. When she decided to get married, she had to vacate her post.

In another case, a woman was the principal of a school in Wellington but the Department had difficulty in finding a deputy principal, because the only people who qualified were women — and they were all married.

SUBSIDIES

- They did not qualify for housing subsidies.

At the moment, male teachers and unmarried women teachers qualified for housing subsidies, and married women teachers qualify only if they were sole breadwinners.

Mr Leukes mentioned the case of a teacher whose husband lost his job and was forced to take a job where he earned much less. She had to take over the payment of the bond on their house, which came to about R180 a month. In terms of the Department's regulations, the husband is considered the breadwinner in the house even if he earns less than the woman.

"If this woman could have had a housing subsidy from the Department, it would have made things so much easier for her," said Mr Leukes.

DIFFERENCES

- But with regard to salary differences between male and female teachers, the progress was very slow.

"It appears that this is being gradually phased out, in fact, I think some women are receiving parity at the moment, but the overall differences still exist," Mr Leukes said.

CAPE Times

21/11/83

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25/11

Selection of whites 'unfair'

BY MARTINE BARKER
Education Reporter

THE Union of Teacher Associations of South Africa (Utasa) expressed its "strongest objection" to the Director of Coloured Education over the inclusion of only six coloured inspectors in a total of 31 whose appointments were announced recently.

The president of Utasa, Mr Franklin Sonn, said yesterday that at its quarterly meeting with the director on Friday the Utasa delegation described the appointments as "disgraceful and unfair".

The organization's stand on this matter did not conflict with its policies of non-racialism and promotion on merit, he said.

It was a practical question, as whites were entitled to apply for promotion posts in 11 education departments

in the country and it was unfair to have a majority of whites in the inspectorate of the only department open to coloured people.

Utasa also expressed its objection to the way selection criteria were implemented, Mr Sonn said.

It was unfair to judge the performance of a coloured school principal against that of a white principal when coloured principals faced huge problems not encountered by whites.

Parity

"We also object to being forced to have separate education and then still have whites bossing us around," he added.

Mr Sonn said the director had agreed to hold further talks with Utasa, the umbrella organization for coloured teacher associations. A Utasa national executive meeting held on Saturday had given him a mandate for a further meeting with the director.

Mr Sonn said "good progress" was being made by the department in achieving parity of working conditions among married and unmarried women, although the matter was not yet finalized.

W. H. Roberts
22/11/83 (32)

Barlow criticises appointments

EAST LONDON — The chairman of the Coloured Management Committee, Mr F.N. Barlow, has expressed his support for the Union of Teacher Associations of South Africa (Utasa) in objecting to the inclusion of only six coloured inspectors out of a total of 31 announced by the department of coloured education.

Mr Barlow said yesterday the appointment of only six coloured inspectors was not a good omen for relaxed relationships in the new constitutional process planned for South Africa.

He said that, while he had no grudge against whites, Coloured Affairs had been in existence long enough for there to be suitably qualified personnel.

Mr Barlow said the unfair balance could lead to highly qualified teachers losing their enthusiasm, something the coloured community could not afford.

He said he also supported parity for men and women teachers as well as parity for married women, who were "holding the fort in coloured education." —
DDR

Apartheid in education still with us — Sonn

AKW
23/11/83
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Education Reporter
TEACHER organisations have mixed reactions to the Government's White Paper on education.

Attacking the 48-page document, Mr Franklin Sonn, president of the Union of Teachers' Associations of South Africa, said it placed education firmly within the framework of the new constitutional dispensation. In doing so it perpetuated the apartheid educational system.

He said the De Lange report offered the Government an opportunity of "real reform" but "despite all the positive and welcome elements contained in the White Paper, the Government was not ready to grasp this nettle and separate education is still with us".

Disturbing

Of "particular disturbance" was the Government's rejection of a single ministry of education and their refusal to waive the requirements of the Group Areas Act

in situations where one population group's under-used educational accommodation could be used by other population groups faced with a considerable backlog.

The president of the South African Teachers' Association, Mr A S Powell, said Sata rejected the intention of the Government to form five ministries of education rather than a single ministerial dispensation as recommended by the De Lange report and the 1982 working party.

He said: "We also reject the duality of a single professional registering body made up of the representatives of the teachers' professional councils as well as a teachers' professional council for each population group.

Reassurance

"We urge that a single professional body should be formed to control the professional aspects of registration, minimum training requirements and discipline."

Sata welcomed the reassurance that tertiary institutions would be given a greater degree of freedom to decide who would be admitted as students.

"However, Sata urges that these institutions be given the full right to make the decision of admission as recommended by the working party," Mr Powell said.

They also strongly supported the establishment of a negotiating mechanism



Mr Franklin Sonn

which could have recourse to arbitration.

Sata has called a special meeting of its general committee to investigate in greater depth the implications of the White Paper and will release the committee's full conclusions after November 28.

The SA Onderwysersunie said a special executive meeting would be held early next year to "weigh up" the implications of the White Paper.

However, they said they were in agreement with the Government principles such as the Christian and the broad national characters of education, mother-tongue education, mother-tongue education and separate schools and education departments for each race group.

Mr Pat Samuels, president of the Teachers' Association of South Africa (Tasa), said the new education system, so entrenched within the new constitutional dispensation, was "no different from the old one" and did not allow for the fulfilment of black aspirations or educational needs.

"The De Lange Commission was set up as a result of unrest in black schools and has answered few of the problems that caused that unrest," he said.

The bureaucracy required in running the Government's new education system would cost "an incredible amount of money which could be better spent on education".

Sapa reports from Pretoria that the white South African Teachers' Council (SATC) today welcomed Government emphasis on the role of the teaching profession in a new educational dispensation.

One of the recommendations the Government has accepted in response to the De Lange report on education in 1981 and the Education Working Party's report last year, is that the organised teaching profession should be given a say in planning teacher-training.

Emphasis

"The council welcomes the fact that the White Paper emphasises the part to be played by the organised profession in the new educational dispensation," the chairman of the SATC, Professor N T van Loggerenberg, said in a statement.

The establishment of a central registration body for all teachers and a professional teachers' council for each population group concurred with the SATC's recommendations, he said.

The functions and powers of the bodies were, however, not clearly spelled out in the White Paper and they would have to be given priority at a later stage.

Coloured inspectors 'getting a raw deal'

"COLOURED" teachers who have the potential to be promoted to inspectorships are getting a raw deal.

So says Mr Franklin Sonn, president of the Cape Teachers' Professional Association (CTPA) who was reacting to the announcement by the Department of Internal Affairs (Coloured Education) that only six out of 31 inspectors to be appointed shortly were coloured.

This was unfair because coloured teachers had chances for promotion in only one of South Africa's 11 education departments while whites could compete for work in all, Mr Sonn said at a meeting of the CTPA's Paarl branch this week.

"Some people will say we are racist when we argue against the appointment of white inspectors for coloured schools. We agree that the argument is racist, but we cannot pursue this issue with blinkers, while whites have everything their own way.

MEETING

"It is a reality that whites can compete for promotion in 11 departments while we have opportunities in one only. We have fought the matter with the Director of Education (Mr A. J. Arendse) and will continue to fight," Mr Sonn said.

Mr Sonn, who is also

president of the Union of Teachers' Associations of South Africa (UTASA), had spoken to Mr Arendse last week at Utasa's quarterly meeting with the Director.

They told Mr Arendse that their stand on this issue did not conflict with their policies of non-racialism and promotion on merit.

Mr Sonn said they objected to the way selection criteria were implemented.

"If a coloured school principal had to be judged against a white principal for a post, I fear that the white would come out on top. That is because of the many problems faced by coloured school principals which whites do not have.

At last week's meeting, the question of parity for married and unmarried women teachers was discussed but no finality was reached.

SALE TRUNK 8/12/83

Salary rise for 323 coloured teachers

ABOUT a third of all coloured schoolteachers in the country will receive an effective salary increase next year of between 22 and 35 percent, the Director of Coloured Education, Mr A J Arendse, announced yesterday.

The increase, which will affect category (aa) teachers (teachers with Std 8 plus two years' professional training), will come into effect on January 1, 1984.

The increase, for the 9 041 teachers who fall into this category will take the form of an increase of between 10 and 23 percent that will be added to the 12 percent increase that all teachers employed by the Directorate of Education of the Department of Internal Affairs will receive in January.

A spokesman for the directorate said yesterday that the salary improvement was intended to bring the teachers in this category in line with the salaries paid to other teachers employed by the directorate.

Teachers with higher qualifications had received parity with their white colleagues some time ago, he said.

It was intended to improve conditions of service for coloured teachers whose qualifications were not comparable with those of teachers in white education departments.

WORLD

Political teachers' blacklist

By TUCKS CHETTY

SIXTY-TWO newly qualified Indian teachers have been blacklisted for their political and social activities while at training college and "punished" by being sent to remote teaching posts.

The secret blacklist, on teachers who qualified from the Springfield College of Education in Durban last year, was made available to the Sunday Times this week by attorney and former President's Councillor, Mr Pat Poovlingham.

The blacklist details the teachers' alleged involvement with political organisations such as the Natal Indian Congress and the Asanian Students' Organisation.

This week Mr Pat Samuels, president of the 6 000-strong Teachers' Association of South Africa, demanded a commission of inquiry into the blacklist.

Teachers 'blacklist' discussed

Moran
10/3/84
324

By Nagoor Bissety

THE South African Indian Council's executive chairman, Mr Amichand Rajbansi, said yesterday he had discussed allegations of a 'blacklist' of some Indian teachers with the Minister of Internal Affairs Mr F W de Klerk, and the Minister was likely to make a public statement on the matter.

He said he had met the minister in Cape Town on Wednesday.

The minister would decide if there would be an official inquiry into allegations of a blacklist made by Solidarity chairman Mr Pat Poovalingam and backed by the Teachers' Association of South Africa, he said.

The association's journal, Tasa News, says in its latest issue that the 'furore caused by the shocking revelation of a blacklist of several newly-qualified teachers from Durban's Springfield College of Education has set the proverbial cat among the pigeons'.

Remote

It says it appears the majority of new teachers on the blacklist were to be placed in schools in 'less comfortable remote areas' well distanced from their homes.

In letters to victims of the blacklisting, the director of Indian education expressly stated that their original appointments were being cancelled on the instruction of the executive committee of the SAIC and that

they were to report to other schools.'

The cancellations then became an open secret, it says, adding that the director, 'again on the instruction of the SAIC executive' cancelled the cancelled appointments.

In spite of the executive committee's instructions, its chairman, Mr Rajbansi, has vehemently denied any knowledge of the blacklist.

The college's rector Dr Ganesh Nair has also denied knowledge of the blacklist.

The Director of Indian Education, Mr Gabriel Krog, could not be reached for comment.

Department of Posts and Telecommunications
Cabling to communications and navigational aids.

LTA Construction

Responsible for the building of the runway, taxiways and roads.

Bramley Earthworks

Responsible for the site preparation for the building complex.

Northern Transval Electrical

Responsible for the high tension reticulation.

Siemens

Responsible for the runway lighting.

African Technical Service

Responsible for navigation aids including the instrument landing system.

(c) An operations complex consisting of a control tower, an air traffic control centre, an avionics equipment centre, a weather station, a power and lighting block, a main fire station, a stores centre and a surface maintenance workshop.

(2) No. The nature of the relevant projects are such that it must be completed in successive stages. Simultaneous completion is therefore not feasible.

(3) Falls away.

Handwritten: Q. Col. 1311
Sabotage/armed attacks/explosions
23/5/84

Mrs H SUZMAN asked the Minister of Law and Order:

(a) How many incidents of sabotage, armed attack or explosions had occurred in the Republic in 1984 as at the latest specified date for which figures are avail-

able and (b) what was the (i) target and (ii) nature of the incident in each case?

The MINISTER OF INTERNAL AFFAIRS (for the Minister of Law and Order):

Particulars up to 20 May 1984 are as follows:

(a) 14.	(i)	(ii)
2 Railway lines	Explosions	
3 Offices occupied by State Departments and Foreign Missions	Explosions	
2 Power installations	Explosions	
1 Petrol depot	Explosion	
1 Oil refinery	Armed attack	
1 Private dwelling	Armed attack	
1 Private vehicle of a member of the South African Police	Explosion	
Members of the police on two occasions	Armed attacks	
1 Private vehicle	Explosion	

SABC: Devil's Peak

*8. Mr K M ANDREW asked the Minister of Foreign Affairs:

(1) Whether the SABC has sold its site on the slopes of Devil's Peak; if not, why not; if so, (a) to whom; (b) at what price and (c) when;

(2) whether any conditions were attached to this sale; if so, (a) what conditions and (b) why?

The DEPUTY MINISTER OF FINANCE (for the Minister of Foreign Affairs):

In terms of article 3 of the Broadcasting Act, No 73 of 1976, as amended, the affairs of the South African Broadcasting Corporation are managed and controlled by the Board of the Corporation. I would therefore suggest that the hon member submit the question to the Chairman of the Board of the SABC for an answer.

Mr K M ANDREW: Mr Speaker, arising from the hon the Deputy Minister's reply, is he aware that in the past three years, on each occasion in relation to this site, the hon the Minister has provided all the details, and now he suddenly chooses not to do so?

The DEPUTY MINISTER: Mr Speaker, I am not aware of that.

Handwritten: 23/5/84
Indian teachers' salaries
Q. Col. 1313

*9. Mr K M ANDREW asked the Minister of Internal Affairs:

How many Indian teachers were on (a) the same salary scales as and (b) different salary scales from those applicable to White teachers with the same qualifications as at 1 April 1984?

The MINISTER OF INTERNAL AFFAIRS:

(a) 9 147.

(b) 265.

In addition to the number of teachers mentioned under (b) there are 937 under-qualified teachers in categories for which there are no equivalent categories for White teachers.

Handwritten: ~~Prof. H. Hendrick~~
Q. Col. 1313
23/5/84

*10. Mr K M ANDREW asked the Minister of Internal Affairs:

How many Coloured teachers were (a) on the same salary scales as and (b) different salary scales from those applicable to White teachers with the same qualifications as at 1 April 1984?

The MINISTER OF INTERNAL AFFAIRS:

(a) 13 006.

(b) 5 538.

In addition to the number of teachers mentioned under (b) there are 11 106 under-qualified teachers in categories for

which there are no equivalent categories for White teachers.

Handwritten: 23/5/84
Persons killed/wounded by Police
Q. Col. 1314

*11. Mr P H P GASTROW asked the Minister of Law and Order:

Whether any persons were shot by the South African Police in March 1984; if so, how many (a) persons were shot and (b) killed and (c) wounded in that month?

The MINISTER OF INTERNAL AFFAIRS (for the Minister of Law and Order):

Yes: 55.

(a) 10.

(b) 45.

Tralee Court, Durban

*12. Mr W V RAW asked the Minister of Community Development:

(1) Whether Tralee Court in Mona Road, Durban, is subject to rent control; if so,

(2) whether an application was recently made for an increase in rentals in respect of this property; if so, (a) for what increase and (b) as from what date;

(3) whether this application has been considered; if so, what increase was granted;

(4) whether the Rent Board has received any complaints concerning the form of notification given to tenants by the agents or landlords of Tralee Court; if so, what was the nature of these complaints;

(5) whether the Rent Board has been notified of any threats made to tenants of this property concerning the supply of electricity and water; if so, what was the purpose of these threats;

administer the provisions of the Acts and regulations controlling the admission to and residence of aliens in the Republic. Officials of other departments are trained by their own departments and the appointments in their case also vary in accordance with section 4(b) of the Admission of Act, 1972.

Passport control officers

*21. Mrs H SUZMAN asked the Minister of Internal Affairs:

- (1) What is the (a) nature and (b) scope of the investigations carried out by passport control officers in regard to cases involving alleged illegal immigrants;
- (2) whether these investigations include questioning the families of the persons concerned in the event of such families being resident in the Republic; if not, why not;
- (3) what is the longest period for which any person has been held in detention pending the outcome of such an investigation?

THE MINISTER OF INTERNAL AFFAIRS:

- (1) (a) and (b) The hon member is referred to the provisions of the Admission of Persons to the Republic Regulation Act, No 59 of 1972, and more particularly section 34 thereof which prescribe the nature and scope of the investigations to be carried out by passport control officers in cases involving alleged illegal immigrants.
- (2) Only where they can be identified and reached and can contribute towards the identification of the person concerned.
- (3) Statistics of individual cases are not kept but in terms of regulation 26 published in Regulation Gazette No

*21 of 3 April 1964 no person shall be detained in custody for any longer period than is necessary for the purpose of any prescribed inquiry or for the completion by the passport control officer of arrangements for the removal of such person from the Republic at the first reasonable opportunity.

Mrs H SUZMAN: Arising out of the Minister's reply, may I ask him whether his attention has been drawn to the case mentioned by the hon the Minister of Cooperation and Development where people have been held up to 13 months in detention?

*THE MINISTER: The hon member has already received a reply from the hon the Minister. This case only became known to me as a result of the question that was asked. I received no representations from any other quarter.

YMCA building, Port Elizabeth

*22. Mr J H HOON asked the Minister of Community Development:

- (1) Whether the YMCA building in Havelock Street, Port Elizabeth, is situated in a White group area; if so,
- (2) whether youths of population groups other than the White population group may be accommodated in this building; if so, under what statutory provision; if not,
- (3) whether a permit in respect of the accommodation of such youths in this building has been issued; if so, when,
- (4) whether he or any member of his Department has received any complaints in this regard; if so,
- (5) whether he has investigated the complaints; if not, why not; if so, what result?

THE DEPUTY MINISTER OF COMMUNITY DEVELOPMENT:

- (1) Yes
- (2) No
- (3) No
- (4) No
- (5) Falls away.

Mr D J N MALCOMESS: Mr Speaker, arising out of the hon the deputy Minister's reply, if he receives an application for multi-racial occupation of this building, would he give it his sympathetic consideration? [Interjections.]

THE DEPUTY MINISTER: No applications have been received in this regard.

South West Africa printing work

*23. Mr J H HOON asked the Minister of Defence:

Whether the South African Defence Force at any stage did printing work for a private body or association of private bodies in South West Africa; if so, (a) for what private body or association of private bodies, (b) which section of the South African Defence Force did the printing work and (c) what was the cost involved?

THE MINISTER OF LAW AND ORDER (for the Minister of Defence):

(a), (b) and (c) fall away.
Indian Teachers' Improvement of qualifications 6/6/84
24. Mr R M BURROWS asked the Minister of Internal Affairs:

- (1) Whether provision has been made for a scheme enabling serving Indian teachers to improve their teaching qualifications by correspondence with any college of education; if not, why not; if so,

- (2) whether his Department keeps a register of teachers availing themselves of this scheme; if not, why not; if so, how many teachers (a) were so registered as at, and (b) had improved their qualifications in this manner since the inception of this scheme up to, the latest specified date for which figures are available;
- (3) whether this scheme provides for the acquisition of a senior certificate; if not, why not;
- (4) whether he is considering any extensions to this scheme; if not, why not; if so, (a) what extensions and (b) when?

THE DEPUTY MINISTER OF INTERNAL AFFAIRS:

- (1) No, because the small number of lowly-qualified teachers still in service does not justify the introduction of a correspondence course.
- (2), (3) and (4) Fall away.

Coloured teachers' Improvement of qualifications 6/6/84
25. Mr R M BURROWS asked the Minister of Internal Affairs:

- (1) Whether provision has been made for a scheme enabling serving Coloured teachers to improve their teaching qualifications by correspondence with any college of education; if not, why not; if so,
- (2) whether his Department keeps a register of teachers availing themselves of this scheme; if not, why not; if so, how many teachers (a) were so registered as at, and (b) had improved their qualifications in this manner since the inception of this scheme up to, the latest specified date for which figures are available;
- (3) whether this scheme provides for the acquisition of a senior certificate; if not, why not;

- (5) whether this child has been visited by a social worker; if not, why not; if so, when;
- (6) whether relatives of this child requested permission to visit him or her; if so, when;
- (7) whether these relatives were granted such permission; if not, why not; if so, when;
- (8) what is the name of this child?

THE MINISTER OF LAW AND ORDER:

- (1) He was detained in the Cookhouse police cells from 12 to 14 May 1984.
- (2) No.
- (3) No. On 15 May 1984.
- (4) No. The public prosecutor withdrew the charge of public violence against him.
- (5) No, because the duration of his detention was too short, and normally the services of social workers are requested by presiding magistrates.
- (6) No.
- (7) Falls away.
- (8) Mzunkisi Mbelana.

Cradock: persons arrested

1038. Mr A SAVAGE asked the Minister of Law and Order:

With reference to his reply to Question No 958 on 4 June 1984, what are the names of the 49 persons who were arrested in the Cradock area during the period 2 April to 13 May 1984?

THE MINISTER OF LAW AND ORDER:

Mzunkisi Mbelana
Lylande Kilany

Tandi Bangu
Yuvani Zolofosi
Siphiso Nqabeshi
Zondi Adams
Georgia Mzabhe
Xolani April
Dumiso Semele
Wandile Ponki
Boyiswa Banishi
Nosipho Mamba
Gloria Mhlofi
Boyboy September
Losee Kooi
Mazemo Mosebe
Andile Dhlwili
Matsenhe Madaka
Luyanda Janjam
Bhityhe Mafu
Nonnanda Nantyi
Zako Siko
Solomon Banishi
Siswena Ndlovu
Nemvula Fanele
Nemalungo Ntobela
Tandile Jacobs
Nole Dymuna
Andile Jacobs
Tozi Sivuya
Lesley Madzobele
Zonny Ndlovu
Mvokwe Nelana
Sokuzi Mafuna
Nonnazi Kwinishi
Zikolobhe Gremmins
Boywe Boo
Sulima Galeckie
Elizabeth Fricke
Zoliswa Nyama
Mortis Tongishi
Ntshemkozi Adonis
Luthanie Bena
Naxoni Naki
Noyani Frans
Mas Tuda
Yini yose
Mondli Ntobela

Teachers: 18/6/84
6.6.1984
1044. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

What was the total number of (a) Indian and (b) White teachers employed at

Indian schools as at the latest specified date for which figures are available? (b) 430 418 675
(c) 27 16 25

THE MINISTER OF INTERNAL AFFAIRS:

As at 31 March 1984:

(a) 10 347

(b) 167

Howard O. 6.1.16 81
Cape Town schools 19/6/84
1050. Mr K M ANDREW asked the Minister of Internal Affairs:

What was the (a) potential capacity, (b) pupil enrolment at and (c) number of teachers employed at (i) Vista High School, Cape Town, (ii) Schotse Kloof Primary School, and (iii) St Paul's EC Primary School, Cape Town, during the first quarter of 1984?

THE MINISTER OF INTERNAL AFFAIRS:

(i)	(ii)	(iii)
(a) 500	380	433

See annexure.

(a) Total
Development amount invested as at 31-3-84

(b) Institutions

(c)(i) Nature

(ii) Amount

Western Cape 3 757 436 Eastern Province Building Society
Sambou National Building Society

- United Building Society
- Allied Building Society
- SA Permanent Building Society
- Trust Building Society
- Natal Building Society
- Kornta Bank
- Merit Bank
- Trust Bank
- Barclays National Bank (ro

- do 55 868
- do 64 396
- do 40 400
- do 40 400
- do 40 400
- do 40 400
- do 146 932
- do 1 600 000
- do 1 150 000
- Shares 126 540

East Cape 3 445 000 Allied Building Society
Eastern Province Building Society

Fixed Deposit do 600 000
do 500 000

Indicates translated version.

Howard O. 6.1.16 82
Administration Board: Investments 19/6/84

775. Mr P G SOAL asked the Minister of Co-operation and Development:

(a) What total amount had been invested by each Administration Board as at 31 March 1984, (b) with which specified institutions had each amount been invested and (c) what was the (i) nature and (ii) amount of each investment made by each Administration Board?

THE MINISTER OF CO-OPERATION AND DEVELOPMENT:

1739

WEDNESDAY, 20 JUNE 1984

1740

M L Sultán Technikon Department	As at 31-12-83	As at 31-5-84
Electrical Engineering	476	326
Health Sciences	464	370
Hotel and Catering Administration	134	120
Management Administration and Computer Science	1 277	1 351
Mechanical Engineering	204	122
Secretarial Studies, Communication and Languages	228	268
Technikon Peninsula Department	As at 31-12-83	As at 31-5-84
School of Science	368	314
School of Secretarial Training, Communication and Electronic Data Processing	600	415
School of Art and Design	94	80
School of Business Studies	535	743
School of Engineering and Building	573	463
School of Education	244	256

The above figures include part-time students.

Technikons

1006. Mr H E J VAN RENSBURG asked the Minister of Internal Affairs:

What was the ratio of students to staff in 1983 in each department at each specified technikon falling under the control of his Department?

THE MINISTER OF INTERNAL AFFAIRS:

M L Sultán Technikon	12:1
1. Applied Sciences	8:1
2. Art and Design	20:1
3. Building and Civil Engineering	25:1
4. Electrical Engineering	19:1
5. Health Sciences	9:1
6. Hotel and Catering Administration	19:1
7. Management, Administration and Computer Science	24:1
8. Mechanical Engineering	11:1
9. Secretarial Studies, Communication and Languages	

1741

WEDNESDAY, 20 JUNE 1984

1742

As at March 1984:		Schoools :		Pupils	
(a)	(i)	(ii)	(iii)	(a)	(b)
(i)	State schools	121	11	80	—
(ii)	State-aided schools	720	471	196	233
(iii)	State schools	1 139	140	247	140
(iv)	State-aided schools	194	172	050	93
		7	4	290	110
					2 756

1041. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

(a) How many (i) training centres and (ii) qualified teachers for handicapped (aa) Coloured and (bb) Indian children were there in the Republic as at the latest specified date for which figures are available and (b) where are these training centres situated in each case?

THE MINISTER OF INTERNAL AFFAIRS:

As at 1 April 1984:

(a)	(i)	(aa)	12	(b)	(ii)
(b)	(bb)	8			
(i)	(aa)	65			
(b)	(bb)	61			
(b)	For Coloureds				
	Athlone, Cape; Heidelberg, Cape; Oordevaart, Cape; Port Elizabeth, Cape; Worcester, Port Elizabeth; East London, Durban; Pietermaritzburg; Oordevaart, Johannesburg.				
(c)	16	45			455

For Indians

Pietermaritzburg; Verulam; Laundium; Umzimvohe; Stanger; Durban (2); Lenasa

The above figures do not include special schools, eg schools for the deaf, blind, etc.

1043. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

How many (a) White, (b) Coloured and (c) Indian (i) inspectors, (ii) subject specialists or advisers and (iii) school principals were in the employ of his Department as at the latest specified date for which figures are available?

THE MINISTER OF INTERNAL AFFAIRS:

As at March 1984:

(a)	(i)	(ii)	(iii)
(a)	59	126	225
(b)	45	66	1 880
(c)	16	45	455

1045. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

With reference to his reply to Question No 410 on 7 March 1984, what was the extent of the shortage of (a) teachers and (b) properly qualified teachers at (i) Coloured and (ii) Indian schools as at the latest

specified date for which figures are available?
The MINISTER OF INTERNAL AFFAIRS:

- (1) As at 1984.04.30
(2) Nil
(3) 807:448

1055 Mr G B D MCINTOSH asked the Minister of Law and Order:

(1) Whether he will furnish information on the establishment of the Presbury police station in the Pietermaritzburg district; if not, why not; if so, (a) what is the establishment of this police station and (b) how many posts were (i) filled and (ii) vacant as at the latest specified date for which figures are available;

(2) whether any foot patrols operated from this police station during May 1984; if not, why not; if so, how many?

The MINISTER OF LAW AND ORDER:

(1) No, because I consider it for security reasons not advisable to disclose such information.

(2) Yes. Two during each tour of duty.

Bus operators

1059. Mr D J N MALCOMESS asked the Minister of Transport Affairs:

- 1. Agriculture and Renewable Natural Resources
2. Architecture and Environmental Design

Table with 2 columns: Full-time equivalent students enrolled in fields of study for 1983, and Port Vaal Eliza-Tribeth angle

Whether bus operators may transport both foreign and local tourists in the same vehicle on the same route on one licence; if not, why not?

The MINISTER OF TRANSPORT AFFAIRS:

Yes, provided that the bus operators concerned are the holders of road carrier permits which authorises such conveyance.

THURSDAY, 21 JUNE 1984

Indicates translated version.

For written reply: Demand

999. Mr H E J VAN RENSBURG asked the Minister of National Education:

How many students were enrolled for courses in each specified department, at each technician falling under the control of his Department in 1983 and 1984, respectively?

The MINISTER OF NATIONAL EDUCATION:

The subdivision of student numbers per department is not available. Refer to the attached schedule for the subdivision of student numbers per subject area according to the South African Post-Secondary Education System (SAPSE) for 1983.

Table with 4 columns: OSS Natal walters rand, Port Vaal Eliza-Tribeth angle, and other columns

Main table with 4 columns: Arts, Visual and Performing; History of Visual Arts; Business, Commerce and Management Sciences; Computer Science and Data Processing; Education; Engineering and Engineering Technology; Health Care and Health Sciences; Nursing, Rehabilitation and Therapeutic and Health Care Administration, Public Health Sciences; All other Health Care and Health Sciences; Home Economics; Industrial Arts, Trades and Technology; Languages, Linguistics and Literature; Libraries and Museums; Life Sciences and Physical Science; Mathematical Sciences; Military Science; Philosophy, Religion and Theology; Physical Education, Health Education and Leisure; Psychology; Public Administration and Social Services; Social Science and Social Studies

Statistics for 1984 are not yet available.

1004. Mr H E J VAN RENSBURG asked the Minister of National Education:

How many (a) White, (b) Coloured, (c) Asian, (d) Black and (e) other students

Table with 2 columns: The MINISTER OF NATIONAL EDUCATION, and other columns

Monday 8/9/84 (324)

'Sent to rural school'

Mercury Reporter

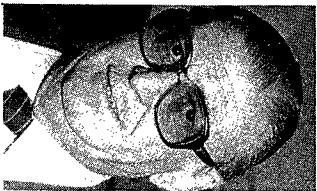
A FORMER student at Durban's Springfield College of Education, who was among 62 students allegedly blacklisted, yesterday claimed that he was 'posted' to a remote school in a rural area in the Transvaal on the instructions of Mr A Rabhansi, executive chairman of the South African Indian Council.

Mr Imhannah Naidoo, who was chairman of the Interim Student Affairs Committee at the college last year, was testifying for the plaintiffs in a defamation action in the Civil Court in Durban.

Three senior clerks of the Department of Indian Education — Mr S C Naidoo, Mr A K Mahomed and Mr B S Moodley — are seeking damages against the Leader newspaper which published a letter about the alleged blacklisting of students of the Springfield College.

Mr Naidoo told the Court that his name was included in the blacklist. Earlier, an application by the clerks lawyers for the blacklist to be handed to the Court as an exhibit was rejected when the Magistrate, Mr E Khusmann, upheld objections by Mr A Findlay, who appeared for the Minister of Internal Affairs, and the defence counsel, Mr B Aker.

Mr Khusmann ruled that the contents of the document were not of vital importance to the



Mr Gabriel Krog

anything to do with the blacklist, but conceded, when cross-examined by counsel for the plaintiffs, that the SAIC executive committee had overall control of Indian education.

Mr Krog also told the Court that he had a photostat copy of a list of 11 names in the handwriting of Mr Rabhansi. He also admitted that Mr Rabhansi had requested certain information from the department regarding the students.

When asked by Mr Pat Poovalingam (who appeared for one of the plaintiffs) whether the 11 names were included in the blacklist, defence counsel Mr Aker objected, saying it was irrelevant, he said.

Mr Gabriel Krog, Director of Indian Education, who also testified for the clerks, told the Court that he had seen a schedule of names which, he said, had been referred to as a blacklist by the Press. He had no knowledge whether the SAIC had



Senior clerks of the Department of Indian Education, Mr A K Mahomed (left), Mr S C Naidoo and Mr B S Moodley with Mr Pat Poovalingam. The clerks are claiming damages against the Leader newspaper after the publication of a letter concerning the alleged blacklisting of students.

college, Mr M M Moodley, said that some of the names of students who were blacklisted were chosen by him and the registrar, Mr V G Naidoo, and others at the suggestion of the Director of the college, Dr G K Nair.

Some of the reasons advanced by Dr Nair for including the names of certain students were that they had been involved in the boycott and student unrest at the college.

'In one case he asked that a certain student be listed because of an en-

counter the student was said to have had with Dr Nair in the auditorium. The student had asked Dr Nair awkward questions which suggested that the student was a 'ring-leader', he said.

'Shameful'

Mr Pat Samuels, president of the Teachers' Association of South Africa, described the blacklist as a 'shameful act' and said that if it were compiled by teachers or anybody connected with the teach-

ing profession their actions would have been considered as unprofessional.

Although Mr Rabhansi and Dr Nair were subpoenaed by the plaintiffs to give evidence yesterday, neither were called at the close of the plaintiffs' case.

Mr Poovalingam appeared for Mr B S Moodley and Advocate A N Japple appeared for Mr S C Naidoo and Mr Mahomed. Mr Aker appeared for the Leader. The hearing continues today.

(324)

Indian teachers told no job cuts are contemplated

Mercury 7/2/68

Mercury Reporter

NOT a single Indian teacher on permanent or temporary staffs would be dismissed this year, Mr J S M Zwiendelaar, executive director of education and culture in the House of Delegates, said yesterday.

Speaking from Cape Town, Mr Zwiendelaar said he had been told by the deputy director, Mr A K Singh, that teachers were worried by rumours that many of them would be retrenched this year.

"It is devoid of any truth because the Minister of Education in the House of

Delegates, Mr Kessi Ramduth, and I have not discussed retrenchments or contemplate doing so," he said, adding that all temporary staff re-employed this year would be retained until the end of 1965.

Mr Zwiendelaar said the services of 248 temporary teachers were terminated at the end of 1964 and that 101 of them had been re-employed last month until the end of the year.

The temporary teachers can rest assured that their jobs were secure until they were terminated in December, Mr Zwiendelaar said.

Indian teacher promotion system to be streamlined

Mercury Reporter
EXISTING methods of promoting Indian teachers, a bone of contention in the profession for many years, are being streamlined to benefit the teacher.

Mr Kassie Ramduth, Minister of Education and Culture in the House of Delegates, yesterday confirmed that a seven-man committee had been appointed to investigate and report on current promotion methods.

The committee, headed by Chief Director of Indian Education, Mr A K Singh, is expected to report on its findings in a month's time. It is made up of two chief inspectors of education, an educational leader, two representatives of the Teachers' Association of South Africa, and a re-

tired high school principal.

Mr Ramduth said the methods of promotion were being reviewed following complaints from teachers.

Welcoming the appointment yesterday, Mr Pat Samuels, president of Tasa, said the association had been campaigning for a review of promotion methods for more than 10 years.

While minor changes were made in the past by the former Director of Indian Education, Mr Gabriel Krog, they were not entirely satisfactory. It is hoped that many of the problems in respect of promotions will be overcome. Teachers have always criticised the present system which has not been objective, he said.

NM 9/11/85

324

Minister tells of boost for Indian teachers

324

22/5/85

Mercury Reporter

MORE than R208 million would be spent on salaries for Indian teachers in 1985 and 1986, Mr Kassie Ramduth, Minister of Education and Culture in the House of Delegates, said yesterday.

He said in an interview that his department had big plans for Indian education, which had a budget of R321 million.

Among the priorities were new schools, hostels at high schools, school halls, teaching of Indian languages, technical high schools, busing of pupils and a community learning centre at Newcastle.

The learning centre, to be built this year on an 18 ha site donated by the local municipality, would include a creche, pre-primary school, technical school, an adult educational centre and a teach-

ers' centre. 22/5/85
Mr Ramduth said there were 236 000 Indian pupils in South Africa.

Five new primary and two secondary schools had been opened earlier this year, with additions to 15 secondary and five primary schools. Two more primary and seven secondary schools would be opened later this year or early next year.

Mr Ramduth said major work programmes had been earmarked for schools at Stanger, Kloof and Wyebank, Germiston, Malagasi in Isipingo and Howick West.

There would be hostels for pupils in three Transvaal towns and at Richards Bay in Zululand.

Samuels to be opposed in Tasa elections

324
Nat'l Mercury 8/6/85

Mercury Reporter

MR PAT Samuels, president of the Teachers' Association of South Africa for the past 10 years, is being opposed by another teacher for the leadership of the association.

But, Mr Samuels, a headmaster, said yesterday he was not unduly worried because he was confident the vast majority of teachers would vote for him.

'It is unlikely teachers would want a change in leadership at this stage when Indian education is poised for major changes,' he said, adding it was the democratic right of any member of the association to contest the elections.

Mr Samuels, who is Tasa's representative on the South African Council for Education, a widely representative and powerful body appointed by the Government to advise on educational matters, is being opposed by Mr N Kanjee.

Indian teachers throughout the country have been asked to cast their votes in a postal ballot this month. Results of the election will be announced at Tasa's annual congress in the Durban

City Hall in July.

Mr H Rambaran, the vice-president, is also being opposed by Dr D Bugwandeen, vice-Rector of the Springfield College of Education.

In his election manifesto posted to teachers yesterday, Mr Kanjee said he had the greatest respect for Mr Samuels as a 'sincere and able leader', but he believed it was time now for younger and more inspiring leadership.

'Your vote will determine whether Tasa continues with its present stereotyped policy and conservative attitude or whether you desire a change in direction and strategy.'

Schools

jibe angers

Indians

JOHANNESBURG. — A jibe about black teachers being kept out of Indian schools because they may burn them down prompted six Indian Labour Party members, including two MPs in the House of Delegates, to walk out of a meeting of the National People's Party here yesterday.

Mr Salaam Abram-Mayet, an LP member and nominated MP, said last night that what had "irritated" him was that the NPP, the ruling party in the House, took no visible steps to reprimand the man, a party branch official, even if the remark had been made in jest.

Mr Ahomed Lambat, Labour Party MP for Actonville, walked out with Mr Abram-Mayet.

Mr Abram-Mayet said the "black teachers" remark was inflammatory and in bad taste. Instead of the NPP kicking out the man who made the offensive remark, he was given important duties at the meeting, he said.

It all started when Labour Party member Mr Farouk Majam asked why black teachers were not employed in Indian schools.

The official then jibed that black teachers would get Indian schools burnt down.

"The remark engenders racial hatred and mistrust and the man should have been reprimanded, but he was let off scot-free," Mr Abram-Mayet said.

The NPP public relations officer in the Transvaal, Mr Ismail Abramjee, declined to comment, saying a statement would probably be issued today by the party's national leader, Mr Amichand Rajbansi. — Sapa

THE WHITE teachers battle to come out on their salaries, Indian and colored teachers even have those salaries equal to those of white teachers to meet high costs. R. S. Sanyal, Government, achieved parity — by eliminating inequality in salaries — for certain categories of teachers.

New teachers with an "M plus three" or matric and three years of training, have parity with white teachers. Teachers are believed to be below parity and are earning salaries that would barely pay the month's food bill for an average family.

The Mail spoke to Indian and colored teachers to find out how they coped. They said they were afraid they were being cheated by their employers, the departments of Coloured and Indian Affairs.

FATIMA MOOSA earns Rs30 gross and takes home Rs35 a month. She is below the parity level and has only a teacher's certificate — that is, a Standard 8 education and two years of training.

But she has a junior primary school teacher for 13 years, and when she started, she earned Rs8 a month. "I suppose you could say I've come a long way," she says with a wry smile.

Mrs Moosa is the mother of two young boys, aged six and seven. Her article-acted companion, yet another government faculty student, he earns Rs60 extra. He has another three years to go before he

Salaries: spare a thought for Indian teachers

By HELENE ZAMPETAKIS

starts bringing home a decent salary.

The Moosas live in a small two bedroom flat in Fortsbury which costs them Rs30 a month. With the shortage of housing in the designated areas, the Moosas are lucky to find a place to stay at any price, she says.

She painted a miserable picture of the family's life-style... cooped up in a cramped flat with no entertainment to liven up the weekends.

She spends between Rs20 and Rs25 on food for the family. This includes food for a maid who looks after "the little one" while she works. The maid earns Rs40 a month.

The family has one "very old" car, which is serviced by Mr Moosa. Every month Mrs Moosa spends Rs25 on petrol to take her to work. They must also spend Rs50 a year on university fees for her husband and books cost extra. Fees for the eldest child's vernacular classes

cost Rs50 a month. Insurance costs them Rs16 a month and whatever is left over "disappears" — they spend it on clothes for the family-growing boy little on entertainment. We visit the family. If we have any more money we spend it on the children.

The Moosas badly need another car, but they can't afford it. Mr Moosa has to use public transport to get to work and this slows down his work badly.

If they ever need to spend something extra in the house, they must think hard about it. "This makes me resentful. I am an experienced teacher whereas a first-year teacher on parity earns more than I do," she says.

"We tried to study for my matric, but it's not easy for two young children at home and a full-time job at the same time," she says. But life is not much easier for Indian teachers on parity.

The biggest perk that applies to whites, coloured and Indian teachers alike — the departmental housing subsidy — doesn't work when there are no houses to buy.

DENISE SANYAL teaches at a school in Fortsbury and earns Rs157 gross a month. She started teaching in 1943 and has a

teacher's certificate from a college in Paris, which has since closed down.

In 1961 she left the teaching profession, many employers who are willing to pay realistic salaries.

As a shop assistant, she earned Rs30 a month, until her two daughters became self-supporting.

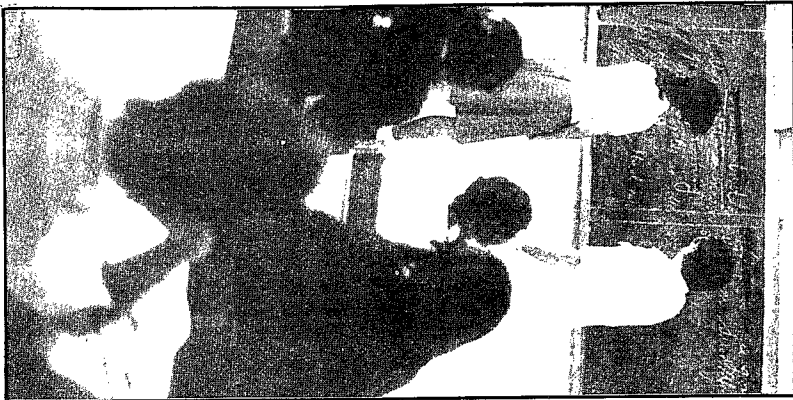
Then Mrs Sanyal went back to teaching... for the love of it. She had a former up-hoisterer is retired and her daughters contribute a percentage of their incomes to supporting their parents.

One daughter, a pianist, pays the food bill every month. Both daughters keep their father's car. Mr Sanyal, Rs140 a month on rent, Rs30 on clothes and Rs25 a week on petrol.

They live more on their savings than on her meagre salary. There is a huge shortage of Indian schools recruit housewives off the street. That is why the standard of living is so low.

"I don't know what year the Government thinks it is living in, but it's not the 20th century," Mrs Sanyal says.

MOHAMMED SINAI has been teaching at a high school in Fortsbury for 13 years and takes home Rs87 a month. He reached his ceiling salary after six years. "I don't know what year the Government thinks it is living in, but it's not the 20th century," Mrs Sanyal says.



AHMED NOORBHAI, a high school teacher, spends his salary on basic necessities before the month is over. He takes home Rs87 a month. He reached his ceiling salary after six years. "I don't know what year the Government thinks it is living in, but it's not the 20th century," Mrs Sanyal says.

Mr Sinai is the father of two boys, aged 10 and six. When all the basic costs have been paid, he spends what is left on his children. "We have never deprived the children of anything," he says, and when he describes what he spends on entertainment for his sons, it becomes clear that every ice cream, hamburger and movie must be counted.

His boys' clothing mainly comes from the Islamic stores where he can pay it off at the end of the year when he gets his bonus cheque. Mrs Sinai sells goods on a freelance basis but she doesn't make much money. Her income is almost neutralised by the cost of travelling. They pay Rs30 a month on a two-bedroom flat, Rs20 a year on household insurance and Rs20 a year on car insurance and Rs2 this year on a car licence.

Petrol comes to Rs28 a week and the car has had two services this year at Rs150 each time. Mr Sinai is paying the car off at Rs120 a month. "Our grocery bill used to be Rs150 when teachers got the last increase. Now it is double that," he says. His wife's vernacular education costs Rs50 a month.

AHMED NOORBHAI, a teacher at the same school, complains that the Department of Indian Education starved him from Johannesburg to his present school without taking into consideration the drastic shortage of accommodation.

Every day he spends six hours catching connecting trains, at Rs18 a month, to and from work. He works two hours by car, but he says it would cost him Rs50 a month on petrol and wear and tear.

His gross salary is Rs1 300, but after deductions — which includes the bond repayment of Rs100 a month — he takes home Rs200. He is too long in the middle of the month waiting for the next salary. "Mr Noorbhai is already exhausted," Mr Noorbhai says.

ISMAIL PATIL, a principal with an M.A. who has been in the teaching profession for 30 years, has a gross salary of Rs200 left when he has finished paying off his bond, food, clothing, transport and other essentials, he says.

Teachers satisfied with promotions, says Rajbansi

Mercury Reporter:
THE Chief Minister in the House of Delegates, Mr Amichand Rajbansi, said yesterday the Indian teachers' promotions were done strictly on principles approved by the Teachers' Association of South Africa.

He was commenting on a statement by TASA president, Mr Pat Samuels, that many teachers had expressed disappointment with the promotions.

'Contrary to Mr Samuels's statement, there has been widespread satisfaction over this year's Indian teacher promotions. I wonder whether Mr Samuels has personalised the whole issue?

'There has been tremendous improvement in this year's promotions and we have fulfilled our stand which concurs with

the TASA stand that merit should always be the criteria for promotions, but where teachers have the same ratings in assessments then the seniority of the candidate is considered.

'The department strictly adhered to this principle and one must realise that in a particular vacancy only one promotion can be made. That does not mean that many of them who did not get promotions have not been rated well.

Average age

'The special committee set up to undertake an investigation had its recommendations accepted by the Ministers' Council and in addition the method to determine seniority was also improved upon.

'One must not judge the average age of those promoted to mean that those with good merit and low-

er in age were not promoted.'

Those promoted range in ages from 30 to 63 years. The average age of head of department in a primary school was 45 years while the average age of HOD secondary was 39 years.

'The average age of the higher positions have been as high as 53 years for complex secondary schools, 46 years for S1 principals, 54 years for primary school principals, 46 for deputy principals of secondary schools and 51 for deputy principal primary schools.

'The department has strictly adhered to the principles on which Mr Samuels commented, and in the ensuing years the Ministers' Council, on professional advice, intends to further improve the system,' Mr Rajbansi added.

Lights will

people reported when it was reported
Kennedy Secretary and MP
Tony Walker treasurer
husband and bore the child as a surrogate mo

'Teachers shouldn't encourage boycotts'



By DIRK VAN ZYL
Political Correspondent

THE chairman of the House of Delegates' Ministers' Council and leader of the Indian National Peoples Party (NPP), Mr Amichand Rajbansi, warned last night that his Administration would not tolerate political activity by teachers within the boundaries of schools under its control.

He was addressing an NPP report-back rally in the Port Elizabeth City Hall attended by about 250 people.

Three Ministers' Council Ministers, the chairman of the House of Delegates and MP for Malabar, Mr Raman Bhana; and the Deputy Minister of Environment Affairs and Tourism, Mr Soobramoney Naicker, also spoke and answered a number of questions.

Mr Rajbansi said his

Administration would defend the right of teachers to differ politically from it and the NPP "but we will not tolerate any nonsense within the boundaries of a school - let's have education in schools."

His Administration would not allow teachers to promote boycotts.

Mr Rajbansi revealed that only 100 teachers would be accepted at Indian teachers' colleges next year.

Mr Rajbansi said whoever had "masterminded" a policy in the 1950s - and he strongly suggested that it was Afrikaner Broederbond-inspired - that no secondary technical schools be built for blacks "is the cause of the troubles in the townships".

The NPP saw its main task as improving the quality of life of all South

Africans and it stood strongly for the removal of the Group Areas Act

To applause, Mr Rajbansi said the NPP wanted "one Ministry and one education system for South Africa. We will pursue this with the utmost vigour at our command"

● The House of Delegates' Minister of Health and Welfare, Dr Murugan Padayachy, revealed that a Bill was to be piloted through the next parliamentary session which would prevent people cashing their pension contributions when they changed employment.

The Bill would also compel all employers and employees to contribute to a pension fund.

● Mr Bhana said he hoped the lifting of the consumer boycott tomorrow would go ahead as planned

● See Page 5

E. Post 14/1/78

ONLY 100 prospective teachers — a drop of 600 — will be accepted next year by the Department of Education and Culture in the House of Delegates.

This was announced on Wednesday night by the chairman of the Ministers' Council in the House of Delegates, Amchand Rajpanshi. Addressing about 250 people at a meeting in Port Elizabeth, Rajpanshi warned teachers that the NPP would not tolerate politics on the campus and he lashed out at the Progressive Federal Party.

Only 100 new Indian teachers for 1986

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15/11/85

Rajpanshi said graduates throughout South Africa would receive the bad news in the next two weeks that only 100 potential teachers would be accepted next year.

"There is no place for them," he said. He said he respected the right of teachers to have political views, but that politics had to be kept out of schools.

"We will not tolerate any nonsense within the boundaries of schools," he warned.

"The fact that there are thousands knocking on the door to become teachers means we can't take strong action against anyone who advocates boycotts," he added.

He then accused the PPP of taking one line within the standing committees and another outside for the benefit of the media and the public.

He said the PPP aimed to grab the citadels of power in the House of Representatives and the House of Delegates.

"Where they have grabbed the citadels of power at third-tier level, their performances have been equal to the utterances of the Conservative Party and the Herstigte Nasionale Party."

Rajpanshi said he would deal in greater detail with the PPP during the No Confidence debate in the House of Delegates next year.

On future constitutional development in South Africa, Rajpanshi said State President P. W. Botha's speech.

es at National Party congresses in Durban and Port Elizabeth had put South Africa on a new course.

Botha, he said, had for the first time touched on the possibility of regional solutions to the country's problems, and the NPP also favoured a federal solution.

Rajpanshi said there was a fundamental difference between South Africa and other countries in Africa, such as Kenya and Zimbabwe.

This was that blacks in South Africa were not negotiating with an absentee landlord.

They were dealing with four million people determined to survive, said Rajpanshi. — Sapa.

Durban to have R50 m Indian Mercury 324 teacher college

Mercury Reporter

DURBAN was to get a R50 million college of education to train Indian teachers. Mr Amichand Rajbansi, chairman of the Indian Ministers' Council and acting Minister of the Budget, announced at the weekend.

Speaking at a diploma presentation ceremony at the Springfield College of Education, he said the planning and construction of the college was expected to be the largest single project undertaken by the House of Delegates.

Mr Rajbansi said the final design had been completed and sketch plans approved. The project was expected to go for tender in August.

In the meantime, tender documents for civil works were released by the consultants and tenders close on January

15 next year,' he said, adding that the anticipated occupation date was January, 1990.

An administrative department, 15 departments in the academic campus, a students' centre, auditorium, recreational and sporting facilities and a residential campus would all be included.

Mr Rajbansi said the new college was being built to replace the Springfield College of Education to meet a long overdue need to modernise teacher education facilities.

The department had found itself with an embarrassingly high number of applicants for teacher training.

This year 420 of 3 206 applicants had been admitted to teacher training institutions and the total intake for next year and probably up to 1990 would be 250 students each year.

'Should it be decided that teachers, regardless of race, will be used for the education of all the people of South Africa, then the large number of Indian students who are turned away each year from the Indian colleges of education could begin to alleviate the serious shortage of teachers in this country,' he added.

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10/12/81

New teacher college 'a waste of money'

Mercury Reporter

THE proposed R50 million teacher training college for Indians at Cato Manor is a waste of taxpayers' money, claim some Indian, white and coloured politicians.

They called instead for Pinetown's Edgewood College, which is two-thirds empty, to be used by all races.

Mr Amichand Rajbansi, chairman of the Ministers' Council in the House of Delegates, announced at the weekend that the proposed college would replace the outdated Springfield College.

Occupation of the new college, with all the necessary recreational facilities, is scheduled for January 1990.

However, the politicians claimed yesterday that Mr Rajbansi was entrenching apartheid instead of dismantling it.

Promised

'He has planned for apartheid to be enforced in 1990 with a separate college for Indians,' said Dr Farouk Meer, acting president of the Natal Indian Congress.

Dr Meer added that Mr Rajbansi had promised to loosen the nuts on the bolts of apartheid when he entered Parliament, but he appeared to be tightening them.

'Instead of a separate college for Indians Mr Rajbansi should insist on the opening of Edgewood College to all races,' Dr Meer said.

Mr Roger Burrows, PFP MP for Pinetown, said he could not see why a new college for Indians was necessary when Edgewood was two-thirds empty.

'Edgewood is big enough to accommodate coloured and Indian trainee teachers,' he said, adding that since coloureds did not have a college in Durban, the Pinetown college should be opened to all races.

Entrench

Mr Cecil Kippen, coloured Labour Party MP for Durban Suburbs, said if an Indian college was provided in Durban a coloured one would also be built.

'This will entrench apartheid even further,' he said, adding that if the Cato Manor college was multiracial it would be welcomed.

With the intake of Indian teacher trainees limited to 100 he did not see the need for a new R50 million college, Mr Kippen said.

Mr Rajbansi said the new college was replacing the present outdated Springfield College.

He said there should be joint discussion with all political leaders, the Natal Provincial Administration and the Education Department to decide on a single college of education for all races.

School ^{Arbuz}
committee ^{12/12/81}
resigns ~~Arbuz~~
in protest ³²⁴

GAYE DAVIS
Education Reporter

THE school committee of a Gatesville primary school has resigned in protest at action by Indian education authorities which resulted in the transfer of the principal and a senior teacher.

The furore centres on the regrading of Bellmore Primary School by the Department of Education and Culture in the House of Delegates.

It affects a community already in uproar over the department's axing of more than half the staff of Rylands Senior Secondary School, where 11 teachers were sacked and 11 transferred last week.

The primary school, which has 210 pupils, was regraded from PII (250 to 299 pupils) to PIII (less than 250 pupils) and the principal and a department head were told they would be transferred.

The school committee felt the regrading was unjustified as it expected enrolment to be boosted by families moving into the area.

A petition signed by 95 per cent of parents is to be sent to the authorities and legal action is being considered.

Committee chairman Mr A C Rahim said the 10 members resigned over the department's "shabby treatment of the community".

It did not consult with the committee before acting and letters sent to the department had not been replied to.

The principal, Mr A J Davids, had been posted to Nonoti in Zululand and department head, Mr K Ernest, had yet to learn where he was to go, Mr Rahim said.

CAN- Tm's 16/12/85
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Primary school committee quits

Education Reporter

THE education committee of the Bellmore Primary School in Rylands Estate has resigned in protest against the action of Indian education authorities who downgraded the school and transferred the principal and a senior teacher.

The resignation last week is similar to the recent action by the education committee of the Rylands Senior Secondary School after the sacking of 11 temporary teachers and the transfer of 11 senior staff members.

The high school's education committee has joined forces with the democratically-elected PTSA, whose meetings have been banned by the government.

The 210-pupil primary school has been downgraded, with effect from January 1, 1986, from its PII status (250 to 299 pupils) to a PIII status (fewer than 250 pupils).

The principal, Mr A J David, was told he would be transferred to Nantoti in Zululand, and a department head, Mr K Ernest, was also told he would be transferred though he has not been told where.

In a letter dated November 20 to the department, the education committee said that an extension to Bellmore Park, adjacent to the school, would be

ready by mid-December this year.

"The extension will cause an influx of about 150 families into the area and we estimate there will be at least 100 new admissions and transfers to the primary school," the letter said.

"Considering this, we cannot see any justification for the regrading of the school."

The committee said Mr David was a well-liked and dedicated teacher and his summary removal would prove "traumatic to the little ones".

The committee requested the director-general of administration in the House of Delegates, Dr James Gilliland, to reconsider the decision.

A committee spokesman said that although copies of the letter were widely distributed within the department, no reply was received.

He said a petition on the matter had received 95 percent support from parents and that legal action was now being considered.

Dr Gilliland has declined to comment on the issue.

● The 22 teachers who were either sacked or transferred from the Rylands Senior Secondary School met lawyers and the chairman of the Teachers' Association of South Africa, Mr Pat Samuels, last Thursday and intend to take further action.

Sacos official in row over sacking of teachers

AP/News 18/12/85 Education Reporter

AN official of the South African Council on Sport (Sacos) is at the centre of a row over his role in an Education Department investigation which was followed by the axing of 11 Rylands Senior Secondary School teachers.

The Sacos umbrella body, the Tennis Association of South Africa (Tasa), has been asked to investigate the actions of Mr Ebrahim Osman, a chief education planner in the Department of Education and Culture of the House of Delegates and president of the Southern Natal Tennis Association, a Sacos affiliate.

Mr Osman said yesterday he had no hand in the decision on the teachers and would not comment further.

According to teachers Mr Osman and two other department officials questioned teachers individually at Rylands Senior Secondary in Athlone just before 11 teachers were sacked and another 11 were transferred to posts in the Transvaal and Natal.

The school effectively lost more than half its teaching staff in what teachers described as a punitive action by Indian education authorities.

The issue is to be discussed at Tasa's annual meeting on December 30.



● Mr Anand, John David with his wife, Jeanette, and five-year-old Leslie. They have two other children, Simon, 11 and Mitchell, 7.

BANNISHED TO AN OUTPOST!

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C. Herald

2112/85

"WHEN I asked the clerk where Nonoti was, he asked me to hold on and said he would consult the telephone directory to find out where the place was. He came back and said it was somewhere in Zululand."

This is how Rylands school principal, Mr Anand John David, described the telephone call that could shatter his family life and career.

By
TYRONE
SEALE

The call came two Fridays ago and what the clerk was telling Mr David was that he was being transferred from Rylands to a little Natal village which is not even listed in the Municipal Yearbook or major textbooks.

"I was shocked. I didn't know what to do. I just thought about my wife and my family," Mr David said last week. In an interview about his transfer which has outraged the Bellmore Park Primary school committee and the rest of the community.

The principal and the school committee have since started taking legal opinion in preparation for a Supreme Court action to have the Department of Education and Culture in the House of Delegates transfer rescinded.

Mr David, a committed and active member of the Teachers Association of South Africa, is resigning to resign "on a matter of principle".

"But if I have to, I will do it in an honourable fashion and work until next April," Mr David.

**Principal's
lifestyle
wrecked by
transfer to
'nowhere'**

former deputy principal of Rylands High, said. Mr Kashner Ernest, a department head at Bellmore Park, has also been told that he would be transferred, but has not been told where he would go.

The transfer followed a regrading of the school, from P11 (250 to 599 pupils) to P111 (75 to 249 pupils) status.

The current enrollment is 206, and the principal and school committee expected a boost in this figure, considering housing developments around the school.

Cape Town-born Mrs Jeanette David, who holds a managerial position in a clothing concern, said: "We moved to

Cape Town in 1976, so that my husband could work here, but also because we wanted to settle here. We loved Cape Town too much. We have since acquired fixed property and our children are attending school here, so we are not going to do something like this to happen. I'm disgusted at the Department's attitude.

"We will not move to Natal. We are settled here. My husband would not want to go there alone, and I wouldn't go there. I will not get the same job. So, in a way, they are forcing him to resign.

"What angers me is that other people knew about the transfer even before we got to know about it. Before the telephone call, the Department sent my husband a letter which simply stated that he would no longer be allowed to work at Bellmore Park Primary and that he would have to apply for another post with the same status through the usual channels."

CALL TIMKS 23/2/85

11 fired: 324 2 000 sign PTSA petition

Education Reporter.
THE Parent Teacher Student Association of Rylands Senior Secondary School has collected more than 2 000 signatures for a petition opposing the firing of 11 teachers and the transfer of 11 more from the school.

The former chairman of the school's teachers' committee, Mr Moegsien Cloete, said the petition would be handed to the teachers' legal counsel as an affidavit from the community expressing its opposition to the suspension.

Rylands Senior Secondary School is one of the only two Indian high schools in the Western Cape, the other being Cravenby Senior Secondary.

• The secretary of the Federation of Cape Civic Associations, Mr David Kapp, said the organization supported the actions of the education committee at Belmor Primary School and Rylands High School in joining the PTSAs "in the battle against the victimization of teachers".

"The acts of spiteful

ness and intimidation by the education authorities are part of the continued debasement of the gutter education system."

• The Athlone Students Action Committee has also strongly condemned the "arbitrary and unfair" dismissal and transfer of Rylands high school teachers and the suspensions of many others at various schools in the Western Cape.

"We note the use of our teachers as pawns by the department. These high-handed actions indicate a situation completely out of their control and will only serve to strengthen the unity already forged among teachers, students and the community at large."

• The Minister of Education and Culture in the House of Representatives, Mr Carter Ebrahim, has announced that from January 1, Mr D-L Leukes, at present serving as Inspector of Education at Vredendal, will be transferred to Mitchells Plains while Mr S P Japtha has been appointed Inspector of Education at Port Elizabeth.

Rylands teachers to stay

NOTICES transferring 11 teachers at Rylands Senior Secondary School have been withdrawn and the teachers have been reinstated by the Department of Education and Culture (House of Delegates).

The attorney acting for the teachers, Mr Ramesh Vassen, confirmed this from Durban last night and said the department had agreed to pay costs. The matter had been settled in the judges chambers.

Mr Vassen said he had sent telexes to the Minister of Education and Culture (House of Delegates) and the Executive Director asking for reasons for the sackings and transfers.

Papers were served on the department and the executive director last Thursday. Mr Vassen was told the judge wanted to hear the matter yesterday.

Mr Vassen said the department had briefed senior counsel from Pretoria but on their arrival at court, his advocate, Mr P A M. Magid, had been told the department was prepared to withdraw the transfer notices.

The hearing in which another 11 dismissed teachers are contesting the department's action has been postponed to February 19 and set down for a full day's hearing in the Durban and Coastal Division of the Supreme Court.

A spokesman for the school's PTSA last night questioned the reasoning behind the department's reinstatement of the transferred teachers but not those sacked.

TEACHERS - ASIAN

1986

Talks planned on Indian education

File
Mercury

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Mercury Reporter

THE TEACHERS' Association of South Africa, mouthpiece of more than 6 000 Indian teachers, plans to hold urgent talks with the new executive director of Indian Education, Mr A K Singh, to look at various matters affecting teachers and pupils.

TASA president Pat Samuels said several problems would have to be resolved before Indian schools re-opened on January 14.

'There is a need for greater freedom and responsibility for the teacher in the classroom,' he said, adding that if a teacher had more freedom in teaching, his or her production level would increase because they would be a lot more happier.

He said at present teachers were subjected to intense supervision and control in spite of their qualifications.

'We are hoping to get the go-ahead by starting at the bottom, and if we

fail we will just have to get teachers to act on their own,' he said.

Another problem they hoped to resolve was the curriculum content of syllabuses and its relevance to the youth of today.

'The present content has been designed to suit whites and we have to see how it affects Indian pupils,' he said.

Mr Samuels said his association was also concerned with the recent leak of the matric examination results and hoped to establish who controlled Indian education.

'We are opposed to any interference in education by politicians and will go all out to stop it,' he said.

Strike ends

JOHANNESBURG.—More than 900 black miners have ended a four-day strike at Duvha Colliery, near Witbank, after the mine's management gave the undertaking that 28 workers arrested and convicted for disturbing the peace would not lose their jobs. — (Sapa)

ARGUS 13/1/86 324

Parents want fired teachers reinstated

Education Reporter

MORE than 300 parents and pupils gathered at Rylands High School today to protest against the dismissal of 11 teachers.

In another development, 22 teachers dismissed from coloured schools handed in letters to the Department of Education and Culture, House of Representatives, asking that their posts for 1986 be confirmed.

In a letter handed to the vice-principal, Mr I E Moosa, Rylands parents called on the executive director of the Department of Education and Culture, House of Delegates, to reinstate the teachers, saying they did not want them replaced.

Teachers were due back at coloured and Indian schools today. Pupils are due to return on Wednesday.

The letter warned that parents would "not stand idly by" while teachers were "ripped away" from the community and said parents would oppose any measures by the department before the matter was "amicably resolved".

The teachers, all temporary staff, were dismissed last year when another 11 teachers at the school were told they had been transferred to the Transvaal and Natal.

The transferred teachers were later reinstated in an out-of-court settlement with Indian

education authorities, but the fate of the 11 dismissed teachers has not been decided.

A spokesman for the parents, Mr Moosa Kaprey, said today: "We did not come here seeking confrontation but out of concern for our children's education and in protest against the teachers' dismissal."

Several dismissed teachers arrived for work as usual at the Rylands school today, where 18 newly appointed teachers, mainly from Durban and the Transvaal, also reported for duty.

"We do not recognise our dismissal so it's business as usual as far as we are concerned," one of the dismissed teachers said.

Twenty-two teachers dismissed last year from nine schools in the greater Cape Town area went to the offices of the Department of Education and Culture, House of Representatives, today to submit letters asking that their teaching posts for this year be confirmed.

● More reports, Pages 2 and 5.

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14 'scab' teachers forced to quit school

APR 6 Times 14/1/86

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By YAZEED FAKIER
Education Reporter

THE Rylands Senior Secondary School term got off to a turbulent start yesterday when a community delegation of more than 300 parents, sacked teachers and pupils succeeded in persuading 14 replacement teachers to leave the school.

The school's Parent Teachers Students Association (PTSA) said the new teachers' presence at the school was "immoral to say the least".

"They cannot escape the tag of scabs because the dismissal of our teachers is an unjust act. We hope the department takes note of the degree of feeling in the community and desists from foolhardy schemes of dictatorial and authoritarian power."

Eleven teachers were dismissed last year as the final term ended.

Yesterday's action started about 8am when 300 members of the com-

munity — including the 11 dismissed teachers — held a mass meeting at the school and handed a letter to the deputy principal, Mr I E Moosa.

The letter, signed by "concerned parents of Rylands" and addressed to the executive director of the Department of Education and Culture, House of Delegates, labelled the sackings "a repressive act of gross injustice".

The parents said the community had full confidence in the dismissed teachers.

"Their association with our children and our community has been

highly reputable. We will not stand idly by watching them being ripped from our community and we do not want them replaced."

The community also gave "fair warning that we will oppose your measures until this matter has been amicably resolved".

The meeting then decided to confront the replacement teachers and sent a delegation into the staffroom to ask the new teachers to meet them. The teachers at first refused but relented when community members said they would go in and meet them.

"They looked shocked and tense," said a source at the school.

Students expressed their displeasure with the new teachers and said they wanted their teachers reinstated.

"They had no objection to them being in Cape Town, but they did object to them being at Rylands, taking the place of people who

ROMENS
SUMMER SELL-OUT
NOW ON

1/2

To page 2 **A**

Most city schools quiet; row at Rylands

By GAYE DAVIS
Education Reporter

EARLY indications were that most pupils at coloured schools in the greater Cape Town area returned for the new term today. But it was not clear whether high school pupils were prepared to resume classes.

Schools appeared quiet in the Mitchell's Plain, Bonteheuwel, Heideveld, Retreat, Wynberg and Athlone areas, but at Rylands High School parents confronted the vice-principal wanting to know why their call for the reinstatement of dismissed teachers had not been met.

Their anger was aggravated by news that a parent was arrested by police at his home at 4am today and the return of 14 replacement teachers who left the school after a confrontation with parents on Monday, a spokesman said.

4AM ARREST

The arrested man's daughter said police arrived at their home at 4am today. Her father was allowed to shower, dress and have breakfast before being taken away. The police did not say why he was being held.

A police spokesman said a man was detained under the emergency regulations in connection with Monday's events at the school. He cannot be named until police have officially confirmed his detention.

In a statement, the Rylands Parent Teacher Student Association expressed "fury and condemnation" at the man's "disappearance" and disappointment at the return of the 14 "scab" teachers, warning that parents' anger would be "unabated until our demands are met".

Pupils returned to the school, which falls under Indian education authorities, today but were meeting "to discuss the issues facing us".

Jubilation met the return of Mr Victor



Picture: WILLIE de KLERK, The Argus.

Mr Victor Ritchie, principal of Cape Town's Harold Cressy Senior Secondary School, flanked by well-wishers on his return today after last night's announcement that the suspension of teachers had been lifted.

Ritchie, reinstated principal of Cape Town's Harold Cressy Senior Secondary School as hundreds of pupils, teachers and parents turned out to welcome him.

Mr Ritchie, reinstated following last night's cancellation of suspensions of teachers at coloured schools, arrived with good news for the school's temporary teachers dismissed when he and six department heads were suspended last year.

He said he had received an assurance earlier today from the executive director of Education and Culture in the House of Representatives, Mr A J Arendse, that teachers dismissed from the school could return.

This represents a departmental about-turn on the statement by the Rev Allan Hendrickse, chairman of the Minister's Council in the House of Representatives, who said in a statement last night that while suspended teachers could return to their posts pending possible charges of misconduct, the move did not affect dismissed teachers.

Hundreds of pupils, parents and teachers, many wearing stickers proclaiming "Hands off our teachers", gathered in the school-

yard and applauded and shouted "Viva Mr Ritchie!" on his arrival.

Many wept as he made his way through the throng, greeting pupils, teachers and parents and being hugged and kissed in return. Police maintained a discreet presence in Roeland Street.

Mr Ritchie said it was "beautiful" to be "back with my extended family".

But at Rylands High vice-principal Mr I E Moosa found himself confronted by about 60 parents angered by the return of 14 replacement teachers and the arrest of the parent. They gave Mr Moosa until tomorrow to get a reply on the teachers' fate from the Department of Education and Culture, House of Delegates.

Police were seen nearby but did not intervene.

One of the replacement teachers said she wanted to return home to Laudium, Pretoria. "We are being used as scapegoats. I want to go back if I am to replace a dismissed teacher. We are sitting in a vacuum and no one is telling us anything," she added.

of take down examination on Saturday

CAPE Times 15/1/86

New Rylands teachers questioned

324

Staff Reporter

THE 14 replacement teachers who left the Rylands Senior Secondary School premises after members of the local community converged at the school were back at school yesterday.

Sources at the school said that after the new teachers, all from Durban, left the school on Monday they met at a nearby primary school.

Police later arrived and told the new teachers to wait at the primary school. They were questioned along with the vice-principal and asked to give an account of what happened.

'Nobody is talking to them'

"Written statements were taken from them and the teachers were told by police to return to school today (Tuesday)," one source said.

He said that the new teachers were isolated at school yesterday and were "sitting on one side of the staffroom with the other teachers on the opposite side. Nobody is talking to them."

He said the replacement teachers would return today but that members of the Rylands community would also be present to ask whether their demands had been met.

Police deny 'ordering' teachers

Replying to allegations that police had taken affidavits from 14 teachers in connection with possible intimidation charges, Captain Jan Calitz, a police liaison officer for the Western Cape said:

"Statements were taken from several teachers on Monday afternoon."

He would not specify from which teachers the statements were taken.

Captain Calitz denied that police had "ordered" the 14 teachers back to school.

"They returned to school of their own accord the same day. The police issued no instructions that they should return to teach either that day or on future days."

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11/6/86

Principal asks 14 teachers to stay away

Staff Reporter
THE principal of Rylands High School asked 14 teachers appointed to replace the 11 who were dismissed last year to report for duty at another school today.

The Argus learnt today that Mr I Waja told the teachers he could not guarantee their safety and preferred not having them at his school.

Yesterday 500 Rylands pupils refused to enter their classrooms in protest against the 14 "scab" teachers.

Two police vans monitored the situation, while a police video camera unit filmed pupils.

"OWN SAFETY"

Pupils advised the 14 teachers to leave the school for "their own safety". Senior pupils refused to accept them in their classrooms and demanded the reinstatement of the dismissed teachers.

Mr A K Singh, executive director of education in the House of Delegates, said today he had instructed the principal to take precautions to protect teachers, pupils and the school.

A police spokesman confirmed that police were at the school but did not enter the premises.

● The Argus Correspondent in Durban reports that an application for reinstatement by 11 teachers who claim they were unlawfully dismissed from the Rylands Senior Secondary High School in Cape Town was heard in the Supreme Court, Durban, yesterday.

The application setting aside their dismissal and for reinstatement was originally brought in December last year against the Minister of Education and executive director of the department of education and culture in the House of Delegates.

Mr Justice Thirion reserved judgment after hearing argument for both sides.

The teachers claim their dismissal was politically motivated.

Indian ^{26/3/86}
^{APL-Inst}
teachers
dumped'

HOUSE OF DELEGATES. — The current oversupply of trained teachers in Indian schools gave cause for concern. Mr Mahmoud Rajab (Sol Springfield) said yesterday.

It was "tragic" that young people who had the qualifications necessary to be trained as teachers were "dumped" into unemployment or on to the unskilled labour market, he said, speaking in the own-affairs budget debate.

This happened because the apartheid "own-affairs" policy dictated that Indian teachers could not teach in schools for other groups.

The question was what was wrong with Indian teachers who were in oversupply in their own schools being given jobs in black schools where there was a need for more trained teachers.

"We talk about helping blacks and here is one positive way of assisting black education on the one hand and alleviating Indian unemployment on the other." — Sapa

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C.A. 11/11/80 22/11/80

Indian schools to stay open June 16

Education Reporter

THE Indian Minister's Council has rejected a request from the 10,000-strong Teachers' Association of South Africa that June 16 — the 10th anniversary of "Soweto Day 1976" — be declared a school holiday for pupils at Indian schools throughout the country.

The request was formulated and unanimously supported at a meeting of Tasa's general purposes committee on April 12 and sent to the executive director of the Indian Department of Education and Culture, Mr A K Singh.

The association said that June 16 had become a "significant day" for the commemoration of the movement "towards the realization of the greater community's aspirations in the field of education".

Yesterday, Mr Singh said that the five-member Ministers' Council, headed by Mr Amichand Rajbansi, had met on the

issue last week.

"The decision is that Indian schools will remain open on that day," he said. He would not elaborate.

Reacting to the outcome, Tasa's acting president, Mr Poobie Naicker, said from Durban that the decision was regretted.

"We now find our pupils in the peculiar situation that our white and Indian schools will be in session while the black and coloured schools will be in recess on June 16," he said.

Tasa said in its letter that black, coloured and Indian high school pupils and students at tertiary institutions had consistently indicated a need to show solidarity with each other and with the community.

"They want to achieve among the deprived peoples of the Republic an education programme that liberates individuals spiritually and materially."

Groups condemn alleged detention of teachers

Dispatch Reporter
EAST LONDON — The Mdantsane Residents' Association (Mdara) and the East London Progressive Teachers' Union (Elptu) have condemned the alleged detention of five Mdantsane senior secondary school teachers, among them two principals, by the Ciskei police.

In statements signed by the two organisations' publicity secretaries, Mr Monwabisi Nzungu and Mr Mxolisi Sidwell Zweni, the organisations said they "strongly deplored" the detention of the teachers and challenged the Ciskei Police either to charge or release them.

The five teachers are Mr Mlandeli Vazi, principal of Hlokoma Senior Secondary School, Mr Wilberforce Sibali, principal of Wongalethu Senior Secondary and a member of the Committee of Ten which is involved with the interests of bus commuters, Mr Mlandeli Gqangeni of Mzomhle Senior Secondary School, Mr Hubert Tyanda of Khulani Senior Secondary School and Mr Sithembale Sixesha of Wongalethu Senior Secondary School.

Mr Sibali's detention under Section 26 of the Ciskei Security Act was confirmed by police last week.

Mr Vazi, Mr Gqangeni, Mr Tyanda and Mr Sixesha were alleged to have been fetched from their schools on Monday.

The Ciskei Police has neither confirmed nor denied their detention. A telex to the police headquarters at Bisho on Monday has not been answered.

Yesterday the deputy commissioner of police, General Fumbalele Zozl, referred inquiries to the police liaison officer, Lieutenant Mavuso Ngwendu, who could not be contacted.

Mdara said the five should be released unconditionally if no charges were formulated against them.

The teachers had a lot to do during the present

school crisis. Mdara said.

DISPATCH
Mdara expressed concern about Mr Sibali's health, saying it could deteriorate now that he was in detention.

Elptu said the detained teachers were its members, adding that their detentions could reverse the recently normalised situation at schools in Mdantsane and Duncan Village.

The action by the Ciskei authorities was regrettable and strange since the teachers had done nothing but good in improving the school situation, the statement said.

"In the light of what we have cited above, we therefore strongly condemn this highhanded action and call upon the Ciskei authorities to charge or release them immediately," Elptu said.

UD 18/1/66 (329)

Release children call by academics

CAPE TOWN — Fifty-two professors and associate professors from the University of Cape Town faculty of medicine have called for the immediate release of detained children and for the urgent reconsideration and repeal of the "drastic detention regulations".

In a letter published in the latest issue of the South African Medical Journal, the 52 said imprisonment without charge or trial, especially of children, "degrades our society, heaps injustice on injustice and reflects callousness and inhumanity which are anathema to all who respect the Western principles to which our country claims to subscribe".

The letter noted that

over recent weeks many people, including young children, have been detained — for potentially longer periods than in the past.

"These detentions are often made without sufficient evidence to bring charges in a court of law. Basic rights such as bail facilities and a trial, which are granted to suspected murderers, are denied to these detainees.

"The adverse effects on health, particularly on mental health, especially that of children (the future of this country) and their parents are incalculable," the letter said.

In another letter to the medical journal from the executive of the Society of Psychiatrists, concern was ex-

pressed at the detention of children, saying any but the briefest period of detention for essential investigation could be harmful to them.

The letter, signed by Professors O. Ben-Arie and Eleanor Nash on behalf of the society, said prolonged imprisonment meant separation from the child's family and from society and could lead to "impairment of healthy development and maturation, particularly in young children at a sensitive phase of their development."

The society recommended that children who had been detained and who showed signs of psychological disturbance should be assessed by experts as soon as possible.

Ten to 20mm of rain was forecast.

City Times 13/8/66
(288) 3229
**Teachers appeal for
Crossroads homeless**

Education Reporter

A NATIONWIDE fund-raising campaign to help Crossroads refugees has been launched by the Teachers Association of South Africa.

The association, which represents 7 500 Indian teachers, has set a R100 000 target for its campaign which is being carried out under the auspices of the Order of St John (St John Ambulance).

Relief workers estimate that 60 000 people are still homeless after their homes were destroyed in fighting at Crossroads.

Money is needed for medical supplies, shelter, food, blankets and other items.

Teachers' association secretary-general, Mr S

Juggernath, said the fund-raising campaign would involve teachers, parents "and the wider community".

PERMISSION

The association's national council viewed the Crossroads crisis with "grave concern" and decided to launch the campaign to help ease the plight of the homeless.

The Order of St John gave permission for its fund-raising number to be used.

He said it was hoped to hit the target by mid-September.

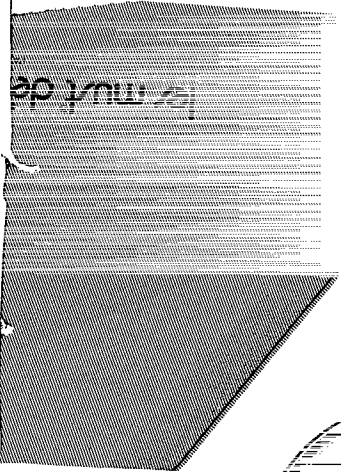
Trapped by tractor, man drowns

Staff Reporter

A FARMWORKER drowned when a tractor overturned and pinned him under water in an irrigation furrow.



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INTERNATIONAL



Teachers
to raise
funds for
Crossroads

224
13/09/68
Mercury

Labour Reporter

THE Teachers' Association of South Africa has launched a nation-wide campaign to raise R100 000 to help provide relief for destitute families at the squatter camp in Cape Town's Crossroads.

Mr Satish Jaggernath, secretary of Tasa, yesterday said that in latest reports from the area, about 60 000 people were homeless and were in urgent need of medical supplies, shelter, food and blankets.

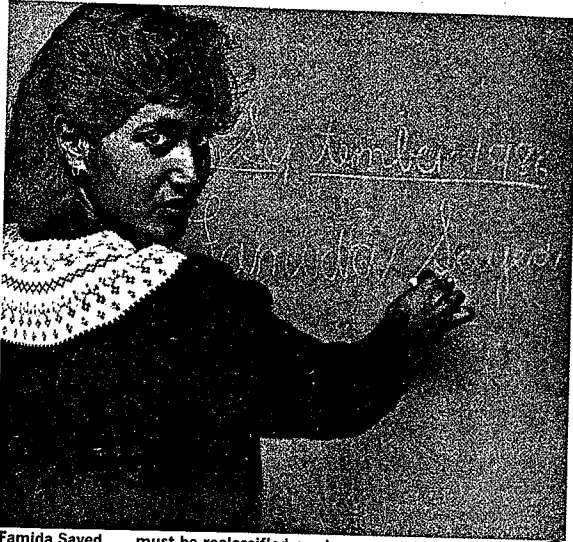
'Our association has obtained the assistance and co-operation of the Priory of St John, Johannesburg, in launching the programme under their auspices,' he said.

'It is intended that an appeal for funds be launched on a national basis to teachers, parents and the wider community. The association is in the process of distributing about 225 000 appeal forms to schools under the Department of Education and Culture in the House of Delegates for funds from parents.

'Appeals are also being circulated to all members of the association and to other teachers at Indian schools,' he said, adding that it was hoped to finalise the fund-raising drive by mid-September.

In letters to Indian school principals throughout the country, Tasa recommended that each child should raise R1 or more and that each teacher consider contributing R10 or more.

Bursary snag for race-trap student



Famida Sayed . . . must be reclassified or change colleges to get a bursary

A STUDENT teacher has been told she must apply for a change in her race classification before she can qualify for a State study bursary.

Both the House of Delegates and the House of Representatives have refused to give 20-year-old Famida Sayed a bursary because she is classified Indian but attends a teacher training college for coloureds.

Her plight has been labelled "patently unfair" by a teachers' organisation.

Miss Sayed, whose father is Indian and mother coloured, applied to both Houses for a bursary to continue her training at the coloured Bechet College in Durban.

"The House of Delegates told me I must study at an Indian institution to qualify for a bursary from them," Miss Sayed said.

"The House of Representatives said I must reclassify myself as a coloured before they can give me bursary."

"Why should I reclassify myself? I am proud of my heritage and I do not have anything to be ashamed of."

"And I will be working for the House of

By PRAVEEN NADAR

Representatives when I qualify, so they should give me a bursary which I will pay back.

"I have always wanted to be a teacher and this is not going to stop me," she said.

Miss Sayed's mother, Mrs Ethel Sayed, said her daughter had attended coloured schools all her life.

"What makes me mad is that we are all South Africans so why must Famida suffer because of whatever race she is classified?"

"There are thousands of other children in the same position."

The Chief Director of Education in the House of Delegates, Mr A K Singh, said: "We will give study loans only to people we are going to employ."

A spokesman for the Department of Education in the House of Representatives, Mr Henry Jansen, said "the department does not have the authority to grant bursaries to people who are not coloured."

"Prospective student teachers are made aware of this when interviewed for selection."

Victims

Mr Jansen said Miss Sayed would not be eligible for a bursary despite the fact that she was training at a coloured college and would work for the House of Representatives after qualifying.

Mr Franklin Sonn, president of the Union of Teachers' Associations of South Africa (Utasa), said: "We are the victims of complications resulting from the confusing bureaucratic proceedings in the tricameral system, of which this case is only one."

"The House of Representatives should give Miss Sayed a bursary."

Mr Sonn added that Utasa would make representations on Miss Sayed's behalf.

SUNMAD Mad 2/19/76

29/9/84 (324) N/M

Teachers ask P W to appoint commission of inquiry

Mercury Reporter

THE Teachers' Association of South Africa has appealed to President Botha to institute an urgent judicial commission of inquiry into the administration and control of Indian education.

According to a resolution by Tasa, the appeal has been made 'in the light of continuing reports of interference by politicians in the day-to-day administration of Indian education'.

A similar appeal was made, unsuccessfully, to Mr

Botha by Tasa in 1984.

Tasa said there had been certain developments in educational control under the House of Delegates 'which clearly demonstrate the need for such an inquiry to be held'.

In all advanced Western countries control and administration of the teaching profession were undertaken by the profession, or by people trained and competent to deal with matters concerning the profession.

While politicians had legal control over education

it was 'not their function to take over the functions of the executive director of education'.

In terms of the Indian Education Act the executive director should have full control over the placement of teachers in posts, but, since the inception of the tricameral system he no longer seemed to have direct control.

Tasa said it was deeply concerned that the 1985 senior certificate examination results had been released to the public before the embargoed time set by the executive director and without his knowledge or permission.

It was further concerned that the department's proposals for the 1987 school calendar were based on 'political' rather than educational considerations.

According to 'media reports some principals had allegedly been approached by certain senior officials from the department to report on members of the inspectorate and a judicial inquiry would help establish the veracity of these principals' claims, Tasa said.

It was also necessary to establish the extent to which the executive director's functions were undermined by, for example, a statement made by the chairman of the Minister's Council during a House of Delegates debate that teachers could be seen 'jamming the gates' after school, rather than devoting their time to extra-curricular activities.

Protests as 291 teachers are axed

Labour Reporter
A TOTAL of 291 Indian teachers employed by the Department of Education and Culture in the House of Delegates were retrenched yesterday — sparking off a new wave of protest against the handling of Indian Education.

Mr Amichand Rajbansi, Chairman of the Ministers' Council in the House of Delegates and acting Minister of Education, said most of those retrenched were temporary teachers and

very few were qualified.

In the case of qualified teachers on the temporary staff who were retrenched, the reasons are either poor performance or poor attendance. In one case there was forgery of a certificate which we discovered,' he said.

Mr Rajbansi said the retrenchments were unavoidable.

Lashing out at the House of Delegates, Dr Farouk Meer, a spokesman for the Natal Indian Congress, said

promises made in 1984 about upgrading Indian education had, predictably, failed to materialise.

The community is now totally disillusioned with the House of Delegates. It is no more than a clearing house for the designs of the Nationalist Party. The community will not stand by idly while the House of Delegates wreaks havoc with Indian education,' he said.

Mr Rajbansi said: 'I think Dr Farouk Meer must be ashamed of finding an escape route for unemployment occasioned by his stupid support for economic sanctions against South Africa.

'If anything that is swelling the unemployment queue it is through the efforts of people like Dr Farouk Meer, who is only fit to make Press statements.

'Five years ago everyone had forecast that there would be sufficient Indian teachers to meet the demand. Does Dr Meer not know the simple logic of supply and demand?'

'Normal'

'Why does he not complain about the limited quota for admission to the Medical School, as arguments have been put forward that there are too many Indian doctors?'

'The termination of teachers is a normal thing. A few years ago the services of 600 teachers were terminated. Where were the voices of Dr Farouk Meer and Mr Pat Samuels?'

'The Minister of Education and Culture gave an undertaking that no teacher on the permanent staff would lose his job and this undertaking has been honoured,' he said.

A delegation from the Teachers' Association of South Africa, headed by Mr Samuels, its president, was seeking an urgent meeting with Mr A K Singh, chief Executive Director of Indian Education, late yesterday.

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Teachers' body to seek legal counsel on sackings

Mercury Reporter

THE Teachers' Association of South Africa (Tasa), which represents more than 6 000 Indian teachers, is seeking legal opinion on whether to contest the retrenchment of 291 teachers by the House of Delegates.

Tasa president Mr Pat Samuels said that among those sacked this week were some with 25 years' service.

The Department of Education and Culture in the House of Delegates maintains that only those on the temporary staff and unqualified teachers have been sacked.

'How can they account for the dismissal

of those with 25 years' service? It's absurd to argue that they have been on temporary staff. We believe there is a strong case to contest the retrenchments in the Industrial Court,' he said.

At a Natal School Grantees' Association's management committee meeting the dismissals came under heavy fire amid a call for integrated education.

Dr A D Lazaras, patron of the association, said: 'The present crisis in Indian education arises from racial fragmentation. An integrated education system under one ministry is a top priority.'

28/12/86
34/10/85
324

New teachers will not be teaching

By GEORGE MAHABEER

GRADUATE teachers could be working as clerks and laboratory assistants in the New Year.

This is the shock development in the crisis which has arisen over the shortage of posts for newly qualified Indian teachers.

To ease the situation, new posts are to be created by the House of Delegates to accommodate more than 500 teachers who graduated this year with degrees or diplomas

from universities and teachers' training colleges.

It is not known whether they would be paid the same salaries as other teachers.

The department of Indian education in the House of Delegates this week appointed only 291 of the more than 800 newly qualified teachers.

The teachers, who studied with loans from the House of Delegates, were told in November — a week before they wrote their final examinations — that most of them would not be employed as teachers.

The crisis arose after the department reduced its staff intake as a result of the Government's cutback in funds for education.

282 Indian
teachers
promoted

11/10/68
324

Mercury Reporter

THE promotion of 282 Indian teachers was announced in Durban yesterday by Mr A K Singh, executive director of the Department of Education and Culture in the House of Delegates. The appointments are effective from January 1.

Among them are 59 for the post of principals, 17 deputy principals of secondary schools and 19 deputy principals of primary schools.

Indian school heads to discuss staff cuts

Mercury Reporter

PRINCIPALS of Indian schools throughout the country are to hold an emergency meeting in Durban next week to discuss the proposed staff cuts in schools.

Mr Pat Samuels, president of the 7 000-strong Teachers' Association of South Africa, said yesterday that Tasa's branch committees had already begun holding meetings over the crisis in Indian education.

The Principals' Society of Tasa would meet at the Springfield College of Education on October 25 to decide on a national action to stop the proposed retrenchment of 700 teachers, he said.

The cuts, announced by Mr Kassie Ramduth, Minister of Education and Culture in the House of Delegates at the weekend, and confirmed by Mr Amichand Rajbansi, the Chief Minister, caused widespread panic and anxiety among teachers.

Mr Samuels said the announcement had also caused confusion among students, at the teacher-training Springfield College, who were writing their year-end examinations.

Discussions

However, Mr Rajbansi said yesterday that the Ministers' Council in the House of Delegates would do everything within its power to avoid the retrenchments.

'After discussions with Mr F W de Klerk, Minister of National Education, in Pretoria yesterday officials of our education department will have discussions with the Director-General of the Department of National Education in connection with our special problems.

'The new formula system places a small education department like ours at a disadvantage. We are concerned about the welfare of our teachers,' said Mr Rajbansi.

Worried teachers at some Chatsworth and Phoenix schools said they were having sleepless nights.

Many are worried that if they are retrenched they may be forced to sell up their Government subsidised homes.

Bigger classes, 'lower standards'

Mercury Reporter

MOVES by the House of Delegates to increase the pupil/teacher ratio in Indian schools would result in a considerable drop in education standards, Mr. Pat Samuels, president of the Teachers' Association of South Africa, warned last night.

He said the present pupil/teacher ratio in both the primary and secondary schools was 23 pupils to one teacher for each class, but he had been informed that the ratio would be increased to 43 to one in primary schools.

Although increasing the ratio would result in reduction in the number of teachers it would certainly lead to a considerable decline in standards.

He said an inspector of Indian Education had already informed principals in a certain area that the minimum number of pupils in primary schools would be increased to 36 a class and the maximum would be 43 pupils a class.

The pupil/teacher ratio in white schools was 16 to one in secondary schools, and in primary schools it was 21 pupils to one teacher, he said.

'If the House of Delegates' plan for Indian education is carried out then I am afraid it is going to set back our education 25 years,' he warned.

00 23/10/86 (324)

Teachers granted reprieve

Dispatch Correspondent
DURBAN — The 413 Indian teachers who faced retrenchment at the end of the year had been granted a reprieve, the Minister of Education and Culture in the House of Delegates, Mr Kassie Ramduth, said here yesterday.

However, 291 unqualified teachers would be replaced by newly qualified staff, he said amid growing tension among teachers, following the recent announcement of staff cuts.

A delegation from the Teachers Association of South Africa, headed by its president, Mr Pat Samuels, is to hold an urgent meeting with Mr Ramduth in Durban today over the fate of the teachers.

Mr Ramduth said "under no circumstances" would the standard of Indian education be lowered as a result of the cutback in education funding.

However, the retention of the teachers would cost an additional

R13 million which was not budgeted for.

"We will be discussing our problems with the Department of National Education. Our emphasis will be on quality in respect of personnel within the service and those who are training to join the education department," Mr Ramduth said.

Mr Samuels said yesterday he was surprised at the reversal of Mr Ramduth's decision to sack 700 teachers.

"It is absolutely clear he gave no serious consideration to his first decision on cutbacks. We believe that as he has not enunciated a clear policy statement on cutbacks, teachers have no certainty about their future in their jobs.

"There is no guarantee this cannot happen again in the near future. It is said that they still require R13 million to maintain the status quo. We are concerned that if this is not found we will

revert the situation before the announcement.

"We are concerned the Minister has given very little consideration for the effect this has had on the commercial world in the last few days. Several teachers have been refused credit facilities for buying of large items such as cars."

The planned mass meeting of teachers in Merebank tomorrow night would go ahead, he said.

Big education Shake-up looms

By BRUCE CAMERON
Political Staff

Acad 13/10/88
324

SUBSTANTIAL cuts to be made in white and Indian education spending with massive increases for coloured and, particularly, black education, are believed to be on the cards to equalise education for all groups within 10 years.

There was no immediate official confirmation today of the changes in education spending, with most of the education ministers being either unavailable or claiming they had no knowledge of them.

The overall Minister in charge of education, Mr F W de Klerk, would confirm nothing but said a statement would be issued today.

According to education sources, white education spending is expected to be sliced by half and Indian education by 20 percent.

400 percent rise

Against this coloured education spending may go up by 33 percent and black education spending by 400 percent.

There are fears, already confirmed in Indian education, that there could be resulting lay-offs of teachers as well as an increase in the pupil-teacher ratio.

The first indication of the changes in the education formula were given by the chairman of the House of Delegates Ministers' Council, Mr Amichand Rajbansi, and his Education Minister, Mr Kessie Ramduth.

They announced that 700 Indian teachers would be retrenched and 500 new teachers could not automatically expect appointments.

Mr Rajbansi said this was in accordance with the new formulas worked out for education by the national priorities committee.

PFP demand

Progressive Federal Party education spokesman Mr Roger Burrows has demanded that the Government clarify position immediately.

Mr de Klerk, as Minister in charge, should call an immediate Press conference to give full details of the new financial formula and what facts were taken into account in determining it, said Mr Burrows.

He said it was staggering that so many teachers could be fired from one education department while there were enormous shortages in black and coloured education.

Segregation was one of the major problems in education.

Confirmation

Mr Carter Ebrahim, Minister of Education in the House of Representatives, confirmed there would be increases in coloured and black education spending with corresponding decreases in Indian and white education spending. He could give no further details.

Mr Rajbansi and Mr Ramduth could not be contacted for comment.

Mr Piet Clase, white education Minister, declined to comment.

Government spokesmen have previously warned that whites would soon have to pay more towards educating their children in direct school fees.

The cuts are likely to be
(Turn to Page 3, Col 1)

Education

(Cont. from Page 1)

across the board from pre-primary through to university education, with a start being made in significant reductions to white and Indian education next year.

Black education has been receiving an increasing proportion of Government spending for some years and that process is expected to accelerate.

South African universities, already running on austerity budgets, face their second year of drastic subsidy cuts next year.

The universities are expected to be told of the cuts, which they fear could be as high as 20 percent, early next month.

This means South African universities will have to cut their operating budgets by more than R200-million.

The squeeze on universities follows a 17 percent cut made without warning at the start of this academic year.

Before the Government started cutting back it usually contributed about 80 percent of the universities' running costs, with the institutions generating the balance.

The universities are expected to raise student fees by an average of 15 percent. First-year tuition fees for a bachelor of arts degree are expected to top R2 000, while the first-year tuition for a bachelor of science degree could reach R2 500.

This increase will deal only with inflation.

Professor Jerry Steele, University of the Witwatersrand deputy vice-chancellor in charge of administrative finance, said: "In the current situation in South Africa, when we are trying to give underprivileged, disadvantaged students a chance to go to university, a massive hike in fees is unthinkable."

LOWER STANDARDS

Instead of the subsidy cuts will result in universities having to lower standards.

Research is expected to be affected as well. Angry academics say the lion's share of

The research money available in South Africa goes to the Council for Scientific and Industrial Research (CSIR), to the detriment of universities.

"There is a very real fear that white, a premier research facility, could sink to a level of mediocrity," said Professor Steele.

White's essential running costs are about R120-million a year. Next year it will be expected to cope with R20-million less.

The University of Cape Town expects to have an operating loss of R10-million.

OBER 16, 1986

Teachers *Report 16/10/86* worried *(224)* about cutbacks

DURBAN — The Teachers Association of South Africa has expressed "grave concern" at the possible retrenchment of about 700 Indian teachers because of cutbacks in education budgets.

The association's Principals' Society is to hold an urgent meeting at the Springfield College of Education in Durban on October 25 to discuss reported moves by the Indian Education Department to retrench teachers.

Mr Pat Samuels, president of the association, said here yesterday that plans by the education authorities to increase the pupil-teacher ratio in Indian schools would "put the education clock back by 25 years."

"We are in a crisis situation," he said.

— Sapa

Teaching staff cuts opposed by NPP group

20/10/86
3248 N/M

Mercury Reporter

THE Study Group of the ruling National People's Party in the House of Delegates yesterday came out strongly against proposals to increase the classroom load in Indian schools in a bid to cut staff.

Mr P I Devan, MP, and chairman of the Education Study Group in the House of Delegates, told the Mercury yesterday that the group would not support any measure that would result in the lowering of the standard of education in Indian schools.

'At present we are seriously considering alternatives to avoid the proposed retrenchment of 700 teachers by increasing the pupil/teacher ratio in classrooms.

'The reduction of staff will be resorted to only as a last measure and this may affect only a limited number of teachers.

'The recommendations of the study group will be sub-

mitted to the Ministers' Council in the House of Delegates within a week. We are hopeful that the Minister's Council will review its proposals on the recommendations of our group.

'It must be emphasised, however, that the Indian community which zealously promotes its educational standards cannot be oblivious to the problems prevailing in black education.

'However, there are avenues which could be explored to make additional funds available to upgrade the education of the black community without any adverse effect on Indian education,' he said.

'The move to reduce staff in Indian schools by 700 has already triggered off a storm of protest.

The 7 000-member Teachers' Association of South Africa is convening a meeting of teachers at the MTSS Hall in Merebank on Friday at 7 p m.

Teachers to discuss proposed funds cut in Indian education

Mercury Reporter

THE proposed cut in Indian education funding will be one of the key issues for discussion at a meeting of teacher organisations representing all race groups in Johannesburg next month.

Mr Pat Samuels, president of the Teachers' Association of South Africa (Tasa) said the meeting would be attended by representatives of the Union of Teachers of South Africa (coloured), African Teachers' Association of South Africa, Federal Council of Teachers' Association (white) and Tasa (Indian).

'Political interference in education will also be discussed by delegates following recent threats by the Labour Party in the House of Representatives to the

coloured teachers' body, Utasa,' he said.

The implications of a cut-back in education funding would be debated fully and a decision would be taken and forwarded to the Government.

Meanwhile, hundreds of teachers were expected to attend a meeting at the MTSS Hall in Merebank on Friday to discuss the proposed retrenchment of 700 Indian teachers.

Tasa had also sent a telegram to Mr FW de Klerk, Minister of National Education, seeking an urgent meeting to discuss the proposed cut in funding of Indian education.

According to teachers, principals at some Chatsworth schools had already started drawing up a list of those members of staff to be retrenched.

Mr 2/1/1981

324

324

324

Reprieve for teachers facing retrenchment

CAS 716/15 23/10/86
326 420 533

Labour Reporter

THE 413 Indian teachers who faced retrenchment at the end of the year have been granted a reprieve. Mr Kasie Ramduth, Minister of Education and Culture in the House of Delegates, announced in Durban yesterday.

But the 291 unqualified teachers would be replaced by newly-qualified teachers fresh from college, he said in the wake of growing tension among teachers following the recent announcement of staff cuts.

A delegation from the Teachers' Association of South Africa, headed by its president, Mr Pat Samuels, is to hold an urgent meeting with Mr Ramduth in Durban today over the fate of the teachers.

Mr Ramduth also assured the community and the teaching fraternity that under no circumstances would the standard of Indian education be lowered as a result of the cutback in Indian education funding.

He said that "on behalf of the Ministers' Council I want to give the assurance that the council decided that not-

withstanding the effect of the new financing formula, not to retrench any teachers, although their retention will require us to find an additional R13 000 000 which is not budgeted for".

Mr Samuels said yesterday that he was surprised at the reversal of Mr Ramduth's decision to sack 700 teachers.

"It is absolutely clear that he gave no serious consideration to his first decision on cutbacks.

"We believe that as he has not enunciated a clear policy statement on cutbacks, teachers have no certainty about their future in their jobs.

"There is no guarantee that this can not happen again in the near future.

"It is said that they still require R13 000 000 to maintain the status quo. We are concerned that if this is not found we will revert to the situation before the announcement."

He said the mass meeting of teachers planned for the MTSS Hall in Mersebark tomorrow night would go ahead.

1 200 teachers meet over threat to jobs

724 CAP TMB 27/10/86
Own Correspondent

DURBAN. — A call for a single ministry of education in a bid to curb government spending was made at a mass meeting of more than 1 200 Indian teachers here at the weekend.

Speakers in the MTSS Hall in Merebank slated a threatened move by the House of Delegates to cut staff because of an expected cutback in the Indian education budget next year.

The meeting, convened by the Teachers' Association of South Africa, also pledged full support for the president of the TASA, Mr Pat Samuels, to take whatever steps to prevent the loss of jobs.

Mr D J Singh, chairman of the Durban and Districts region of TASA, said teachers had enjoyed job security for more than four decades and now their positions had become insecure because of political interference.

"However, the blame for this must not only be placed at the door of the

House of Delegates, but on the central government as well. My council is shocked at the shortsightedness in the decision to sack 700 teachers."

Mr Samuels said that to avert all retrenchments the House of Delegates would have to find an additional R44-million and not R13-million as claimed by own affairs Education Minister Mr Kassie Ramduth.

The department came under heavy fire for reassuring qualified teachers that their jobs were safe while, on the other hand, school heads were going about drawing up lists of teachers to be fired.

TEACHERS - ASIAN
1989 - 1990

Teachers' chief to fight brain drain

Star 22/6/57
Own Correspondent

DURBAN — The new president of the Teachers' Association of South Africa, Mr Poobie Naicker, has committed himself fighting the brain drain in the profession.

Mr Naicker (62) has taken over from Mr Pat Samuels, who retired after 14 years.

In an interview, Mr Naicker said too many highly skilled teachers were quitting the profession out of frustration.

They were unhappy with promotions, transfers, salaries, conditions of employment and evaluations. (324)

"There is a need to restore confidence in the profession through job security and satisfaction. Confidence in the teaching fraternity has never been this low and is the cause for great concern," he said.

The headmaster of the Willow Park Primary School, Mr Naicker has served on the Tasa's national council for 20 years, with terms as vice-president and deputy president, and as chairman of the English Society for four years.

Mr Naicker said he would also be giving attention to teacher unity. Last April, he was part of a delegation which held talks in Harare with the African National Congress on a united education system.

324

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Rift likely to come to a head today

Own Correspondent

CAPE TOWN - The rift between own affairs Education and Culture Minister Kasie Ramduth and the Teachers' Association of SA (Tasa) is expected to come to a head at a meeting today.

Tasa president and delegation chief Pat Samuels said yesterday a number of issues concerning Indian education would be raised with the minister in addition to seeking an urgent solution to the strained relationship between Tasa and the House of Delegates.

The meeting comes in the wake of growing resentment in the teaching fraternity over Ramduth's threat to withdraw recognition of Tasa as the official mouthpiece of the teaching profession.

Samuels said arising out of the James Commission report into irregularities in the House, Tasa called for a commission of inquiry into the aspects of the report which dealt with education.

Wanted

It was Tasa's third call for a commission of inquiry and it was followed by Ramduth threatening to sever links with Tasa, "but we were not deterred by his threat and challenged him to carry it out.

"Tasa asked for the inquiry as it wanted aspects of political interference in education administration to be examined. We wanted to know whether the chief executive director of Education had the right to spend the entire parliamentary session in Cape Town and not at his headquarters in Durban.

"We want some assurances there is no political interference in the actual day-to-day affairs of education while the chief executive director is away.

"Concern has also been expressed about the appointment, transfer and promotion of teachers."

Striking teacher is ready to die

M64
4/5/64
324

The Argus Correspondent

DURBAN. — Teacher Mr S K Reddy, 53, said he was preparing to die as he entered the sixth day of his hunger strike today.

He has written out his will, obituary and funeral notice and has refused a glucose drip.

He said he would not eat unless officials of the Department of Indian Education came to his bedside at the St Aidan's Hospital to discuss his grievances — which included a request for early retirement due to health problems.

Officials have not responded his request, but he has received a letter from his headmaster, Mr R R Pillay of the V N Naik School, informing him that his medical report has been received by the Department of Indian Education.

"The letter tells me that my application will only now be forwarded to the Department of National Health."

Mr Reddy has suffered three heart attacks.

11/1/86
Appeal Court
rejects Cape
teachers' case

BLOEMFONTEIN. — The Appeal Court here yesterday dismissed with costs an appeal by 11 teachers whose employment at Rylands Senior Secondary High School was terminated.

The services of Mr T Moodley, Mr L Jayalall, Mr R N Konar, Miss M T A Naidoo, Mr K S Dillray, Mr E H Jacob, Mr M Valien, Miss T Paliathan, Mr G C Sadeck, Mr S M David and Mr T Pillay were terminated in December, 1985.

The teachers applied to the Durban and Coast Local Supreme Court to have the decision set aside and for them to be reinstated but the application was dismissed in 1986. — Sapa

(i) see (1) (a) and (b), (ii) each province makes provision for children with learning problems according to its own needs;	(a) Meerhof School WK du Plessis School Protea School Murial Brand School West Rand School Lantern School School of Achievement CAPE	(b) Hartbeespoort Springs Brakpan Krugersdorp Rondepoort Germiston
NATAL		
Biggarsberg Primary	Glencoe	
Maritzburg Model	Pietermaritzburg	
Glen Park	Pietermaritzburg	
Livingstone	Durban	
Zululand Remedial Unit	Empangeni	
Browns School	Durban and Pietermaritzburg	
Kenmont School	Durban	
Open Air School	Durban	
ORIS		
Marie du Plessis School	Bieletoncin	
TRANSVAAL		
Hope School	Johannesburg	
Forest Town School	Johannesburg	
Francis Vorweg School	Johannesburg	
Transvalia School	Pretoria	
New Hope School	Pretoria	
Pretoria School	Pretoria	
Prospectus Novus School	Pretoria	

(4) Yes, in the main stream pupils receive remedial teaching individually, in groups or in remedial classes. Child guidance clinics give specialist aid to pupils, parents and teachers. Apart from the schools for the neurally handicapped, indicated in 3(a), all schools for specialised education and all child care and reform schools have full-time posts for remedial education. The Department offers programmes for the in-service training of remedial teachers as well as diploma courses in remedial education and provides bursaries for this study field.

HOUSE OF DELEGATES

QUESTIONS
 *Indicates translated version.
 For written reply:
 Own Affairs:

- Universities: cuts in budgets
- Mr M RAJAB asked the Minister of Education and Culture:
- Whether cuts have been made in the budgets of universities falling under his Department in respect of the 1988-89 financial year; if so, what cuts;
- whether he will make a statement on the matter?

D53E

THE MINISTER OF EDUCATION AND CULTURE:

- No.
- No.

THE MINISTER OF EDUCATION AND CULTURE:

- Expenditure per school
- Mr M RAJAB asked the Minister of Education and Culture:
 What was the average expenditure, excluding expenditure of a capital nature, per school falling under the control of his Department in 1987 and 1988, respectively?

D54E

THE MINISTER OF EDUCATION AND CULTURE:

- 1987: R802 769 (excluding special schools)
- 1988: Not available as yet.

Average expenditure on Indian school pupils
 6. Mr M RAJAB asked the Minister of Education and Culture:
 What was the *per capita* expenditure, including and (b) excluding expenditure of a capital nature, on Indian school pupils in each province of the Republic in the 1986-87 financial year?

D55E

THE MINISTER OF EDUCATION AND CULTURE:

- (a) and (b) Figures not maintained according to provinces.

Schools: change in financial assistance

7. Mr P T ROOVALINGAM asked the Minister of Education and Culture:
 Whether schools falling under his Department were advised of specific changes in the financial assistance that they would receive in respect of (a) 1987 and (b) 1988, if so, when in each case?

D56E

THE MINISTER OF EDUCATION AND CULTURE:

- No.
- No.

On 13 May 1988, State-aided Schools were advised of revised rates in maintenance subsidies through their respective granters.

Teachers: applications refused

8. Mr P T ROOVALINGAM asked the Minister of Education and Culture:
 Whether any applications from suitably qualified (a) primary and (b) secondary school teachers for posts at schools under his control were refused by his Department in 1988 and 1989, respectively; if so, (i) why, (ii) how many, (iii) in which departmental regions, and (iv) in respect of what date is this information furnished, in each case?

D57E

THE MINISTER OF EDUCATION AND CULTURE:

- (a) 1988 and 1989: Yes.
 - 1988 and 1989: Yes.
- (i) Applications received from foreigners and White South Africans were refused as the Department has a number of applications from suitably qualified Indian educators on record.

(ii)	PRIMARY	SECONDARY
1988:	2	3
1989	2	4

(iii) 5 applications — Durban and Surrounding areas

accordingly the responsibility of the Department of National Education.

(iv) 31 December 1988 and 21 March 1989, respectively.

(2) The subsidization of registered private schools is divided into three subsidy categories, namely, 0%, 15% or 45% of the running expenditure of that for Public Ordinary Schools, depending on the conditions and requirements satisfied for registration.

Private schools: financing of subsidies

9. Mr P T POOVALLINGAM asked the Minister of Education and Culture:

(3) No.

(1) Whether any changes have been effected or are envisaged in the formula or policy for the financing of subsidies for private schools under his control; if not, why not; if so, what changes have been or are to be effected;

(2) what is the current formula for the financing of such private schools;

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

Indian teachers: professional qualifications

10. Mr P I DEVAN asked the Minister of Education and Culture:

(1) How many Indian persons obtained professional teaching qualifications in 1988;

(2) whether any of these persons who sought employment in his Department were unsuccessful; if so, (a) how many and (b) for what reasons?

(3) No.

D58E
The MINISTER OF EDUCATION AND CULTURE:

D59E
The MINISTER OF EDUCATION AND CULTURE:

(1) No.

(1) 574.

(2) Yes.

(a) 80.

Changes in the formula or policy for the financing of subsidies for private schools are determined at national level and is

(b) No posts available.

INTERPELLATIONS UNDER NAME OF MEMBER

Abrahams, Mr T—

General Affairs:

Constitutional Development and Planning, 45

Andrew, Mr K M—

General Affairs:

Education and Development Aid, 331

Barnard, Dr M S—

General Affairs:

National Health and Population Development, 7

Barrows, Mr R M—

Own Affairs:

Education and Culture, 94, 259

Coetzee, Mr H J—

Own Affairs:

Chairman of Ministers' Council, 13

De Jager, Mr C D—

General Affairs:

Finance, 57

Devan, Mr P I—

Own Affairs:

Housing, 507

Eglin, Mr C W—

General Affairs:

Law and Order, 413

Ellis, Mr M J—

Own Affairs:

Education and Culture, 468

Gether, Mr A—

Own Affairs:

Chairman of Ministers' Council, 3

Education and Culture, 618

Iyann, Mr J V—

General Affairs:

Economic Affairs and Technology, 33

Own Affairs:

Local Government and Agriculture, 33

Johnson, Mr J D—

Own Affairs:

Budget, 181

Koebert, Mr C—

Own Affairs:

Local Government and Housing, 33

Lamba, Mr A E—

Own Affairs:

Education and Culture, 396

Langley, Mr T—

General Affairs:

Defence, 227

Foreign Affairs, 1, 593

Le Roux, Mr F J—

General Affairs:

Law and Order, 437

Mentz, Mr M J—

General Affairs:

Constitutional Development, 338

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~~XXXXXXXXXX~~
~~XXXXXXXXXX~~
HUMANI
3 24

(i) sec (1) (a) and (b), (ii) each province makes provision for children with learning problems according to its own needs;	(a) Meerhof School WV du Plessis School Protea School Mural Brand School West Rand School Lantem School School of Achievement CAPE	(b) Hartbeespoort Springs Brakpan Krugersdorp Roodopport Germiston
NATAL		
Biggersberg Primary School	Glencoe	Kimberley
Maritzburg Model	Pietermaritzburg	Elizabeth Comradie School
Glen Park	Pinetown	Jan Kriel School
Livingstone	Durban	Cape Recife School
Zuluhand Remedial Unit	Empangeni	Pearl School
Browns School	Durban and Pietermaritzburg	Visa Nova School
Kennott School	Durban	Talberg School
Open Air School	Durban	
OFS		
Marie du Plessis School	Bloemfontein	
TRANSVAAL		
Hope School	Johannesburg	
Forces Town School	Johannesburg	
Frances Vorweg School	Johannesburg	
Transvalia School	Pretoria	
New Hope School	Pretoria	
Pretoria School	Pretoria	
Prospectus Novus School	Pretoria	

(4) Yes, in the main stream pupils receive remedial teaching individually, in groups or in remedial classes. Child guidance clinics give specialist aid to pupils, parents and teachers. Apart from the schools for the neurally handicapped, indicated in 3(a), all schools for specialised education and all child care and reform schools have full-time posts for remedial education. The Department offers programmes for the in-service training of remedial teachers as well as diploma courses in remedial education and provides bursaries for this study field.

HOUSE OF DELEGATES

QUESTIONS
*Indicates translated version.
For written reply:
Own Affairs:

1. Whether cuts have been made in the budgets of universities falling under his Department in respect of the 1988-89 financial year; if so, what cuts;
2. whether he will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE:
(1) No.
(2) No.

THE MINISTER OF EDUCATION AND CULTURE:
(1) No.
(2) No.

Expenditure per school
5. Mr M RAJAB asked the Minister of Education and Culture:
What was the average expenditure, excluding expenditure of a capital nature, per school falling under the control of his Department in 1987 and 1988, respectively?

THE MINISTER OF EDUCATION AND CULTURE:
D54E

Average expenditure on Indian school pupils
6. Mr M RAJAB asked the Minister of Education and Culture:
What was the per capita expenditure, (a) including and (b) excluding expenditure of a capital nature, on Indian school pupils in each province of the Republic in the 1986-87 financial year?

THE MINISTER OF EDUCATION AND CULTURE:
D55E

THE MINISTER OF EDUCATION AND CULTURE:
(a) and (b) Figures not maintained according to provinces.

Schools: changes in financial assistance

7. Mr P P POOVALINGAM asked the Minister of Education and Culture:
Whether schools falling under his Department were advised of specific changes in the financial assistance that they would receive in respect of (a) 1987 and (b) 1988; if so, when in each case?

THE MINISTER OF EDUCATION AND CULTURE:
(a) No.
(b) Yes.

On 13 May 1988, State-aided Schools were advised of revised rates in maintenance subsidies through their respective granters.

Teachers: applications refused
8. Mr P P POOVALINGAM asked the Minister of Education and Culture:
Whether any applications from suitably qualified (a) primary and (b) secondary school teachers for posts at schools under his control were refused by his Department in 1988 and 1989, respectively; if so, (i) how many, (ii) in which departmental regions, and (iv) in respect of what date is this information furnished, in each case?

THE MINISTER OF EDUCATION AND CULTURE:
D57E

(a) 1988 and 1989: Yes.
(b) 1988 and 1989: Yes.

(i) Applications received from foreigners and White South Africans were refused as the Department has a number of applications from suitably qualified Indian educators on record.
(ii) PRIMARY SECONDARY
1988: 2 3
1989 2 4

answers are adequately given to the hon member.

Secondly, yes, I say that the policy of the party is a non-racial one, but it is a long-term policy.

Mr P T POOVALINGAM: In the meantime you practise racism!

The MINISTER: As far as physical stature is concerned, the hon member for Reservoir Hills has answered the question himself.

Mr P T POOVALINGAM: Which one?

The MINISTER: The question of physical stature. If the hon member has any idea about physical stature, he will know that it means that a child must not stand out amongst the rest of the class. One does not have a 10-year-old child in the same classroom as five-year-olds, because the 10-year-old will only stand out amongst them. That child will have a psychological effect on the rest of the children and the situation will also have a psychological effect on himself. It therefore has to do with both age and physical appearance.

Mr P T POOVALINGAM: Mr Chairman, if a six year old child, regardless of race, caste, colour or creed happens to be made by God six inches taller than the average height of the other six year old children in the class, will that child be discriminated against because God made him six inches taller?

The MINISTER: Mr Chairman, surely common sense would dictate in such an instance that that child is of the normal age but is abnormally built as far as body stature is concerned.

Mr P T POOVALINGAM: We are talking about age and not physical stature.

The CHAIRMAN OF THE HOUSE: Order! We now come to question no 2 on the Order Paper. I call upon the hon the Minister of Housing to rise.

Mr P I DEVANI: Mr Chairman, is the time allocated for question 1...

HOUSE OF DELEGATES

Howard

The CHAIRMAN OF THE HOUSE: We have already completed question 1. We now come to question 2.

Mr S ABRAM: Mr Chairman, on a point of order: Hon members are permitted to rise five times.

The CHAIRMAN OF THE HOUSE: Order! I am aware of the rule but the hon member for Caverdish did not rise in time when I put question 2. [Interjections.]

Mr S ABRAM: Cover-up!

Building plots in Arena Park

*2. Mr P I DEVANI asked the Minister of Housing:

- (1) Whether the Administration: House of Delegates has taken over any building plots in Arena Park from the Durban City Council; if so, when;
- (2) whether these plots have been serviced; if not, why not; if so, when;
- (3) whether an announcement has been made with regard to the allocation of these plots; if so, (a) when and (b) by what means;
- (4) whether there has been a delay in the allocation of these plots to eligible applicants; if so, what are the reasons for this delay?

D79E

The MINISTER OF HOUSING:

(1) Yes, 17 June 1988; after lengthy negotiations.

(2) Yes, February 1985 by the Durban Corporation;

(3) Yes

(4) 11 June 1988 in anticipation of transfer being effected as in (1).

(b) By the former Minister of Housing, Mr A. Rabusani, at a meeting of persons whose applications for the allocation of sites for development had been approved by the Housing Development Board.

(4) Yes. Subsequent to the Board approval referred to above, doubts arose as to the accuracy of the surveying of certain of the areas as well as, consequentially, upon the James Commission, the bona fides and technical/financial standing of a number of applicants. Investigations into these aspects have proved a time consuming exercise which is only now drawing to a close. Consequently, final agreements between the Housing Development Board and the developers have, to date, not been concluded.

Mr P I DEVANI: Mr Chairman, arising out of the reply of the hon the Minister: Once the plots have been serviced, why can they not be allocated to those on the waiting list? I am now referring to the plots, because considerable delay and extremely high escalating costs are the results of the prolonged delay. That is my first question.

Secondly, how does the hon the Minister intend to overcome long and unnecessary delays in the construction of houses for applicants on the waiting list, which is growing by the day? I am very seriously concerned because I am involved and I know how the community feels. Excellent land has been made available during the past five years but from what the hon the Minister indicated about certain technical flaws etcetera, the House of Delegates, as well as its administration, has unfortunately not delivered the goods. I am not passing an indictment on the hon the Minister because he has just assumed the function of a Minister in this regard, but if this matter is not put right within as short a time as possible it is a very serious indictment on this House.

The MINISTER: Mr Chairman, in the first part of the answer I have explained what has caused the delay but I agree with the hon member that those plots should be made available to people on the waiting list as soon as possible. However, it is my intention to comply with certain formalities and hopefully that will also be the decision of the Housing Development Board.

We all agree with regard to the second question. It is because we are concerned that housing

schemes must get off the ground as soon as possible that we had a meeting only on Saturday to see what can be done to expedite matters in Verulam and Stanger.

The CHAIRMAN OF THE HOUSE: Order! The time for questions has now expired. The reply to the remaining questions will be taken up in the official records.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

TASA: withdrawal from educational consultative committees

*3. Mr K CHETTY asked the Minister of Education and Culture:

(1) Whether the Teachers' Association of South Africa recently withdrew from certain educational consultative committees; if so, what are the relevant details;

(2) whether he has taken and/or intends taking any steps in respect of this association as a result of this withdrawal; if not, why not; if so, (a) what steps and (b) when;

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

D81E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

The Teachers' Association of South Africa has withdrawn from the South African Council of Education, the Research Committee for Education Structures both of the Department of National Education and from all Subject Committees of the Department of Education and Culture, House of Delegates.

(2) Yes.

Having regard to the fact that recognition of the Association is statutorily specifically for the purpose of consultation as provided for in Section 30 of the Indians

Howard

Howard

324

HOUSE OF DELEGATES

324

Education Act, 1965 (Act 61 of 1965), the Association has been requested to convene me by 30 April 1989 why recognition of the Association should not be withdrawn.

(3) No.

UCT: Invitations from Environmental Evaluation Unit

*4. Mr. M S SHAH asked the Minister of Education and Culture: Whether his Department or employees of his Department received any invitations from the Environmental Evaluation Unit of the University of Cape Town in respect of courses or

seminars in 1989; if so, (a) when, (b) what is the nature of these courses or seminars and (c) what was his Department's response?

D82E

THE MINISTER OF EDUCATION AND CULTURE:

Yes

- (a) In a letter dated 7 March 1989.
- (b) Course in "National Resources Decision-making and Conflict Management".
- (c) The Department nominated a Chief Superintendent of Education to attend the Course.

INTERPELLATIONS UNDER NAME OF MEMBER

Abrahams, Mr T—

General Affairs:

Constitutional Development and Planning, 45

Devan, Mr P I—

Own Affairs:

Housing, 507

Abram, Mr S—

Own Affairs:

Budget, 839

Eglin, Mr C W—

General Affairs:

Law and Order, 443

Andrew, Mr K M—

General Affairs:

Education and Development Aid, 331

Ellis, Mr M I—

Own Affairs:

Education and Culture, 468

Barnard, Dr M S—

General Affairs:

National Health and Population Development, 7

Gerber, Mr A—

Own Affairs:

Chairman of Ministers' Council, 163
Education and Culture, 618, 809

Burrows, Mr R M—

Own Affairs:

Education and Culture, 94, 259, 699

Iyman, Mr J V—

General Affairs:

Economic Affairs and Technology, 303
Own Affairs:
Local Government and Agriculture, 281

Coetzee, Mr H J—

Own Affairs:

Chairman of Ministers' Council, 13

Cronje, Mr P C—

General Affairs:

Transport Affairs, 790

Johnson, Mr J D—

Own Affairs:

Budget, 181

Dason, Mr I C—

Own Affairs:

Housing, 727

Koebert, Mr C—

Own Affairs:

Local Government and Housing, 381

De Jager, Mr C D—

General Affairs:

Finance, 57

Lambert, Mr A E—

Own Affairs:

Education and Culture, 396

Rylands teachers:
Appeal reserved

CPL C. M. B. 6/9/84 (1324)
BLOEMFONTEIN. — Judgment has been reserved by the Appeal Court here in an appeal by 11 teachers who were dismissed from Rylands Senior Secondary High School in December 1985.

At the time there was a breakdown of discipline at the school, with large-scale riots and boycotts of classes.

Nine of the teachers were on probation and two were temporary assistants. Those on probation were Mr T Moodley, Mr L Jayalall, Mr R N Konar, Miss M T A Naidoo, Mr K S Dilray, Mr E H Jacob, Mr M Vallen, Miss T Paliathan and Mr O G Sadeck. The temporary assistants were Mr S M David and Mr T Pillay.

The appeal was against the dismissal in the Durban and and Coast Local Supreme Court by Mr Justice P W Thirion on July 10, 1986, of an application by the teachers against a decision to terminate their employment at the school. — Sapa

Evidence: 'NPP teachers' got preference

Own Correspondent

DURBAN. — The former national secretary of Mr Amichand Rajbansi's National People's Party told the James Commission yesterday that between 60 and 80 Indian teachers were promoted or transferred after they joined the party when it was voted into power in the 1984 elections.

"It is corruption, maladministration and highly irregular that teachers get promoted on the basis of their political affiliations," said Mr George Thaver.

When asked by Mr Rajbansi to name some of the 'eight to 15'

teachers Mr Thaver said had visited Mr Rajbansi about being transferred, Mr Thaver could name only two.

Mr Rajbansi then accused Mr Thaver of "fabricating" the story.

South Africa's largest importer of books was questioned on the substantial school book allocations his firm received from the House of Delegates after donations were made to Mr Rajbansi's National People's Party.

Mr Arvind Roopnand of D Roopnand Bros, whose three book and stationery outlets have all enjoyed substantial jumps in

their allocations since 1986, said this was because of the company's "good track record".

Mr Roopnand conceded that he donated R500 to the NPP in 1985 and R1 000 after receiving letters of request, but said he was a "neutral businessman" who did not support any particular political party or organization.

Mr S Zwigelaar, former executive director of Indian Education, testified that Mr Rajbansi had instructed him to allocate new orders for school books to D Roopnand Bros.

Copy 11415 22/9/88

Indian MPs 'interfered' in promotion of teachers

(324) 8/10/88 13/9/88
DURBAN — Many MPs acted irregularly and interfered in the promotion and transfer of teachers in the Indian Education Department, Chief Director Control Brij Panday told the James commission into allegations of corruption in the House of Delegates.

Panday said MPs had approached him on several occasions to promote teachers or transfer them and, when he did not, on at least one occasion he was criticised in Parliament.

He named two MPs, George Thaver and I Y Seedat.

He said Thaver handed him an envelope

with a photocopy of an application form from a teacher and was told: "See what you can do with this."

He said Seedat had wanted him to transfer a teacher, but he had refused and been criticised in Parliament.

He regarded both cases as highly irregular and interfering.

The inquiry is proceeding.

□ The National People's Party caucus passed a vote of full confidence on Sunday in its leader Amichand Rajbansi, who has been temporarily suspended from Parliament. — Sapa.



Franklin Sonn at the Bellville meeting

CTPA warning on retrenchments

Franklin Sonn *(324)*

THE Cape Teachers' Professional Association has warned the Labour Party not to retrench 2 434 teachers or close schools and colleges because the Department of Education and Culture (House of Representatives) had run out of funds.

At a meeting in Bellville this week, the 22 000-member CTPA also demanded that the Department of Education and Training drop charges against five high school teachers who are members of the Democratic Teachers Union (Detu).

The CTPA endorsed Detu's demands for the release of detained teachers and pupils, for DET to investigate the crisis at Guguletu Comprehensive School and for Parent-Teacher-Student Associations to be formed at schools.

CTPA president Franklin Sonn called on teachers to decide where they stood.

Western Cape chairperson of the National Educational Crisis Committee, Moosa Kaprey, speaking in his personal capacity, appealed for teacher unity.

A Detu speaker said the misconduct charges against the five teachers were petty. He accused the DET of victimising the five because they were members of the union.

Student
CAPS Times 2/19/88
teachers
324
were on
blacklist
— claim

Own Correspondent

JOHANNESBURG.—A former official of the Department of Indian Education yesterday told the James Commission of Inquiry of the existence of a "blacklist" of 69 Durban student teachers — allegedly drawn up to victimize them for their political views.

Mr Helgard Michael Saayman, a former under-secretary of the department who was second-in-command of budgeting, finance and personnel, told the commission the blacklist was drawn up on the instructions of Mr G K Nair, the former rector of the Springfield College of Education in Durban (now a chief director in the Indian education department).

Mr Saayman said a second blacklist of 11 student teachers was later drawn up and sent to the department in November 1983 to influence the first-year teaching appointments of the students in 1984.

Several allegations

Mr Saayman alleged that Mr Amichand Rajbansi (then chairman of the executive committee of the South African Indian Council) had instructed that a Newlands West student at the top of the list, Mr Inbanathan Naidoo, should not be posted to a school in Lenasia — but "shunted" instead to a school in the politically conservative Transvaal town of Schweizer-Reineke.

Evidence about the blacklist was among several allegations presented to the commission in a lengthy memorandum by the secretary-general of the Teachers' Association of South Africa (Tasa), Mr Sathish Tirubeni Jaggernath.

Other allegations made in the affidavit were that Indian Education was "plagued by mismanagement and gross inefficiency."

Mr Jaggernath said his association intended proving that political considerations were applied in the promotion, or non-promotion, of teachers and officials.

He said the association had been advised that according to the terms of reference of the commission, it was not required to prove that a minister or member of the House of Delegates had personally perpetrated the acts complained of.

Malpractice rife in Indian education, hearing is told

The Argus Correspondent

DURBAN. — The secretary-general of the Teachers' Association of South Africa, Mr Sathish Tirubeni Jaggernath, has told the James Commission that Indian education was riddled with mismanagement, irregularities, abuse of teachers, malpractices, nepotism and arrogant attitudes.

Mr Jaggernath was called by the association's lawyer, Mr Vas Soni, to give his evidence-in-chief yesterday.

He said that these malpractices had a detrimental affect on parents, children were losing mo-

rality and there was a growing cynicism among teachers.

The blame lay "fairly and squarely" on those at ministerial level to "petty bureaucrats" and "political underlings".

Mr Jaggernath said that two schools in Cape Town had been downgraded so that the headmasters could not get promotions. Bellmore School in Cape Town had been downgraded but its status had been restored in an out-of-court settlement.

"It was clear that teachers who campaigned against the tricameral parliamentary system had

been victimised by politicians trying to degrade the school."

Mr Jaggernath said that Rylands Secondary School in Cape Town had also been downgraded so that the headmaster, Mr I Waja, could be denied promotion.

Mr Waja was regarded as a political activist, he said.

Teachers who did not support the tricameral system were not given study leave while a member of Mr Amichand Rajbansi's National People's Party was given this privilege.

(Proceeding)

3/18/88
Sanyal 324

Row over June 16 holiday

THE Department of Education and Culture in the House of Delegates had "no apologies" to make for ensuring that June 16 fell within the vacation in next year's calendar for Indian schools, Mr A K Singh, the acting chief executive director, said yesterday.

Mr Singh was reacting to sharp criticism from the Teachers' Association of South Africa about the department's attitude towards the calendar for 1989 — and for "burying" June 16 in the winter holiday.

Tasa has strongly

protested against the calendar and has submitted detailed proposals on the issue.

Mr Peoble Naitker, the acting president of Tasa said: "We suspect the school's calendar has to advance June 16 a public holiday.

Identify

"There is a very strong move by the community at large to make June 16 a public holiday.

"We would like our children to identify themselves with the rest of the South African community by having June 16 as a public holiday.

"The change will disrupt the normal calendar we have had in the past. The calendar of

the past truly gave pupils a winter vacation.

"Traditionally, the July vacation covered a period of extreme winter weather but now with the change it will cause much hardship to many of our schools and in particular the children from the colder areas of mid and northern Natal as well as the Transvaal.

"From an educational point of view, there will be serious disruption in the time-tabling of the calendar, which will affect the normal classroom teaching, in the sense that teachers will not be able to complete their set syllabus within a reasonable time and allow for pre-examination revision for the mid-year examination.


"We are going to fight holidays for a satisfactory calendar," Mr Naitker said.

Mr Singh said the department had received representations from several quarters, including Tasa.

"These were given very serious consideration, and the department has planned its school calendar for next year in the best interests of all parties concerned.

"It is not insignificant that, according to the records available to my department, all education authorities controlling schools in Natal at least will follow almost an identical calendar," Mr Singh said.

He added: "I can only observe a public holiday if it is a declared holiday. It is not my function to decide on public holidays."


 Pechalatorp School of Industry —
 Pechalatorp School of Industry —
 Wellington School of Industry —
 Wellington
 Faure School for Girls — Faure
 Faure School for Boys — Faure
 Porter Reform School — Tokai
 Steinthal (DRC) Children's Home —
 Tulbagh

New schools

32. Mr. P. J. MÜLLER asked the Minister of Education and Culture:

- (1) Whether any new schools are envisaged by his Department for (a) Boesmansvermoord, (b) Kanton On Sea, (c) Port Alfred, (d) Grahamstown, (e) Addo, (f) Hankey and (g) Kirkwood, if not, why not; if so, (i) how many of these will be (aa) primary and (bb) senior secondary schools, (ii) where is each school to be built, (iii) when is it anticipated that building operations will be (aa) commenced and (bb) completed, and (iv) what total amount has been allocated for this purpose in each case;
- (2) whether any of these schools will be pro-

vided with halls; if not, why not; if so, what are the relevant details in each case;

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

THE MINISTER OF EDUCATION AND CULTURE:

(1) (a), (b) and (c) No. A need for new schools has not been identified.

(d), (e), (f) and (g) Yes.

(i) (aa) 3

(ii) 1

(iii) Primary Schools in Grahamstown, Addo and Kirkwood and the Senior Secondary School in Hankey.

(iv) The dates have not yet been determined.

(v) The amount cannot be calculated at this stage.

(2) No. It has been decided to provide this schools with forums.

(3) No.

HOUSE OF DELEGATES

Indicates translated version.

For written reply:

Own Affairs:

Teachers

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

- (1) Whether the services of any teachers at schools falling under his Department became redundant during the latest specified period of 12 months for which information is available; if so, (a) why and (b) how many (i) male and (ii) female teachers were involved;

(2) whether any teachers in his Department are classified as relief teachers; if so, how many (a) male and (b) female teachers;

(3) whether any teachers with permanent appointments and more than 10 years' service are serving as relief teachers; if so, (a) why and (b) how many (i) male and (ii) female teachers are involved;

(4) whether any such teachers have been considered for appointment in non-relief posts; if not, why not; if so, with what result;

(5) whether any action is contemplated by his Department in regard to such teachers; if not, why not; if so, what action;

(6) (a) what (i) criteria are applied and (ii) procedure is followed in evaluating relief teachers and (b) how many such (i) male and (ii) female teachers were promoted subsequently to evaluation during the latest specified period of 12 months for which information is available?

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes, for the 12 months ending 29 February 1988.

(a) They were made redundant by the appointment of specialist teachers and/or promotion post holders.

(b) (i) 4

(ii) 3

(2) No.

(a) and (b) Fall away.

(3) No

(a) and (b) Fall away.

(4), (5) and (6) Fall away.

Teacher training: candidates

78. Mr. P. I. DEVAN asked the Minister of Education and Culture:

- (1) Whether he will furnish details of the procedure followed by his Department in the selection of candidates for admission to teacher training institutions; if not, why not; if so, what are the relevant details;

(2) whether all candidates who have been selected by the selection committee are admitted to teacher training institutions; if not, (a) why not and (b) how many such candidates (i) were and (ii) were not admitted to teacher training institutions at the beginning of the 1988 academic year;

(3) whether any candidates who were not selected by the selection committee were admitted to teacher training institutions in 1988; if so, (a) how many and (b) why;

(4) whether there is a final date by which all applications for admission to teacher training institutions are to be lodged with his department; if so, what is this date;

(5) whether any applications received after this date are accepted; if so, why?

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

SELECTION OF STUDENTS AT UNIVERSITY OF DURBAN-WESTVILLE

UHDE

Only students who had completed degrees with relevant major subjects were interviewed from the priority list, i.e. for Art, Music, Sciences, Mathematics, Computer Science, Speech and Drama, Physical Education and certain languages.

The University selected students from the non-priority list.

B. Paed and B. Mus (Ed)

Minimum admission requirements as per University rules.

Rylands principal resigns because of 'political interference'

MAG 5
16/6/88
324

By DENNIS CRUYWAGEN
Education Reporter

MR Ismail Waja, principal of Rylands High School for the past 12 years, has resigned because of alleged "political interference".

In an interview on Tuesday, his last day at the only high school for Indians in the Western Cape, Mr Waja said he had no job and would rest for a while before "picking up the pieces".

Mr Waja, 50, alleged that teachers at Rylands had been victimised since 1985.

"I have been involved in a running battle with the Department of Education and Culture (House of Delegates). They were victimising my school and staff as far as I am concerned," he said.

In 1985, 11 Rylands teachers were dismissed and 11 were transferred. The transfers were later cancelled and the dismissed teachers applied to the Supreme Court for the sackings to be declared invalid, he said.

They lost the case and their appeal is still pending.

Mr Waja said none of his teachers who had applied to go



Mr Ismail Waja

on sabbaticals had been given leave. Some had applied more than once, he said.

Two married teachers had asked the department for transfers to Natal where their husbands were teaching.

He said another teacher was granted an urgent transfer after approaching a Transvaal member of the House of Delegates for assistance.

Rylands High suffered a "tremendous loss" last year when a

teacher, a Mr N Baijnath, had to resign to take up a post-graduate British Council scholarship in London when he was refused leave.

Mr Waja said the last straw came this month when he was informed his school had been upgraded from a high school to a comprehensive school on April 1 and that he had been acting principal since then. The department had advertised the principal's post as vacant, he said.

"It is not a demotion because I would probably have been transferred to another school. But my roots were taken away and I was made to feel insecure in my post," he said.

He resigned, ending a 30-year teaching career.

"I would have gone happily if my community had told me 'Mr Waja we want you to leave'. It is very sad to walk away after giving 30 years of my life to teaching."

The acting chief executive director of Indian education Mr A K Singh said he was "astounded".

He would not comment on Mr Waja's allegations.

R10-m needed for teachers (324)

Unless R10 million was found for Indian education by next January, his administration would have to sacrifice 365 Indian teachers, Minister's Council chairman Amichand Rajbansi said in the House of Delegates yesterday.

In the debate on the education and training vote, he said he hoped he would not be misquoted.

"We will have to sacrifice the teachers, but under no circumstances will we retrench them."

— Sapa.

HOUSE OF DELEGATES

Indicates translated version.

For written reply:

General Affairs:

Uzainzo: erection of prison

6. Mr M RAJAB asked the Minister of Justice:

(Handwritten initials)

- (1) Whether it is the intention of the Prisons Service to erect a prison near Uzainzo; if so, (a) when is it anticipated that (i) building operations will be (aa) commenced and (bb) completed and (ii) the new prison will be taken into use and (b) what is the estimated cost of the project;
- (2) whether interested parties were consulted on this matter; if not, why not; if so, (a) what interested parties, (b) when and (c) with what results;
- (3) whether he will make a statement on the matter?

THE MINISTER OF JUSTICE:

(1) Yes. A new prison for 355 prisoners is envisaged.

- (a) (i) (aa) Civil works commenced on 27 August 1987 and subject to the availability of funds, construction of the buildings is scheduled to commence during 1989.
- (bb) The projected construction period is 30 months and it is expected that building works will be completed during 1991/1992, provided that funds are available throughout that period.
- (ii) The prison will be inaugurated as soon as possible after completion.
- (b) The estimated cost of the project is R222,6 million.

(2) (a) (b) and (c) Yes. The SA Prisons Service registered the need for a new prison to replace the existing prison at Uzainzo with the Department of Public Works and Land Affairs during...

HOUSE OF DELEGATES

HOUSE OF DELEGATES

Indicates translated version.

For written reply:

General Affairs:

Uzainzo: erection of prison

61. Mr P I DEVAN asked the Minister of Education and Culture:

(Handwritten initials)

- (a) 163
- (b) Nil

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes. 367

- (a) (i) Nil
- (ii) 248
- (b) 20 April 1988

(2) whether any of these teachers were in the employ of his Department as at the latest specified date in 1988 for which information is available, if so, how many were so employed in (a) temporary and (b) permanent capacity?

HOUSE OF DELEGATES

HOUSE OF DELEGATES

Indicates translated version.

For written reply:

General Affairs:

Uzainzo: erection of prison

62. Mr P I DEVAN asked the Minister of Education and Culture:

(Handwritten initials)

- (a) 33
- (b) 204 as at 20 April 1988.
- (c) 5

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes. 324

- (a) 313
- (b) 179
- (c) 62

(2) whether any persons qualified as teachers at the University of Durban-Westville in 1987, if not, why not; if so, how many;

HOUSE OF DELEGATES

HOUSE OF DELEGATES

Indicates translated version.

For written reply:

General Affairs:

Uzainzo: erection of prison

63. Mr K CHETTY asked the Minister of Education and Culture:

(Handwritten initials)

- (a) 177
- (b) 122
- (c) 5

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes. 324

- (a) 9
- (b) Dismissals due to redundancy and abscondment.

(2) whether any qualified teachers employed by his Department were dismissed in 1987, if so, (a) how many and (b) why?

HOUSE OF DELEGATES

Howard

(b) 1984 — None.
1985/1986 — Rylands Secondary School — Cape.
1987 — None.

(2) Yes:
(a) 1984 — None.
1985 — None.
1986 — Rylands Secondary School.
1987 — None.

(b) 1986 — R2 936.
(c) 1986 — R2 936.
(d) State Revenue Fund.

76. Mr P IDEYAN asked the Minister of Education and Culture:

(a) How many teachers in his Department were inspected individually for (i) confirmation and (ii) advisory purposes in 1987 and (b) (i) what are the corresponding figures for 1988 and (ii) in respect of what date is this information furnished?

THE MINISTER OF EDUCATION AND CULTURE:

(a) (i) 14
(ii) 329
(b) (i) Confirmation: Nil.
Advisory: 81.
(ii) 31 March 1988.

24

Investigations into complaints conducted by superintendent of education
77. Mr P IDEYAN asked the Minister of Education and Culture:

(1) How many investigations into complaints were conducted on average, by each superintendent of education of his Department in 1986 and 1987, respectively?

(2) how many of these complaints were lodged (a) (i) anonymously and (ii) by complainants who identified themselves, and (b) (i) telephonically and (ii) in writing, in each of these years;

(3) whether any of these investigations were initiated by the Chief Director (Control); if so, how many in each of these years?

THE MINISTER OF EDUCATION AND CULTURE:

(1) 1986: 6
1987: 7
(2)
(a) (i) 8
(ii) 22
(b) (i) Nil
(ii) Nil
(3) No.

8

Howard

HOUSE OF ASSEMBLY

NATAL

Indicates translated version.

For written reply:

General Affairs:

Self-governing territories proclaimed/deproclaimed

482. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

(1) How many Black townships outside the self-governing territories were (i) proclaimed and (ii) deproclaimed in 1987 and (b) where are these townships situated;

(2) how many persons moved into the proclaimed townships in 1987?

THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

This information was furnished by the different Provincial Governments:
ORANGE FREE STATE
(1) (a) (i) and (ii) None.
(b) Falls away.

(2) Falls away.

CAPE PROVINCE
(1) (a) (i) 3 (b) Guntree, Fort Beaufort and Lady Grey.
(ii) 1 (b) Nickelskop.

(2) 941

TRANSVAAL
(1) (a) (i) 1 (Spruit View Ext 1 — was declared an approved township in terms of Regulation 23 of the Black Township Establishment and Land-Use Regulations, 1980).

(ii) None.
(b) Spruit View Ext 1 is situated to the north-east of Kallehong (Germiston).

(2) 5 families (25 persons).

(1) (a) (i) and (ii) None.
(b) Falls away.
(2) Falls away.

Khayelitsha: houses built by State

885. Mr C J DERBY-LEWIS asked the Minister of Constitutional Development and Planning:

(1) (a) What types of houses have been built in Khayelitsha by the State and/or with financial assistance from the State, (b) what is the (i) (a) cost and (ii) purchase price of, and (iii) monthly rental for, each unit type of house and (c) in respect of what date is this information furnished;

(2) (a) how many persons were residing in Khayelitsha as at the latest specified date for which figures are available and (b) how many such persons were living (i) in core-houses and (ii) on site-and-service plots adjacent to Khayelitsha;

(3) what (a) standards are laid down in respect of accommodation erected on, and (b) rentals are charged for, these site-and-service plots;

(4) (a) what areas of land was purchased for this site-and-service scheme and (b) at what cost?

THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

This information was furnished by the Cape Provincial Government:

(1) (a) (b)(i)(aa) (i)(bb) (b)(ii)
Core houses R5 118 R5 969 R20
Per unit R6 191 R6 411

Demonstra- R27 000 R18 947 Sold out
tion houses R23 837 R23 837
Sandberg R7 000 R3 600 Sold out
houses
(c) 22 March 1988.

(2) (a) 97 000
(b) (i) 35 000
(ii) 38 000

Howard

Own Affairs: (b) to prevent a recurrence of similar incidents;

Question standing over Wednesday, 23 March 1988: (5) whether he will make a statement on the matter?

New Orleans Senior Secondary School: THE MINISTER OF EDUCATION AND CULTURE:

*1. Mr W J DIETRICH asked the Minister of Education and Culture: (1) Whether his Department has received any complaints about alleged discrimination against a certain pupil at the New Orleans Senior Secondary School, particulars of which have been furnished to the Minister's Department for the purpose of his reply, if so.



(2) whether the discrimination is related to the relevant pupil's competing with Whites as a track cyclist; (3) whether his Department has investigated these complaints; if not, why not; if so, (a) when and (b) what were the findings;

(4) whether his Department has taken any action as a result of these findings; if not, why not; if so, what action has been taken (a) in respect of teachers and/or pupils and (b) to prevent a recurrence of similar incidents;

Questions standing over from Wednesday, 30 March 1988:

*2. Mr W J DIETRICH — Education and Culture: [Reply standing over.]

*3. Mr W J DIETRICH — Education and Culture: [Reply standing over.]

HOUSE OF DELEGATES

Indicates translated version.

For written reply:

Own Affairs:

Technikonuniversities: students registered in 1987 and (b) Blacks were registered in 1987 and (b) as at the latest specified date in 1988 for which figures are available at each specified (a) Technikon and (b) university falling under his Department;

(1) How many (a) Whites, (b) Coloureds, (c) Indians and (d) Blacks were registered in 1987 and (b) as at the latest specified date in 1988 for which figures are available at each specified (a) Technikon and (b) university falling under his Department;

(2) what was the student/staff ratio in each of these years in each specified faculty at each of the above technikons and universities?

THE MINISTER OF EDUCATION AND CULTURE:

	(aa) M.L. Sultana	(bb) University of Durban-Westville
(1) (a) (i)	247	279
(ii)	252	256
(b) (i)	188	162
(ii)	183	173
(c) (i)	4 048	5 024
(ii)	3 510	4 769
(d) (i)	401	1 181
(ii)	406	1 546

Figures for 1988 are given as at:

15 March 1988 for M.L. Sultana Technikon; and 8 March 1988 for the University of Durban-Westville.

Faculty	1987	1988
Art and Design	8,83 : 1 13,12 : 1	
Applied Sciences	16,38 : 1 14,19 : 1	

Howard

Building and Civil 20,75 : 1 15,40 : 1

Electrical 27,32 : 1 13,95 : 1

Engineering 16,92 : 1 10,92 : 1

Health Sciences 15,74 : 1 18,72 : 1

Hotel and Catering 15,74 : 1 18,72 : 1

Administration 21,45 : 1 23,07 : 1

Management, Administration and Computer Science 12,40 : 1 9,20 : 1

Mechanical 12,32 : 1 17,00 : 1

Engineering & Secretarial Studies 12,32 : 1 17,00 : 1

Language 12,32 : 1 17,00 : 1

Students/staff ratio based on full-time students and staff only.

UNIVERSITY OF DURBAN-WESTVILLE

Faculty Student/Staff ratio 1987 1988

Arts 18,45 : 1 17,12 : 1

Commerce and Administration 30,96 : 1 36,63 : 1

Dentistry 6,18 : 1 5,7 : 1

Education 22,18 : 1 21,88 : 1

Engineering 8,68 : 1 11,44 : 1

Health Sciences 17,44 : 1 10,80 : 1

Law 32,9 : 1 34,5 : 1

Science 15,65 : 1 16,18 : 1

Theology 2 : 1 4,67 : 1

Students/staff ratio based on full-time and part-time students and staff.

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

(1) (a) What is the staff complement of the Department and (b) in respect of what date is this information furnished;

(2) whether there are any vacancies in his Department; if so, (a) how many vacancies were there, and (b) which posts were vacant, as at the latest specified date for which figures are available;

(3) whether his Department has received any

Staff complement 204

Howard

HOUSE OF REPRESENTATIVES

1132

Indicates translated version.

For written reply:

Own Affairs:

Management committees/local authorities constituted

4. Mr C R REDCLIFFE asked the Minister of Local Government, Housing and Agriculture:

- (1) How many (a) (i) management committees and (ii) other Coloured local authorities had been constituted, and (b) wards were there in the area of each such committee and local authority, as at the latest specified date for which information is available;
- (2) on what dates were the most recent general elections held for these committees and local authorities;
- (3) whether any vacancies have occurred on these committees or local authorities since the above-mentioned general elections were held; if so, (a) how many vacancies were caused by (i) resignations and (ii) any other specified factors and (b) how many of these vacancies have since been filled by way of by-elections?

THE MINISTER OF LOCAL GOVERNMENT, HOUSING AND AGRICULTURE:

- (1) (a) (i) 238
(ii) Local Affairs Committees — 20
Management and Advisory Boards — 24 and Municipality of Paarl
(b) The areas of jurisdiction of the following Management and Local Affairs Committees (Natal) and Management/Advisory Boards are divided into wards.
- (2) 1983 (Management/Local Affairs Committees) 1 ea
1985 (Management/Advisory Boards) in all other provinces including Paarl
(3) Yes
(a) (i) 382
(ii) Disqualification — 66
Deceased — 46
(b) Information not readily available.

CAPE PROVINCE

Number of wards

Alwal North	4
Beaufort West	4
George	4
Grabouw	3
Grassy Park	3
Mamre (Management Board)	5
Kramerville	6
Kraaitonh	3
Messias	4
Melton Rose	4
Oudshoorn	4
Paarl	4
Port Elizabeth	10
Bellville South	3
Scottsdale	3
Vredenburg-Saldanha	4
Worcester	3

TRANSVAAL

Alberton	5
Boksburg	5
Johannesburg	13
Roodopoor	5
NATAL	5
Durban	5
Pietermaritzburg	5

ORANGE FREE STATE

All Management Committees and Management/Advisory Boards in all other provinces including Paarl	1 ea
The remainder of Committees and Management/Advisory Boards in all other provinces including Paarl	1 ea

1133

MONDAY, 25 APRIL 1988

1134

Howard

HOUSE OF DELEGATES

Indicates translated version.

For written reply:

General Affairs:

Indian women: applications to train as cabin attendants

44. Mr K CHETTY asked the Minister of Transport Affairs:

- (a) How many applications to join as cabin attendants were received from Indian women during the latest specified period of 12 months for which information is available, and (b) how many of these applications were (i) successful and (ii) unsuccessful?

THE MINISTER OF TRANSPORT AFFAIRS:

- (a) and (b) (i) Statistics regarding applications are not longer kept and is not readily available. It will take much time and expense to gather such information.
(b) (i) Nil.

Own Affairs:

Pupils/school psychologists: ratio

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

- (1) (a) What was the ratio of pupils to school psychologists at schools falling under the control of his Department as at the latest specified date for which information is available and (b) what criteria are applied in the appointment of these psychologists?
(2) whether school psychologists are required to be registered with the South African Medical and Dental Council; if not, why not?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) Mainstream Schools — 9 121 pupils;
1 School Psychologist
Special Schools — 486 pupil : 1
School Psychologist as at 3 March 1987.
(2) Yes.

University of Durban-Westville: financial accountability
42. Mr M RAJAB asked the Minister of Education and Culture:

- (1) Whether the University of Durban-Westville is accountable to him for the funds allocated to it by his Department; if not, why not; if so, (a) what procedure is followed in this regard, (b) when did the university last account to his Department and (c) what is the present state of the finances of the university;
- (2) whether he will make available to this House a financial statement on the affairs of the university; if not, why not; if so, when;
- (3) whether he will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes
(a) In terms of the Universities Act, the University is obliged to furnish the Minister with audited financial statements.
(b) As at the financial year ending 31 December 1986.
(c) Financial statements for 1987 are still being finalised by the University.
- (2) Yes — as soon as it is available.
- (3) No.

Teachers/subject advisers/heads of departments/planners/inspectors appointed
44. Mr M RAJAB asked the Minister of Education and Culture:

- (a) How many (i) teachers, (ii) subject advisers, (iii) heads of departments, (iv) planners, (v) inspectors and (vi) chief inspectors were appointed by his Department in 1987 and (b) what are the names of the persons who were appointed in that year as (i) heads of departments, (ii) planners, (iii) inspectors and (iv) chief inspectors?

THE MINISTER OF EDUCATION AND CULTURE:

- (a) (i) 853
(ii) Nil

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Handwritten signature

- (iii) 185 Juguth A. D. (Miss)
- (iv) Nil Persad C. G.
- (v) Nil Maharaj R. D. (Mrs)
- (vi) Nil Osman I.
- (vii) Nil Singh P. B.
- (viii) Nil Panday V.
- (ix) Nil Adobas A.
- (x) Nil Subramoney S.
- (xi) Nil Sewarder S.
- (xii) Nil Mechar A. S.
- (xiii) Nil Governder P. M.
- (xiv) Nil Somlal D.
- (xv) Nil Dhoodhat Y. S.
- (xvi) Nil Pillay V. (Mrs)
- (xvii) Nil Vardarajan J.
- (xviii) Nil Governder E. M.
- (xix) Nil Ramdass S.
- (xx) Nil Moodley V. A.
- (xxi) Nil Mohanlal V.
- (xxii) Nil Governder M. A.
- (xxiii) Nil Ramsewak R.
- (xxiv) Nil Ram Asay L.
- (xxv) Nil Hiraman K.
- (xxvi) Nil Shaik F.
- (xxvii) Nil Moodley M.
- (xxviii) Nil Akaloo D. (Mrs)
- (xxix) Nil Rajkumar R. D.
- (xxx) Nil Naif D.
- (xxxi) Nil Ralph N. (Mrs)
- (xxxii) Nil Jialal Y.
- (xxxiii) Nil Thevarathnam
- (xxxiv) Nil Sheik Ismail I. A.
- (xxxv) Nil Attwara A. P.
- (xxxvi) Nil Naidoo V.
- (xxxvii) Nil Rajkumar K. (Mrs)
- (xxxviii) Nil Jugdeshwar M. R. (Mrs)
- (xxxix) Nil Nanker P.
- (xl) Nil Singh N.
- (xli) Nil Rabhin N.
- (xlii) Nil Rathiban K. I.
- (xliiii) Nil Chery V. R.
- (xliiiii) Nil Singh P. C. (Miss)
- (xlv) Nil Ahmed F. B. B. (Mrs)
- (xlvi) Nil Ramesh A.
- (xlvii) Nil Naif D. R.
- (xlviii) Nil Chinnia Alunsumy L.
- (xlvix) Nil Chery S. (Mrs)
- (xlvx) Nil Chemia S. A.
- (xlvxi) Nil Batwanth B.
- (xlvxii) Nil Governder G. M.
- (xlvxiii) Nil Khooosal I.
- (xlvxiv) Nil Nadcan N.
- (xlvxv) Nil Paddyachey P.
- (xlvxvi) Nil Naidoo Y. (Mrs)
- (xlvxvii) Nil Naidoo K. K.
- (xlvxviii) Nil Naidoo H. S.
- (xlvxvix) Nil Moodley S. P.

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- (i) Seerpat D. S.
- (ii) Moodley L. (Mrs)
- (iii) Singh S.
- (iv) Maghnath R.
- (v) Sing W. M.
- (vi) Behari K.
- (vii) Moodley P. S.
- (viii) Governder S.
- (ix) Boothoo R.
- (x) Perunnal S.
- (xi) Chery G.
- (xii) Jura D. N.
- (xiii) Essop Akoolce F.
- (xiv) Naidoo S. (Mrs)
- (xv) Pillay P.
- (xvi) Khora A.
- (xvii) Motara H.
- (xviii) Chery K.
- (xix) Bapoo R.
- (xx) Ally A. A.
- (xxi) Cussin F. I. (Miss)
- (xxii) Khan Z. G. M. (Mrs)
- (xxiii) Naidoo D. R.
- (xxiv) Lawo H. S.
- (xxv) Thandirud P. J.
- (xxvi) Meharood A. S.
- (xxvii) Ally E. M.
- (xxviii) Sewdas K.
- (xxix) Bhowan H.
- (xxx) Ramthani R.
- (xxxi) Abubilla F. H.
- (xxxii) Morgan I. B.
- (xxxiii) Aboon A. K.
- (xxxiv) Thandirand K.
- (xxxv) Mahiraj D.
- (xxxvi) Sookraj G.
- (xxxvii) Kansaroop D.
- (xxxviii) Ebrahim N.
- (xxxix) Governder K.
- (xl) Moodley P.
- (xli) Brijmohan R.
- (xlii) Ally A.
- (xliiii) Singh G.
- (xliiiii) Vasuthewana S. (Miss)
- (xlv) Jhupsee R. (Mrs)
- (xlvi) Sewpersad R.
- (xlvii) Attwara A. S.
- (xlviii) Ramnath K.
- (xlvix) Latchman R.
- (xlvx) Naidoo S. L.
- (xlvxi) Mallooo D.
- (xlvxii) Jacob L.
- (xlvxiii) Balakisan Naidoo M. (Miss)
- (xlvxiv) Raju S.
- (xlvxv) Naidu G. (Mrs)
- (i) Gengan M. G.
- (ii) Govindasamy S.
- (iii) Ben R.
- (iv) Ragsavalo M. M. (Mrs)
- (v) Pillay S. M.
- (vi) Maharaj S. (Mrs)
- (vii) Naqur V.
- (viii) Singh C.
- (ix) Juged K.
- (x) Perunnal R. E.
- (xi) Parther C.
- (xii) Singh K.
- (xiii) Gewanlal D.
- (xiv) Singh S. K. (Miss)
- (xv) Chengiah J.
- (xvi) Sillith D. J.
- (xvii) Wader M. I.
- (xviii) Waide M. I.
- (xix) Abrahams R. G.
- (xx) Lambert I.
- (xxi) Peters M.
- (xxii) Ally A. A.
- (xxiii) Morar A. (Mrs)
- (xxiv) Bhyat A. H.
- (xxv) Cate A. M.
- (xxvi) Singh D. B.
- (xxvii) Rajah V. R.
- (xxviii) Governder J. P.
- (i) Falls away.
- (ii) Falls away.
- (iii) Falls away.
- (iv) Falls away.

Teachers/pupils under control of Department
 45. Mr M RAJAB asked the Minister of Education and Culture:
 How many (a) teachers and (b) pupils were under the control of his Department in 1987?
 The MINISTER OF EDUCATION AND CULTURE:
 (a) 11 252
 (b) 237 626

Teachers dismissed
 46. Mr M RAJAB asked the Minister of Education and Culture:
 (a) How many (i) unqualified and (ii) qualified teachers were dismissed by his Department in 1987 and (b) what were the reasons for their dismissal?

Prof. G. S. Harley (Dean, Faculty of Education — University of South Africa):

Mr J. C. G. Jansen van Vuuren (Vice Principal — University of South Africa):

Mr F. C. Osman (Chief Education Specialist — Department of Education and Culture):

Mr C. C. Marx (Chief Superintendent of Education — Department of Education and Culture):

M. L. T. Peter (Deputy Director: Education Administration — Department of Education and Culture):

Mr J. A. Louw (Deputy Director: Personnel Management — Department of Budgetary and Auxiliary Services):

Mr D. J. Steenkamp (Acting Vice Rector — Transvaal College of Education):

Prof. R. Sont (Rector — M. L. Sultan Technikon):

Mr O. H. S. Ebrahim (Businessman):

Mr D. L. Naidoo. (Businessman):

Mr A. S. Decrat (Businessman and Chairman: Board of Management — Laudium Training Centre):

Mr D. L. Moodyly (Director of Companies):

Mr P. Nalcker (Principal: Willopark Primary School):

Mr M. Moodyly (Principal: Liverpool Secondary School):

(bb) Not available.

(iii) The Department, in consultation with the two colleges compiled a list of names of persons considered suitable for appointment for approval by the Minister.

(2) Yes.

The Association was invited to nominate persons to serve on the Councils and the appointment of two representatives on each Council was approved.

Standard

New Questions:

Evaluation of teachers for promotion: amendment of system

1. Mr P I DEVAN asked the Minister of Education and Culture:

(a) Whether the system used to evaluate teachers for promotion has been amended during the past 12 months; if so, (a) (i) what amendments were effected and (ii) why and (b) who authorized these amendments;

(2) whether the so-called promotion board has been or is to be abolished or replaced as a result of the above amendments; if so, (a) why, (b) when and (c) by what body was it or is it to be replaced?

THE MINISTER OF EDUCATION AND CULTURE:

(1) No.

(a) and (b) Fall away.

(2) Falls away.

(a), (b) and (c) Fall away.

2. Mr P I DEVAN asked the Minister of Education and Culture:

(1) What are the latest procedures involved in evaluating teachers for promotion purposes;

(2) whether any board or body is involved in this process; if so, (a) what is the name of this board or body and (b) what are its functions?

THE MINISTER OF EDUCATION AND CULTURE:

(1) The evaluation of educators for promotion is done on a continuous basis by principals using evaluation instruments which contain fixed objective criteria. All educators have knowledge of these criteria. Level I educators shall be evaluated in a 2-year cycle, until such time that an educator has earned 3 merit achievement recognition awards. Thereafter, they shall be evaluated in a 4-year cycle. A promotion post holder shall be evaluated in the second year of his/her new position and

evaluations be made thereafter in a 4-year cycle. Should an educator apply for promotion a fresh evaluation shall be made if the educator's preceding evaluation is more than two years old.

The evaluation procedure shall include, *inter alia*, consultation as set out hereunder:

— For level I educators the principal shall consult with his management team.

— For heads of department the principal shall consult with his senior deputy principal and deputy principal.

— For senior deputy principals and deputy principals the principal shall consult with the superintendent of education.

— For principals, consultation shall be between superintendents of education (management) and chief superintendents of education (management/academic).

(2) No.

(a) and (b) Fall away.

Mr P I DEVAN: Mr Chairman, arising out of the hon the Minister's reply, may I ask him to indicate whether or not final evaluations are made immediately prior to the promotion of applicants, or during the year of their promotion?

THE MINISTER: Mr Chairman, the evaluation takes the form of an ongoing assessment and it is done prior to promotions.

Mr P I DEVAN: Mr Chairman, further arising out of the hon the Minister's reply, the confusion has been compounded in that the hon the Minister has said that there are ongoing assessments or evaluations. This is exactly what I want to clarify. Are final evaluations effected especially for promotion purposes?

THE MINISTER: Mr Chairman, the answer is yes.

Mr P I DEVAN: Mr Chairman, further arising out of the hon the Minister's reply, then the other explanation about ongoing evaluations etc becomes redundant in relation to the final evaluation for promotion purposes?

THE MINISTER: Mr Chairman, the answer is yes.

Mr P I DEVAN: Mr Chairman, further arising out of the hon the Minister's reply, may I ask him to indicate whether or not final evaluations are made immediately prior to the promotion of applicants, or during the year of their promotion?

THE MINISTER: Mr Chairman, the evaluation takes the form of an ongoing assessment and it is done prior to promotions.

Mr P I DEVAN: Mr Chairman, further arising out of the hon the Minister's reply, the other explanation about ongoing evaluations etc becomes redundant in relation to the final evaluation for promotion purposes?

THE CHAIRMAN OF THE HOUSE: Order! Is that a question which the hon member is asking?

Mr P I DEVAN: Yes, Sir.

THE MINISTER: Mr Chairman, as a former teacher, principal and inspector of schools, the hon member for Cavendish should know that the new evaluation system now allows a principal to conduct an ongoing assessment of his teachers and that he need not wait for the end of the year. That was my explanation insofar as that is concerned.

Mr J V TYMANN: Mr Chairman, further arising out of the hon the Minister's reply, may I ask him whether we are to understand that a teacher is assessed throughout the year, that is to say from term to term throughout the year?

THE MINISTER: No, that is not quite correct.

Mr P I DEVAN: Mr Chairman, further arising out of the hon the Minister's reply, may I ask him whether there is a moderation exercise in regard to the final evaluation of applicants and, if so, who does the moderation of the rating for final evaluation?

THE MINISTER: Mr Chairman, the answer is yes. I would like the hon member to bear with me, because in my answers later on I will be giving details of that.

Resignation of Mr B D Singh from Department of Education and Culture:

*3. Mr P I DEVAN asked the Minister of Education and Culture:

(1) Whether a certain person from Pietermaritzburg, whose name has been furnished to the Minister's Department for the purpose of his reply, resigned from his Department during the latter half of 1987; if so, (a) what is his name and (b) what position did he hold;

(2) whether this person was requested to resign; if so, (a) why and (b) by whom;

(3) whether his Department received any complaints, representations and/or reports on the conduct of this person prior to his resignation; if so, what was the purport of these complaints, representations and/or reports;

(4) whether it is the intention of the Department to re-employ this person; if so, (a) when, (b) why and (c) in what capacity?

THE MINISTER: Mr Chairman, the answer is yes.

Mr P I DEVAN: Mr Chairman, further arising out of the hon the Minister's reply, may I ask him to indicate whether or not final evaluations are made immediately prior to the promotion of applicants, or during the year of their promotion?

THE MINISTER: Mr Chairman, the evaluation takes the form of an ongoing assessment and it is done prior to promotions.

Mr P I DEVAN: Mr Chairman, further arising out of the hon the Minister's reply, the other explanation about ongoing evaluations etc becomes redundant in relation to the final evaluation for promotion purposes?

THE MINISTER: Mr Chairman, the answer is yes.

Standard

HOUSE OF DELEGATES

Indicates translated version.

For oral reply:

General Affairs:

Question standing over from Thursday, 10 March 1988:

Hour Bay police station/police cells: detention/death of certain person

*3. Mr. RAJAB asked the Minister of Law and Order:

- (1) Whether a certain person, particulars of whom have been furnished to the South African Police for the purpose of the Minister's reply, was detained by the Police at Peninsula police station on or about 31 December 1987; if so, (a) when, (b) where, (c) why, (d) in terms of what statutory provisions and (e) what is the nature of this person;
- (2) Whether this person died in detention; if so, (a) when, (b) where and (c) what were the circumstances surrounding his death;
- (3) whether he will make a statement on the matter?

The MINISTER OF LAW AND ORDER:

- (1) Yes.
- (a) At 20h30 on 30 December 1987.
- (b) Hour Bay police station.
- (c) and (d) The person was arrested in terms of section 50(1) of the Criminal Procedure Act, 1977 (Act 51 of 1977) on the following charges: Section 2 of the Dangerous Weapons Act, 1968 (Act 71 of 1968) — Possession of a dangerous weapon; Section 51 of the Criminal Procedure Act, 1977 (Act 51 of 1977) — Escaping from legal custody; Assault with the intent to do grievous bodily harm.
- (e) The name furnished by the honorable member.
- (2) Yes.
- (a) 31 December 1987.

HOUSE OF DELEGATES

The DEPUTY MINISTER OF AGRICULTURE:

- (1) (a) Yes.
- (b) No.
- (i) 3 July 1987.

(ii) To advise the Minister on:

*To advise the Minister on: ways and means that could be adopted to prevent or reduce loss or damage due to the use of herbicides. The ways and means can be related to the prohibition or partial prohibition on the use of a particular agricultural remedy or remedies registered in terms of the Fertilizers, Farm Feeds, Agricultural Remedies and Stock Remedies Act, 1947 (Act 36 of 1947). Measures may also pertain to certain specified areas of the RSA.

*relevant research that should be undertaken either by the Department of Agriculture and Water Supply or under contract by universities on request by the Department; and

*guidance that ought to be rendered to the users of agricultural remedies (herbicides).

- (2) Yes, an interim report was submitted.
- (a) 22 January 1988
- (b) * That the present prohibition in the Tala Valley remains in force; * that research be continued in connection with the monitoring of presence of active ingredients of herbicides in the air, rain and irrigation water; and * that priority be given to research in connection with the levels at which the remedies concerned detrimentally affect plants.

(3) No, a statement will be made after the final report and recommendations of the advisory committee have been received and considered.

- (1) No.
- (2) Whether the has appointed a committee to advise him on matters relating to hormone herbicide damage to crops in (a) the Republic in general and/or (b) Natal in particular; if so, (i) when and (ii) what were its terms of reference;
- (2) whether this committee has submitted a report; if so, (a) when and (b) what are its recommendations;
- (3) whether he will make a statement on the matter?

HOUSE OF DELEGATES

The DEPUTY MINISTER OF AGRICULTURE:

Mr J V IYMAN: Mr Chairman, arising out of the hon the Deputy Minister's reply, could the call us if this investigation is only being done in the Tala Valley, or are there other affected areas within the Campedown farming area?

The DEPUTY MINISTER: Mr Chairman, the main problems stated in the Tala Valley and have extended to other areas as well.

Own Affairs:

Teachers qualified at teacher-training institutions: employed by Department

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

Whether all Indian teachers who qualified at teacher-training institutions under the control of his Department in 1987, have been employed by his Department; if not, (a) why not and (b) how many of these teachers were (i) employed and (ii) not employed by his Department as at the latest specified date in 1988 for which information is available?

The MINISTER OF EDUCATION AND CULTURE:

- (1) No.
 - (a) No teachers qualified at teacher-training institutions under the control of my Department in 1987.
 - (b) (i) and (ii) fall away.
- Mr P. IDEVAN: Mr Chairman, arising out of the hon the Minister's answer, will he indicate the number of teachers who qualified from UDW and if he can indicate at this stage how many of them are employed by the department?
- The MINISTER: Mr Chairman, I am not in a position to do that, because the question was not framed to allow for that answer. I will provide the information at a later stage.
- Mr J V IYMAN: Mr Chairman, further arising from the hon the Minister's answer, can he tell us why no teachers qualified, or did all those enrolled students fail?
- The MINISTER: Mr Chairman, if the hon member for Campedown had kept up his knowledge of teacher training, he would have known that we have introduced a four-year diploma course which will only be completed this year.

Howard

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THE MINISTER OF LAW AND ORDER:

Lenasia

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
53	22	95	467	52	479	149	251	274	13

Note: I wish to point out to the honourable member that for the sake of efficiency, statistics were furnished for the period 1 January to 31 December 1987. All statistical reports will in future be furnished in calendar year periods.

Films submitted for censoring

27. Mr. M RAJAB asked the Minister of Home Affairs:

- (1) How many (a) English, (b) Afrikaans and (c) Indian-language films were submitted to the Directorate of Publications for censoring during the latest specified period of 12 months for which figures are available;
- (2) (a) how many films in each of the above categories (i) were rejected and (ii) had age restrictions imposed on them and (b) what age restrictions were imposed on films in each of these categories?

THE MINISTER OF HOME AFFAIRS:

For the period 1 February 1987 to 31 January 1988 —

- (1) (a) 649
- (b) 3
- (c) 896

(2) (a) (i)	English	Afrikaans	Indian
(ii)	52	—	2
	154	—	3

(b) No such statistics are being kept.

Land and Agricultural Bank: loan applications/ grants

28. Mr. M RAJAB asked the Minister of Finance:

- (1) How many (a) Indians and (b) Blacks (i) applied for loans from and (ii) were granted loans by the Land and Agricultural Bank during the latest specified 12-month period for which figures are available;
- (2) (a) what was the total value of the loans so (i) applied for and (ii) granted in respect of each of these population groups and (b) what is the purport of the main conditions subject to which these loans were granted?

THE MINISTER OF FINANCE:

- (1) (a) (i) 20
- (b) (i) None

THE MINISTER OF EDUCATION AND CULTURE:

(a) How many internal investigations have been conducted by his inspectorate into issues relating to alleged misconduct on the part of (i) education officers and (ii) teachers since September 1984, (b) how many man-hours were taken up by these investigations and (c) in respect of what date is this information furnished?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) (i) Nil
- (ii) 159.
- (b) No records are maintained as these form part of their normal duties.
- (c) 15 March 1988.

Teachers employed in temporary capacity: professionally qualified/unqualified

21. Mr. P I DEVAN asked the Minister of Education and Culture:

- (a) How many professionally (i) qualified and (ii) unqualified teachers are employed by his Department in a temporary capacity and (b) in respect of what date is this information furnished?

THE MINISTER OF EDUCATION AND CULTURE:

- (a) (i) 1 047.
- (ii) 65.
- (b) 15 March 1988.

Teachers: leave taken

22. Mr. P I DEVAN asked the Minister of Education and Culture:

- (1) How many days' (a) sick, (b) vocational, (c) examination and (d) special leave were taken by teachers in his Department in 1987;
- (2) whether, in that year, any teachers applied for sick leave in respect of days falling between periods of leave granted to them for examination purposes; if so, what are the relevant particulars;
- (3) whether any action is being taken in this regard; if not, why not; if so, what action;
- (4) whether the will make a statement on the matter?

(1) (a) 480.

(b) 1987: 117
1988: 80

(2) Yes.

(a) Applicants must lodge applications two terms in advance.

(b) 1987: Nil
1988: 4.

(3) The granting of long leave is subject to suitable arrangements being made for a substitute and provided that in terms of the relevant regulation, the number of applications approved for any one school term shall not exceed 2% of the total number of leave-earning teachers.

(4) No.

THE MINISTER OF EDUCATION AND CULTURE:

(1) The Department is not prepared to the up hard-pressed manpower to manually extract the desired information from records which are, in any event, subject to audit. . . .

(2) Very likely but statistics are not readily available.

(3) Yes.

If the application for sick leave is not supported by a valid medical certificate leave without pay is granted.

(4) No.

Teachers: applications for long leave

23. Mr. P I DEVAN asked the Minister of Education and Culture:

- (1) How many teachers (a) applied for long leave in 1987 and (b) were granted such leave in 1987 and 1988, respectively;
- (2) whether a period of notice is required in respect of applications for long leave; if so, (a) what is this period and (b) how many teachers who in 1987 failed to comply with this requirement were granted long leave in 1987 and 1988, respectively;
- (3) what is the policy of his Department in regard to the granting of long leave;
- (4) whether he will make a statement on the matter?

(1) (a) 480.

(b) 1987: 117
1988: 80

(2) Yes.

(a) Applicants must lodge applications two terms in advance.

(b) 1987: Nil
1988: 4.

(3) The granting of long leave is subject to suitable arrangements being made for a substitute and provided that in terms of the relevant regulation, the number of applications approved for any one school term shall not exceed 2% of the total number of leave-earning teachers.

(4) No.

QUESTIONS UNDER NAME OF MEMBER

Pupils: Sid 10/Sid 8/Sid 6 examinations written
 25. Mr K CHETTY asked the Minister of Education and Culture:

- (a) How many Indian pupils in schools under the control of his Department wrote the (i) Sid 10, (ii) Sid 8 and (iii) Sid 6 examinations in 1987 and (b) how many of these pupils passed each of these standards in that year;
 (2) how many students obtained degrees in 1987 from each specified university under the control of his Department?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) (i) 12 429
 (ii) 18 793
 (iii) 20 979
 (b) Sid 10: 11 575
 Sid 8: 16 954
 Sid 6: 19 496
 (2) 1 251

Teachers appointed as planners

26. Mr K CHETTY asked the Minister of Education and Culture:

- (1) Whether any teachers were appointed as planners during the latest specified 2-year period for which figures are available; if so, how many;
 (2) whether he will furnish the (a) names and (b) qualifications of the teachers so appointed as planners; if not, why not; if so, what are their (i) names and (ii) qualifications in each case;

- (3) what criteria are applied by his Department in assessing teachers for promotion to the post of planner?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No.
 (2) (a) and (b) Fall away.
 (3) The candidate's relative suitability for the relevant post is determined by assessing, *inter alia*, the following:

Academic competence; appropriate experience; initiative, perseverance and zeal; personality; leadership and human relations.

Teacher training colleges: applications for admission

29. Mr K CHETTY asked the Minister of Education and Culture:

- (1) How many persons applied for admission in 1988 to each of the teacher training colleges administered by his Department; whether any of these persons were refused admission by any such college; if so (a) how many in respect of each college and (b) what were the main reasons for these refusals?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Springfield College of Education: 923
 Transvaal College of Education: 130
 (2) Yes.

- (a) Springfield College of Education: 815
 Transvaal College of Education: 70
 (b) Applicants did not meet one or more of the following requirements:
 (i) Minimum admission requirements;
 (ii) Academic merit requirements;
 (iii) Academic requirements for specific study directions.

Housing Development Board: criteria for appointment of members

36. Mr M RALAB asked the Minister of Housing: With reference to his reply to Question No 3 on 11 June 1987, what criteria were applied in selecting members for appointment to the Housing Development Board referred to in a section of the Housing Development Act (House of Delegates), No 4 of 1987?

THE MINISTER OF HOUSING:

Suitability.

Housing: actual/estimated shortage

43. Mr M RALAB asked the Minister of Housing: What was the actual or estimated shortage of housing for Indians in (a) Natal, (b) the Cape Province and (c) the Transvaal as at the latest specified date for which statistics are available?

THE MINISTER OF HOUSING:

The estimated figures for June 1987 are:
 (a) 39 879,
 (b) 2 536,
 (c) 6 332.

Andrew, Mr K M—

General Affairs:

Constitutional Development and Planning, 535

Defence, 102, 184, 185, 186, 206

Education and Development Aid, 10, 11, 13, 58, 160, 161, 163, 469, 575, 580, 581, 582, 585, 594, 595, 601, 786, 848, 849

Finance, 774

Home Affairs, 334

Justice, 335

Law and Order, 347, 348, 778

National Education, 604

Own Affairs:

Education and Culture, 23, 24, 28, 175, 614, 616, 794, 795, 796

Barnard, Dr M S—

General Affairs:

Constitutional Development and Planning, 404, 690, 691, 693, 704, 721, 725, 726, 727, 729, 730

Defence, 285

Education and Development Aid, 416

Home Affairs, 415

Justice, 381, 533, 534, 627

Law and Order, 838, 839

National Health and Population Development, 396, 435, 436, 441, 442, 443, 445, 447, 448, 749, 752, 753, 754, 755, 757, 842

Own Affairs:

Education and Culture, 214, 425

Burrows, Mr R M—

General Affairs:

Administration and Broadcasting Services, 60, 212, 849

Constitutional Development and Planning, 715, 784

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HOUSE OF DELEGATES

Indicates translated version.

For written reply:

General Affairs:

5. Mr M RAJAB asked the Minister of Economic Affairs and Technology:

(1) Whether the report of the Kler Committee on export incentives has been referred to the Board of Trade and Industry; if not, why not; if so,

(2) whether the Board has made any recommendations in this regard; if not, why not; if so, (a) when and (b) what was the purpose of these recommendations;

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

THE MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:

(1) Yes

(2) Yes

(a) January 1988
(b) The recommendations were dealt with briefly in a statement made by me in the House of Assembly on 8 February 1988 (Hansard, columns 76-79). The statement was also made available to the media.

(3) Not at this stage. As was mentioned in the statement of 8 February 1988 further announcements will be made from time to time.

Own Affairs:

Local tenants employed

6. Mr K CHETTY asked the Minister of Education and Culture:

Whether any local tenants are employed by his Department; if so, (a) how many in Cape Province and (b) in respect of what date is this information furnished;

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

HOUSE OF DELEGATES

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes

(a) (i) 361
(ii) 163

(iii) 9

(b) 14 March 1988.

(2) No

Unqualified teachers employed

7. Mr K CHETTY asked the Minister of Education and Culture:

(1) Whether any unqualified teachers are employed by his Department; if so, (a) how many in (i) Natal, (ii) the Transvaal and (iii) the Cape Province and (b) in respect of what date is this information furnished; (2) whether he will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes

(a) (i) 57
(ii) 8
(iii) Nil

(b) 14 March 1988

(2) No.

State schools administered

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

(1) How many (a) State schools were administered by his Department in (i) 1986 and (ii) 1987 and (b) pupils attended these schools in each such year;

(2) (a) what was the total amount paid to these schools in grants-in-aid for each such year and (b) for what purposes were these grants intended?

THE MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) 366 (excluding colleges)

(ii) 371 (excluding colleges)

(b) 1986: 217 307
1987: 223 365

(2) (a) Nil

(b) Falls away.

Indian school pupils: per capita expenditure

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

What was the per capita expenditure, (a) including and (b) excluding expenditure of a capital nature, on Indian school pupils for the 1986/87 and 1987/88 financial years, respectively?

THE MINISTER OF EDUCATION AND CULTURE:

(a) 1986/87: R1 904

1987/88: Not available as yet.

(b) 1986/87: R1 714

1987/88: Not available as yet.

Grants to cultural organizations: amounts allocated

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

(1) What total amounts were allocated by his Department by way of grants to cultural organizations for the (a) 1986 and (b) 1987 financial years;

(2) (a) to which cultural organizations were these grants made, and (b) what was the amount of the grant, in each case?

THE MINISTER OF EDUCATION AND CULTURE:

(1) (a) 1986/87: R112 425

(b) 1987/88: R140 185 97

(2) (a) (b)

	1986/87	1987/88
The Ramakrishna Centre of South Africa	—	4 400
Clarendon Tamil Institute	4 100	1 905
Islamic School Council	—	15 050
Dramida Society of South Africa	—	1 730
Lower Umfolozi Cultural Arts Society	—	3 840
Tamil Advancement Society	3 835	4 950
Natal Gujranat Parishad	3 500	8 825

Pre-primary schools: estimated amounts to be paid

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

What total amount is it estimated will be paid in the 1988/89 financial year to each of the pre-primary schools listed in his reply to Question No 75 on 7 September 1987?

HOUSE OF DELEGATES

Howard

Post of private secretary; restrictions
780. Mr C J DERBY-LEWIS asked the Minister of Transport:

Whether the appointment of persons to the post of private secretary in the South African Transport Services is subject to any restrictions in regard to period of service; if so, what are the relevant details; if not: (a) what procedure is followed in (i) assessing such officials for promotion purposes and (ii) granting their promotion; and (b) what are their prospects for promotion?

THE MINISTER OF TRANSPORT AFFAIRS:

- No.
 - (a) (i) The appointment of a person to the post of private secretary is a personal matter.
 - (ii) On merit.
 - (b) As and when vacancies occur.
- Overseas loans guaranteed by South African Government

800. Mr C J DERBY-LEWIS asked the Minister of Education and Development:

- (1) (a) What overseas loans were guaranteed by the South African Government on behalf of each of the self-governing territories during the latest specified period of 10 years for which information is available and (b) what were the conditions of repayment in each case;
- (2) whether any of these loans have been repaid; if so, (a) how many of these loans have been repaid by (i) South Africa in terms of guarantees given by the South African Government and (ii) these states themselves and (b) in respect of what date is this information furnished?

THE MINISTER OF EDUCATION AND DEVELOPMENT:

- (1) (a) None.
- (b) Falls away.
- (2) Falls away.

Own Affairs:

Printing contracts awarded to two companies
89. Mr D J DALLING asked the Minister of Agriculture and Water Supply:

- (1) Whether his Department awarded any printing contracts in 1987 to two companies, the names of which have been furnished to the Commission for Administration for the

Howard

purpose of the Minister's reply, or to their associated companies and printing operations; if so, (a) in respect of what publications or printed matter, (b) how many copies of each publication or item were ordered from each company and (c) what are the names of the companies concerned.

- (2) whether these contracts were put out to tender; if not, (a) why not and (b) what was the result of each of these contracts; if so, what was the (i) tender price originally accepted, and (ii) total amount paid out, in respect of each contract;
- (3) whether his Department subsidizes any printing contracts published by the above companies; if so, (a) which publications and (b) (i) why, and (ii) what is the amount of the subsidy, in each case;
- (4) what total amount was spent by his Department in 1987 on printing and publishing anything (a) the above companies and (b) any other specified companies?

THE MINISTER OF AGRICULTURE AND WATER SUPPLY:

- (1) No.
- (a), (b) and (c) fall away.
- (2) (a), (b) (i) and (b) (ii) fall away.
- (3) No.
- (a), (b) (i) and (b) (ii) fall away.
- (4) (a) and (b) fall away.

Extension officers left/joined employment

98. Mr R W HARDINGHAM asked the Minister of Agriculture and Water Supply:

- How many extension officers (a) left the employment, and (b) joined, his Department in 1987?
- THE MINISTER OF AGRICULTURE AND WATER SUPPLY:

- (a) 9
- (b) 9.

Extension officers: shortage

99. Mr R W HARDINGHAM asked the Minister of Agriculture and Water Supply:

- Whether there is a shortage of extension officers in his Department; if so, what is the extent of this shortage?
- THE MINISTER OF AGRICULTURE AND WATER SUPPLY:

Yes, 52 posts of Agricultural Extension Officer are vacant.

Howard

HOUSE OF DELEGATES
Indicates translated version.
For oral reply:

Own Affairs:

Temporary teachers: payment at end of each month
*1. Mr P I DEVAN asked the Minister of Education and Culture:

- (1) Whether it is the policy of his Department to pay temporary teachers at the end of each month; if not, why not; if so, paid regularly at the end of each month; not (a) why not and (b) what was the longest period for which the payment of temporary teachers was delayed;
- (2) whether he has taken any steps to prevent such delays in future; if so, (a) what steps and (b) when?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes
- (2) No
- (a) Falls away
- (b) Falls away
- (3) (a) and (b) Fall away.

Mr P IDEVAN: Mr Chairman, arising out of the reply given by the hon the Minister of Education and Culture, may I ask the hon the Minister whether he is aware whether there is any other category of teachers whose salaries have been delayed for months?

THE MINISTER: No, I am not aware of such a position.

Mr P T POOVAINIGAM: Mr Chairman, further arising out of that reply, would the hon the Minister be prepared to inquire from his department to ascertain whether a particular teacher, who resides in Tongaat and who was required to assist a particular political party to canvass for votes in the election campaign of November 1987, and whose duty was to have terminated on 30 November 1987, was in fact paid for the December-January period?

Meals at schools
*2. Mr K CHETTIY asked the Minister of Education and Culture:

- (1) Whether his Department intends providing meals at schools falling under his control; if not, why not; if so, when;
- (2) whether he will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No. This is not a function of my Department.
 - (2) No.
- Mr Y MOOLLA: Mr Chairman, arising out of that reply, the hon the Minister says that this is not a function of his department. Could he then perhaps indicate which department's function this is?

THE MINISTER: Mr Chairman, that is the function of my colleague, the Minister of Health Services and Welfare.

Mr Y MOOLLA: Mr Chairman, further arising out of that reply, has the hon the Minister taken any steps to get his colleague's department to introduce this? If it has been introduced, where have such schemes in fact been introduced?

THE MINISTER: Mr Chairman, I did so last year, but this year I have not as yet done so.

Teacher absenteeism: survey

*3. Mr P I DEVAN asked the Minister of Education and Culture:

- (1) Whether his Department has conducted a survey on teacher absenteeism; if not, why not; if so, (a) when and (b) what were the findings;
- (2) whether any steps are to be taken to reduce teacher absenteeism at schools; if not, why not; if so, what steps are contemplated;
- (3) whether there was an improvement in school attendance by teachers in 1987 in comparison with 1986; if so, to what extent;

(4) whether he will make a statement on the matter?
THE MINISTER OF EDUCATION AND CULTURE:

- (1) No.
 It is an enormous task for which manpower is not available.
 (a) and (b) Fall away.
 (2) Letters are being addressed to educators with poor leave records on a continuous basis drawing their attention to the consequence of their absenteeism.
 (3) It is not possible to give an indication in this regard as a survey has not yet been done.
 (4) No.

MR P I DEVAN: Mr. Chairman, arising out of that reply, the question seems to be an alarming one. Has the hon. the Minister any intention of expediting the survey on this issue?

THE MINISTER: Mr. Chairman, I think it is advisable to look into this very seriously.

MR V IYMAN: Mr. Chairman, further arising out of that reply, I should like the hon. the Minister to tell this House about the question of teacher absenteeism which was debated in this House and in view of the fact that in a particular by-election teachers were seen by the school children's parents . . .

THE CHAIRMAN OF THE HOUSE: Order! Has the hon member a question?

MR V IYMAN: Yes, Mr. Chairman.

THE CHAIRMAN OF THE HOUSE: Will the hon member then please put it.

MR J V IYMAN: Why did the hon the Minister not pay attention to what was said in this House and why did he not conduct that survey? Why is he waiting?

THE MINISTER: Mr. Chairman, with respect, I would like to tell the hon member that there is a difference between leave and absenteeism. However, it certainly will be looked into.

Housing Development Board: names of members
 4. Mr Y MOOLLA asked the Minister of Housing:

HOUSE OF DELEGATES

(1) What are the names of the members serving on the Housing Development Board referred to in section 2 of the Housing Development Act (House of Delegates), No 4 of 1987?

- (2) whether this board has an executive committee; if so, what are the names of the members of the executive committee;
 (3) whether a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, is a member of this executive committee; if so (a) how many executive meetings has he attended and (b) (i) where and (ii) when were these meetings held?

THE MINISTER OF HOUSING:

- (1) Mr W J vd M Marais
 Mr C H Koizé
 Mr R E Hudson-Reed
 Mr R Jagath
 Dr D S Rajah

- (2) Yes
 Mr W J vd M Marais
 Mr C H Koizé
 Mr R E Hudson-Reed
 Mr R Jagath

- (3) Yes
 (a) 10
 (b) (i)

- (1) Malgate Building, 72 Stanger Street, Durban (ii) 14 May 1987
 Malgate Building, 72 Stanger Street, Durban 8 June 1987
 Malgate Building, 72 Stanger Street, Durban 6 July 1987
 Malgate Building, 72 Stanger Street, Durban 21 October 1987
 Malgate Building, 72 Stanger Street, Durban 3 November 1987
 Malgate Building, 72 Stanger Street, Durban 18 November 1987
 Malgate Building, 72 Stanger Street, Durban 6 January 1988
 Malgate Building, 72 Stanger Street, Durban 17 February 1988

Malgate Building, 72 Stanger Street, Durban 2 March 1988

Replacement of Springfield College of Education feasibility study

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

- (1) Whether, with reference to his reply to Question No 1 on 11 June 1987, the feasibility study undertaken to plan and provide a smaller but modern facility to replace the present Springfield College of Education has been completed; if not (a) why not and (b) when is it expected to be completed; if so,

- (2) whether a report on the matter has been submitted to his Department; if not, why not; if so, (a) what was (i) the purpose of the report and (ii) his Department's response thereto and (b) what is the estimated total cost of the new college;
 (3) whether the Edgewood College of Education has been considered as an alternative; if not, why not; if so, with what result?

THE MINISTER OF EDUCATION AND CULTURE:

(1) No.

- (a) Architects and consultants are still busy with the feasibility study.
 (b) The feasibility study is not expected to be completed before 1989 as the provision of a new College does not enjoy a high priority at this stage.

(2) Not.
 The architects and consultants are still busy with the feasibility study.

- (a) (i) and (ii) Fall away
 (b) Falls away.

(3) No.
 The Edgewood College of Education falls under the control of the Administration House of Assembly and is still being used by the Natal Education Department for Teacher Education.

MR M RAJAB: Mr. Chairman, arising out of the hon the Minister's reply, may I ask him why, when a feasibility study was not done, funds were

budgeted for the provision of these services in Cape Manor?

THE MINISTER: Mr. Chairman, these two factors go hand in hand. At the time that was being budgeted for, a feasibility study had commenced.

MR P I DEVAN: Mr. Chairman, further arising out of the hon the Minister's reply, may I ask him whether he really appreciates the need for an updated college of education in Durban?

THE MINISTER: Mr. Chairman, the answer is yes.

MR P I DEVAN: Mr. Chairman, further arising out of the hon the Minister's reply, may I ask him why there is so much wavering and inconsistency with regard to this issue, because costs are rising by the day?

THE MINISTER: Mr. Chairman, I did say that a feasibility study was being done, and once the results of that study are made known, we shall act on them.

MR P I DEVAN: Mr. Chairman, I cannot see his logic. He said that he sees the need for it.

THE CHAIRMAN OF THE HOUSE: Order! Does the hon member have a further supplementary question?

MR P I DEVAN: Mr. Chairman, I shall make a written submission in this regard.

MR P T ROOVALINGAM: Mr. Chairman, further arising out of the hon the Minister's reply to the hon member for Springfield with regard to the Edgewood College of Education, would the hon the Minister acknowledge being aware that the Edgewood College is not filled to capacity and that optimum use should therefore be made of that college regardless of any own affairs restrictions?

THE MINISTER: Yes, I am aware of that and I agree that it should be used to its fullest capacity. Springfield College of Education: outdated/finance

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

With reference to his reply to Question No 1 on 11 June 1987, in what respects is the Springfield College of Education outdated and inadequate as a tertiary institution?

HOUSE OF DELEGATES

In brief . . .

Chinese may teach others

TEACHERS of Chinese descent are now allowed to teach at any school which required their services, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday. Replying to a question from the MP for Pinetown, Mr Roger Burrows, the minister said Chinese teachers were obliged to register with the Teachers Federal Council.

401-700/128
2/3/88

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No Section 50 detentions

NO ONE has been detained under Section 50 of the Internal Security Act since February 2, 1987, the Minister of Law and Order, Mr Adriaan Vlok said in reply to a question from Mrs Helen Suzman, PFP MP for Houghton.

401-700/128
2/3/88

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Oscar Dhlomo ... let's use all human resources.

Re-employ retrenched teachers, says Dhlomo

DR Oscar Dhlomo, co-ordinator of the Kwazulu-Natal Inbaba and chairman of the Joint Executive Authority in Natal, this week called for the re-employment of all retrenched white and Asian teachers to the Natal African In-

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Dube youth club gets big boost

MEMBERS of the Dube Youth Club were all smiles when the club's chairman, David Mogari, received a R2,000 cheque from Sam Dubezana, director of Dubs Paint and Hardware Stores, at the Dube Young Women's Christian Association this week.

The youth club, in their efforts to raise funds, appealed to business peo-

MEMBERS of the Dube Youth Club were all smiles when the club's chairman, David Mogari, received a R2,000 cheque from Sam Dubezana, director of Dubs Paint and Hardware Stores, at the Dube Young Women's Christian Association this week.

The youth club, in their efforts to raise funds, appealed to business peo-

ple in and around Dube.

DVC, president. All Mphaki told City Press that the project, initiated late last year, was an effort to collect funds to build a centre for Dube youths.

Mphaki said the response to their appeal has so far come from Dubezana and Dube Chicken Lickin, who donated R250.

The initial amount collected will help stage a "Miss Dube '88 Show" to be held at the Dube YVCA, on January 30.

Dubezana, who also sponsors Diani Dubs Sports, said he was donating the cheque because people "have become too scared to involve themselves, with anything involving the youth".

However, Dhlomo accepted that rationalising education in Kwazulu-Natal would drastically increase government spending on education in the area.

He further went on to say legislation should provide for a provincial education council representative of the entire "education community", elected representatives of school committees, departmental nominees, members of teachers and parents' organisations, religious and cultural interests, and local government.

"Race will cease to be a criterion for admission to a public school, with the only appropriate criteria being appropriate residential, age and academic qualifications," said Dhlomo.

Citing demographic factors, he said: "This does not necessarily mean, however, that all schools will automatically be integrated."

"They will continue to serve the needs of their particular geographical communities while the short to medium-term prognosis is likely to be that many schools will become fully integrated."

324 572 29/4/87

Job promise for Indian teachers

Michael Tissong

The House of Delegates is prepared to overstep its education budget by at least R22 million a year to employ thousands of unemployed Indian teachers, said Cabinet Minister and chairman of the House of Delegates Mr Amichand Rajbansi yesterday.

He said in an interview in Lenasia that teachers who had qualified, then found themselves without work as a result of the lack of posts in Indian schools, would be employed this year.

"Unemployed teachers will only pay back bursaries when they get jobs as teachers.

"Employing these teachers will not cost us anything. It will just mean moving money from some other budget to education.

"Our community is also crowded with accountants, doctors and lawyers. Second to the education of whites, Indians have the best per capita education in the whole of Africa."

He said the real crisis in education was that the inequalities meant that while the white and Indian education departments enjoyed healthy teacher-pupil ratios, the coloured and African departments lagged far behind.

"The average pupil-teacher ratio is 1:19 for whites, 1:25 for Indians, 1:45 for coloureds and 1:60 for Africans. We have a surplus of teachers for whites and Indians and a severe shortage for coloureds and Africans.

"Being in the tricameral system, we concern ourselves with education in other community groups as well. We have to bring about an equalisation.

Teachers to talk about their troubles

NIM
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17/3/87

Mercury Reporter

THE Teachers' Association of South Africa is convening a public meeting in Durban tomorrow night to discuss problems confronting teachers at schools under the control of the House of Delegates.

Feelings are running high among teachers following the implementation of a new system of evaluating teachers.

Some have said that instead of the new system being of assistance to them, they have been 'hounded and harassed' by education superintendents during the 'blitz' at schools.

Tasa president Pat Samuels said Tasa had been inundated with complaints from teachers.

The acting Executive Director of Education, Mr Brij Panday, has agreed to meet a delegation from Tasa, but it is unlikely that solutions will be found because we've been allowed only about an hour-and-a-half.

The problems are far too complex to be discussed fully within so short a time, he said, adding that the Education Department had still not responded to the 'bottom line' of Tasa's demands.

We asked for the evaluation system to be suspended, and that an orientation

course for teachers and education superintendents be held to make them aware of the new criteria and procedures, he said.

Mr Yunus Moolla, Solidarity's spokesman on education, yesterday joined the growing number of people demanding the appointment of a judicial commission of inquiry into Indian education.

'Not new'

A spokesman for the House of Delegates yesterday denied reports that teachers at some schools were 'cracking' under the strain of the new system.

The system of inspection is not entirely new. It has been practised by other education departments locally as well as overseas. Feedbacks from school principals so far have been positive and reflect that their schools benefited from the exercise, he said.

Tomorrow's meeting at the Luxmi Narayan Temple Hall in Mobeni Heights starts at 7 p.m.

giving 436 teachers have been given an extra cost of R13 million for salaries alone.

Teachers saved by House of Delegates

Mercury Reporter

THE chances of employment for 436 newly qualified Indian teachers this year would have been very poor had not been for the House of Delegates. Mr. Amichand Rajbansi, secretary of the Jama Masjid School in Durban yesterday.

Mr. Rajbansi, chairman of the Ministers' Council in the House of Delegates, said 'as

sure as night follows day' the denial faculty at the University of Durban-Westville, which the House of Delegates had agreed to underwrite for R38 million, would 'never have been a reality' if the House of Delegates had not intervened.

He said according to the House of Delegates's norm, it needed a total of 10,938 educators, but it exceeded that limit by taking on an additional 436 teachers since Jan-

uary this year at an extra cost of R13 million for salaries alone.

But nobody is giving us accolades for what we are doing', he told the guests among whom were Durban's Mayor Mr. Stan Lange; Own Affairs Minister of Education and Culture, Mr. Kassie Ramdath, and Dr J N Reddy, Own Affairs Minister of Budget and Auxiliary Services.

Mr Rajbansi said there was

no crisis in Indian education, but there was a crisis in education in South Africa.

'There is a shortage of teachers in coloured and black education', he said.

As a step towards resolving the problem, we believe there should be one institution for the training of teachers in South Africa. Those who quality could be appointed to schools where there is a need irrespective of race, colour or

creed'.
Paying tribute to the Jama Masjid School, he said his department had received a request from the Jama Masjid Trust for a subsidy to make additions to the school at a cost of R800 000.

2/14/10/3/187

Posts

for 365

Indian

teachers

Mercury Reporter

ABOUT 365 newly qualified Indian teachers were likely to be appointed 'within the next few days', Mr Kassie Ramduth, Minister of Education and Culture in the House of Delegates, announced yesterday.

He said additional teachers would be appointed as and when their services were required — raising the hopes of about 500 graduates who have not found jobs.

Teachers are being appointed as the subject needs of the department are being identified. At present the situation at schools is such that no school will be without its required number of teachers based on authorised class units.

'Dwindling enrolments at certain schools have necessitated the transfer of teachers to areas where their services are required,' he said.

Indian principals angry over staff reductions

22/11/87
N/M Mercury Reporter (324)

A MEETING of the more than 300 Indian school principals in Durban last night slammed inspectors of education for a lack of consistency with regard to departmental policy and class sizes.

Mr Sewpal Sewdarsen, chairman of the principals' society of the Teachers' Association of South Africa, said in a statement that some inspectors advocated larger classes and asked principals to combine different classes to save on the number of teachers.

'Principals are concerned that instead of acceding to their demands for additional staff to improve the quality of education, the department is reducing staff at a time when we have more than 500 teachers without jobs.'

500 new Indian teachers still don't have jobs

Labour Reporter

MORE than 500 Indian students who graduated as teachers last month have not yet found work, Mr Pat Samuels, president of the Teachers' Association of South Africa, said yesterday.

He said that of the 889 students who qualified as teachers last month, only about 300 had been appointed and, with Indian schools reopening next week, hundreds of graduates faced the prospect of being without jobs.

However, Tasa was seeking an urgent meeting with Mr F W de Klerk, Minister of National Education, to discuss their plight.

'We are hoping that the minister will provide the extra funds urgently needed by the House of Delegates to employ the 500 qualified teachers,' he said.

Mr Samuels said the Tasa delegation would also raise other problems facing Indian education.

'We are going to impress upon him the needs for teaching hours in Indian schools to be reduced pro-

gressively from 23 hours a week to 20 hours a week.

'The average teaching hours for white teachers is 21 hours a week. We also want the pupil-teacher ratio in Indian schools to be reduced. We believe that the quality of the education is reflected directly in the matric results of the different racial groups.'

Mr Amichand Rajbansi, chairman of the Ministers' Council in the House of Delegates, said his department was doing everything possible to find alternative employment for the graduates.

'We are talking to black and coloured educationists to see if they can take in some of our graduates,' he added.

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N/M 8/1/87

Principal 'pressured by Muslims'

324

THE principal of Johannesburg Secondary School in Fordburg whose resignation is being demanded by parents and pupils is a victim of pro-Muslim forces, his brother said yesterday.

BY THEMBA MOLEFE

Mr George Masher said his brother, Mr Melvin Masher, had received death threats and was told he would be killed this week. He said he was being hounded out

of the school because he was a Christian. The school's education committee was dominated by Muslims.

He said Melvin Masher was first forced to leave Stanwest High School in Stanerton after it was discovered he had an affair with an 'appa, a female Muslim. Muslims in the area who were against the affair campaigned to kick him out of town.

George Masher denied allegations that his brother was a gangster and challenged JSS parents' spokesman Mr Abdul Bhanjee and Mr Cassim Saloojee to a public debate over the issue.

Demo

On Wednesday parents would not remove Masher from the school without fully investigating the allegations against him.

him of gross misconduct. The parents have sent a memorandum detailing reasons why they wanted Masher out. They said he was not fit to run the school.

George Masher said he did not know his brother's whereabouts.

Southern 25/6/89

candidate for the House of Assembly in fact gave a Press release to the effect that he had a meeting with the hon. the Minister relating to the relocation of the traders in Chinatown. It was a Mr Panday.

THE MINISTER: Mr Chairman, yes, there was a meeting, but not with the organisation whose name was submitted in connection with this question. *Hansard 6/3/90*

Mr M RAJAB: Mr Chairman, further arising from the hon. the Minister's reply, seeing that Mr Panday could be spokesman for that organisation, could he inform this House as to what that meeting was about? *(Handwritten mark)*

THE MINISTER: Mr Chairman, that is off the record. In response to the hon member's questions, these are the answers. I can mention to him that the person he referred to did bring along a number of people for whom he acted as spokesman and the department's regional offices in Durban are dealing with that group. Information is being sought from the traders and this is being awaited. That is the situation at present. I believe the hon the Minister of Health Services and Welfare is also involved in this matter.

Certain person application for petrol service stations site

*5. THE LEADER OF THE OFFICIAL OPPOSITION asked the Minister of Housing:

- (1) Whether his Department regards a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, as an applicant who is eligible for the allocation of a petrol service station site on the ground that he is a displaced trader in terms of the Group Areas Act; if not, why not; if so, what is his name;
- (2) whether this person has been conducting a petrol service station business at a certain address in Queensburgh, particulars of which have been furnished to the Minister's Department; *(Handwritten mark)*
- (3) whether he will investigate the matter; if not, why not; if so, when; *(Handwritten mark)*
- (4) whether he will make a statement on the findings of the James Commission of Enquiry in regard to this person's application? *(Handwritten mark)*

D30E

THE MINISTER OF HOUSING: *(Handwritten mark)*

- (1) No indication can be given whether the person referred to is, in fact, a displaced trader or as such qualifies for the allocation of a petrol service station site as his application is still being investigated.
- (2) It has not yet been ascertained one way or another whether this person conducted a petrol service station business at the address in Queensburgh given, as the matter is still under investigation *(Handwritten mark)*
- (3) Falls away.
- (4) No.

For written reply:

Own Affairs:

Durban area: transfer of teachers

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

- (1) (a) What is the policy of his Department in regard to the transfer of teachers from one school to another within the Durban area and (b) what criteria are applied in regard to such transfers;
- (2) whether any teachers applied for transfers from one Durban school to another with effect from 1 January 1990, if so, how many? *Hansard 6/3/90*

DISE

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) Requests for transfers are accepted to If suitable vacancies are available.
- (b) The educators concerned must be able to teach the subject/classes at the schools where the vacancies exist. *(Handwritten mark)*
- (2) Yes. 38. *(Handwritten mark)*

Certain teacher: transferred

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

- (1) Whether a certain teacher, particulars of whom have been furnished to the Minister's Department for the purpose of his reply, was recently transferred from a secondary to a primary school; if so, (a)

(b) why and (c) what (i) standards and (ii) subjects (aa) did she teach at the secondary school and (bb) is she teaching at the primary school;

- (2) whether this teacher is professionally qualified to teach at secondary schools; if not, what are her qualifications? *(Handwritten mark)*

DISE

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes
 - (a) 1 January 1990
 - (b) She was a non-specialist Physical Education educator and was replaced with a specialist.
- (c) (aa) (i) Standards 2 to 10
- (ii) Physical Education
- (bb) (i) Standards 2 to 5
- (ii) Mathematics (Mathematics/Art).

- (2) No. Senior Primary Education Diploma (Mathematics/Art).

Certain teacher: transferred

7. Mr K PANDAY asked the Minister of Education and Culture:

Whether a certain teacher, particulars of whom have been furnished to the Minister's Department for the purpose of his reply, was recently transferred to a certain secondary school; if so, (a) when, (b) why, (c) who authorized her transfer and (d) which schools are involved? *(Handwritten mark)*

DISE

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes
 - (a) 1 January 1990
 - (b) She applied for a transfer
 - (c) The Chief Executive Director
 - (d) Avondale Secondary and Burnwood Secondary.

Springfield College of Education: post of rector

8. Mr K PANDAY asked the Minister of Education and Culture:

- (1) Whether he will furnish information on the applicants who were short-listed for the vacant post of rector of the Springfield College of Education; if not, why not; if so, (a) how many applicants were short-listed for this post, (b) what are their names and (c) what rating did each receive;
- (2) whether any of these applicants were considered promotable; if so, what are their names;
- (3) whether the criteria as set out in the principals' handbook were applied in assessing these applicants for promotion; if not, (a) why not and (b) what criteria were applied;
- (4) whether the post in question has been filled; if not, (a) why not and (b) when is it expected to be filled;
- (5) whether the appointment of the acting rector of this college has been extended; if so, (a) why and (b) for what period? *(Handwritten mark)*

D18E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes
 - (a) 6
 - (b) D. C Soobin
 - Mr P Reddy
 - Mr M M Moody
 - D D Bhengwaenden
 - D P S Rajah
 - D P K Gounden
 - (c) Candidates were evaluated to determine their suitability for the post. No ratings as such were accorded.
- (2) Yes
 - (a) Mr M M Moody
 - (b) No
 - (c) The Principals' Handbook was formulated for in-service educators. The advertisement also invited outside candidates and they could not be subjected to these criteria.
 - (d) The candidates were interviewed by a selection committee with a view to determine their general suitability for the post taking into account their

Haweswell
6/31/90

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- academic competence, experience, managerial ability, professional disposition and personality.
- (4) No
- (a) The nominated candidate did not meet the minimum qualification requirement as advertised.
- (b) As soon as a suitable candidate has been identified.
- (5) Yes
- (a) He is the most suitable candidate.
- (b) Until further notice.

Black matriculation pupils opening of classrooms
Haweswell
6/31/90
Mr M RAJAB asked the Minister of Education and Culture:

- (1) Whether his Department has opened its classrooms to Black matriculation pupils to receive instruction there after normal school hours; if so (a) at which schools and (b) how many (i) classrooms and (ii) Black pupils are involved;

- (2) whether any teachers under the control of his Department have volunteered to teach these pupils; if so, how many;

- (3) whether any payment is to be made to these teachers for such services; if not, why not; if so, (a) by whom will such payment be made and (b) on what basis will it be determined?

D28E
THE MINISTER OF EDUCATION AND CULTURE: Haweswell 6/31/90

- (1) No
- (a), (b) (i) and (ii) fall away.

- (2) Yes
- 83

- (3) Yes
- (a) KwaZulu Department of Education and Culture

- (b) On an hourly basis in accordance with rates as determined by the Department of National Education.

HOUSE OF ASSEMBLY

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Sun Promotions: competition

50. Mr P C CROÑIÉ asked the Minister of National Health and Population Development:

- (1) Whether, with reference to her predecessor's reply to Question No 12, standing over, on 28 June 1988, the R1 million competition run by Sun Promotions has been concluded; if not,

- (2) whether her Department issued any instructions in regard to the money collected by way of this competition; if not, why not; if so, (a) what instructions, (b) when, (c) to whom and (d) with what result;

- (3) whether any further steps were taken or are to be taken in respect of the organizers of this competition; if not, why not; if so, (a) what steps and (b) when;

- (4) whether any steps were taken and/or are to be taken as a result of the court case referred to in the above reply; if so (a) what was the outcome of this case and (b) (i) what steps were taken and/or are to be taken and (ii) by whom in each case?

B75E

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

- (1) No.
- (2) yes.
- (a) The Director of Fund-raising ordered the organization to return the contributions collected to each contributor who is known and transfer the balance (if any) to the Director,
- (b) 19 January 1987.

- (c) Sun Promotions,

- (d) two persons accused of an offence in terms of the Fund-raising Act, 1978 (Act 107 of 1978) were tried and acquitted;

- (3) yes,

- (a) the State appealed against the Court's findings;

- (b) judgement was given on 17 May 1989;

- (4) yes,

- (a) judgement was given in favour of the State by the Transvaal Provincial Division of the Supreme Court. The organization's request for leave to appeal was refused. The organization was, however, granted permission to petition to the Chief Justice to appeal against the judgement,

- (b) (i) a petition was filed and leave was granted to appeal to the Appellate Division, Bloemfontein. No date for the appeal has as yet been determined.

- (ii) Sun Promotions.

Places of safety

82. Mr R M BURROWS asked the Minister of National Health and Population Development:

- (1) (a) How many places of safety other than police cells and prisons were there in South Africa for children of each race group, and (b) what was the total number of children who (i) could be accommodated and (ii) were being held in each of these places of safety, as at the latest specified date for which information is available; Haweswell 4/21/90

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

candidate for the House of Assembly in fact gave a Press release to the effect that he had a meeting with the hon the Minister relating to the relocation of the traders in Banda. It was a Mr Pandey. The MINISTER: Mr Chairman, yes, there was a meeting, but not with the organisation with this name was submitted in connection with this question. *House 6/3/90*

Mr M BALAB: Mr Chairman, further arising from the hon the Minister's reply, seeing that Mr Pandey acted as spokesman for that organisation, could he inform this House as to what that meeting was about? *(Handwritten mark)*

The MINISTER: Mr Chairman, that is off the record. In response to the hon member's questions, these are the answers I can mention to him that the person he referred to did bring along a number of people for whom he acted as spokesman and the department's regional offices in Durban are dealing with that group. Information is being sought from the traders and this is being sought from the traders at present. I believe the hon the Minister of Health Services and Welfare is also involved in this matter.

Certain person: application for petrol service station site

*5. The LEADER OF THE OFFICIAL OPPOSITION asked the Minister of Housing:

- House 6/3/90*
- (1) Whether his Department regards a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, as an applicant who is eligible for the allocation of a petrol service station site on the ground that he is a displaced trader in terms of the Group Areas Act; if not, why not; if so, what is his name;
 - (2) whether this person has been conducting a petrol service station business at a certain address in Queensburgh, particulars of which have been furnished to the Minister's Department; *(Handwritten mark)*
 - (3) whether he will investigate the matter; if not, why not; if so, when; *(Handwritten mark)*
 - (4) whether he will make a statement on the findings of the James Commission of Inquiry in regard to this person's application? *(Handwritten mark)*

D30E

The MINISTER OF HOUSING: *(Handwritten mark)*

- (1) No indication can be given whether the person referred to is, in fact, a displaced trader or as such qualifies for the allocation of a petrol service station site as his application is still being investigated.
- (2) It has not yet been ascertained one way or another whether this person conducted a petrol service station business at the address in Queensburgh given, as the matter is still under investigation. *(Handwritten mark)*
- (3) Falls away.
- (4) No.

(Handwritten mark)
For written reply:

Own Affairs:

Durban area: transfer of teachers

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

- (1) (a) What is the policy of his Department in regard to the transfer of teachers from one school to another within the Durban area and (b) what criteria are applied in regard to such transfers;
- (2) whether any teachers applied for transfers from one Durban school to another with effect from 1 January 1990; if so, how many? *House 6/3/90*

DISE

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) Requests for transfers are accorded to If suitable vacancies are available.
- (b) The educators concerned must be able to teach the subjects/classes at the schools where the vacancies exist. *(Handwritten mark)*
- (2) Yes. 36. *(Handwritten mark)*

Certain teacher: transferred

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when, (b) why and (c) what (1) standards and (2) subjects (aa) did she teach at the secondary school and (bb) is she teaching at the primary school;

- (2) whether this teacher is professionally qualified to teach at secondary schools; if not, what are her qualifications?

DIBE

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes
 - (a) 1 January 1990
 - (b) She was a non-specialist Physical Education educator and was replaced with a specialist.
 - (c) (aa) (i) Standards 2 to 10
 - (ii) Physical Education
 - (bb) (i) Standards 2 to 5
 - (ii) Mathematics
- (2) No. Senior Primary Education Diploma (Mathematics/Art).

Certain teacher: transferred

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DITE

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 - (a) 1 January 1990
 - (b) She applied for a transfer
 - (c) The Chief Executive Director
 - (d) Avondale Secondary and Burnwood Secondary. *

Springfield College of Education: post of rector

8. Mr K PANDAY asked the Minister of Education and Culture:

- (1) Whether he will furnish information on the applicants who were short-listed for the vacant post of rector of the Springfield College of Education; if not, why not; if so, (a) how many applicants were short-listed for this post, (b) what are their names and (c) what rating did each receive;
- (2) whether any of these applicants were considered promotable; if so, what are their names;
- (3) whether the criteria as set out in the principals' handbook were applied in assessing these applicants for promotion; if not, (a) why not and (b) what criteria were applied;
- (4) whether the post in question has been filled; if not, (a) why not and (b) when is it expected to be filled;
- (5) whether the appointment of the acting rector of this college has been extended; if so, (a) why and (b) for what period?

DISE

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes
 - (a) 6
 - (b) Dr C Spooibah
Mr P Reddy
Mr M M Moodley
Dr D Bhagwandeen
Dr D S Rajah
Dr P K Goundan
 - (c) Candidates were evaluated to determine their suitability for the post. No ratings as such were accorded.
- (2) Yes
 - (a) Mr M M Moodley
 - (b) No
 - (c) The Principals' Handbook was formulated for in-service educators. The advertisement also invited our staff candidates and they could not be subjected to these criteria.
 - (d) The candidates were interviewed by a selection committee with a view to determine their general suitability for the post taking into account their

Answered
6/31/90

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academic competence, experience, managerial ability, professional disposition and personality.

- (4) No
- (a) The nominated candidate did not meet the minimum qualification requirement as advertised.
- (b) As soon as a suitable candidate has been identified.

- (5) Yes
- (a) He is the most suitable candidate.
- (b) Until further notice.

Black matriculation pupils opening of classrooms to Black matriculation pupils to receive instruction there after normal school hours, if so; (a) at which schools and (b) how many (i) classrooms and (ii) Black pupils are involved.

- (1) Whether the Department has opened its classrooms to Black matriculation pupils to receive instruction there after normal school hours, if so; (a) at which schools and (b) how many (i) classrooms and (ii) Black pupils are involved.

(2) whether any teachers under the control of his Department have volunteered to teach these pupils; if so, how many;

- (3) whether any payment is to be made to these teachers for such service; if not, why not; if so, (a) by whom will such payment be made and (b) on what basis will it be determined?

THE MINISTER OF EDUCATION AND CULTURE: *Answered 6/2/90*

- (1) No
- (a), (b) (i) and (ii) fall away.
- (2) Yes
- 83
- (3) Yes

- (a) KwaZulu Department of Education and Culture
- (b) On an hourly basis in accordance with rates as determined by the Department of National Education.

HOUSE OF ASSEMBLY

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Sun Promotions: competition

50. Mr P C CROONIE asked the Minister of National Health and Population Development:

- (1) Whether, with reference to her predecessor's reply to Question No 12, standing over, on 28 June 1988, the R1 million competition run by Sun Promotions has been concluded; if not,
- (2) whether her Department issued any instructions in regard to the money collected by way of this competition, if not, why not; if so, (a) what instructions, (b) when, (c) to whom and (d) with what result;
- (3) whether any further steps were taken or are to be taken in respect of the organisers of this competition; if not, why not; if so, (a) what steps and (b) when;
- (4) whether any steps were taken and/or are to be taken as a result of the court case referred to in the above reply; if so, (a) what was the outcome of this case and (b) (i) what steps were taken and/or are to be taken and (ii) by whom in each case?

THE MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

- (1) No.
- (2) Yes.
- (3) The Director of Fund-raising organised the organisation to return the contributions collected to each contributor who is known and transfer the balance (if any) to the Director,
- (b) 19 January 1987.

(c) Sun Promotions,

(d) two persons accused of an offence in terms of the Fund-raising Act, 1978 (Act 107 of 1978) were tried and acquitted;

- (3) yes,

(a) the State appealed against the Court's findings,

(b) judgement was given on 17 May 1989;

- (4) yes,

(a) judgement was given in favour of the State by the Transvaal Provincial Division of the Supreme Court. The organization's request for leave to appeal was refused. The organization was, however, granted permission to petition to the Chief Justice to appeal against the judgement,

(b) a petition was filed and leave was granted to appeal to the Appellate Division, Bloemfontein. No date for the appeal has as yet been determined,

(ii) Sun Promotions.

Places of safety

82. Mr R M BURROWS asked the MINISTER of National Health and Population Development:

- (1) (a) How many places of safety other than police cells and prisons were there in South Africa for children of each race group, and (b) what was the total number of children who (i) could be accommodated and (ii) were being held in each of these places of safety, as at the latest specified date for which information is available; *Answered 7/3/90*
- (2) whether the Department has statistics on the number of children of each race group being held in police cells as places of safety; if so, (a) what are the relevant statistics and (b) in respect of what date is this information furnished?

and (ii) completed and (c) (i) what does this project comprise and (ii) what is his Department's involvement in it?

CGTE

The MINISTER OF HEALTH SERVICES AND WELFARE:

- (1) No.
- (a) Fall away.
- (b) Fall away.

- (2) Fall away.
- (a) Fall away.
- (b) Fall away.
- (c) (i) Fall away.
- (ii) Fall away.

HOUSE OF DELEGATES

INTERPELLATION

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

Own Affairs:

Teachers' Association of SA

Mr K PANDAY asked the Minister of Education and Culture:

On what matters has he or his Department consulted with the Teachers' Association of South Africa since 1 October 1989?

DIZENT

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the interpellation has a very wide ambit. If it had been specific, we could have provided a more specific answer. As it stands, the answer is so wide-ranging that I do not want to read every individual aspect of it. However, if the hon member wants specifics I could give this to him in writing.

I shall begin by referring to matters referred to the Teachers' Association of South Africa for their response. They are: The evaluation system of CS educators; the role function of the school-based heads of department, deputy principals, senior deputy principals and principals; the school calendar; the Tasa representative on the promotion review committee; the promotions placement committee; general education policy; salaries and conditions of service; and inputs in respect of the 1991-92 year for educators.

The Director-General and other officials of my department have had six meetings to date in respect of my Department of Education and Culture and Tasa. To date we have had ten meetings. As regards correspondence emanating from Tasa, we have had 19 letters so far and we are in the process of replying to some of them, while I have replied to others.

Mr K PANDAY: Mr Chairman, I appreciate what the hon the Minister of Education and Culture is trying to say, namely that the whole interpellation has a very wide ambit. This is unfortunate. However, consultation between the Department of Education and Culture and Tasa

is vital for the sake of co-operation between the two parties to create a climate conducive to educational reform. In principle the Department of National Education has accepted that there should be full consultation on matters regarding policy formulation for education and matters regarding teachers.

However, I note with concern the polarised situation between Tasa and the department. The strained relationship between Tasa and the department, as is obvious from the media, is due to inadequate handling of Tasa representations, or a total lack of consultation. I cite the following instances: The Chief Executive Director of Education failed to respond to the 1988 Tasa conference resolution, and Tasa reacted by withdrawing all its representation from departmental subject committees. The Executive Director has to date not addressed this problem, and Tasa continues to stay away from subject committee meetings. This shows gross indifference on the part of the Chief Executive Director, leading to the grave situation that the organised profession is not participating in the formulation of subject policy.

The next issue is that complaints about promotions and merit advancements have been made by Tasa since 1 January 1989. Tasa has refused to serve on the department's placement committee because it does not see eye to eye with the department on its promotion and merit advancement procedures. There appears to be continuing dissatisfaction in this regard, as shown by the sit-ins staged by the staff of the M. L. Sultan Secondary School in Stanger. How is the department addressing this problem? How many meetings have been held with Tasa and what is the nature of the consultation?

The department appears to take policy decisions and only consult with Tasa when the association reacts. This is management strategy at its worst on the part of the Chief Executive Director and the hon the Minister of Education and Culture. I shall cite a few instances to support this. The department made changes to the cleaning, maintenance, gardening and security services in a certain school and made certain concessions only after Tasa organised a protest march. [Time expired.]

TUESDAY, 17 APRIL 1990

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MR PIDEVAN: Mr Chairman, I just want to ask the hon the Minister courteously this afternoon what he considers to be the main issues on which he should consult Tasa, from the point of view of both priority and policy. I think that if he had honed out these issues with Tasa at the first meeting at which he had an opportunity to do so—I think he had initially created that opportunity—much of the aftermath which caused a great deal of misunderstanding in the Indian community, and in fact the whole problem, would have been avoided. Therefore, I pose this very important question: What does he consider to be the most important issues, from the point of view of both priority and policy?

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, during the other debates in this House we dealt with communications between the hon the Minister and his department and Tasa. Of course, what the hon the Minister highlighted this afternoon are normal administrative matters with regard to which there are ongoing discussions and communications between Tasa and the department.

The question by the hon member for Reservoir Hills highlighted a very important point, namely the withdrawal of Tasa from the various subject committees while the input of the teaching fraternity and the organised teaching profession is of tremendous significance to education generally. What we want to know is whether the hon the Minister has made any attempts to arrange for Tasa to once again serve on these subject committees. Without the involvement of the organised teaching fraternity, I am afraid that the quality of what will be decided there might be affected or the department or the Ministry may later be accused of taking unilateral decisions.

There have been vociferous demands on the part of the hon the Minister in respect of his public utterances on matters relating to corporal punishment, the proposed teacher welfare body and the establishment of the so-called think tank. I have learnt from impeccable sources that at the time the hon the Minister made those announcements without even consulting his department. There were certain announcements made with regard to which the departmental officials appeared to be the dark. I do not accept the contention that the hon the Minister did not

make the statements. In respect of corporal punishment... [Time expired.]

MR F CASSIM: Mr Chairman, this side of the House also believes that it is absolutely essential for Tasa and for those of us who are in the House of Delegates to meet. Regrettably Tasa took a major decision on 4 March 1989 at a meeting of their national council, when it adopted a policy of not serving on government structures.

Then again, in a letter from Tasa Africa, dated 20 October 1989, they further refused to serve on the Ministerial Advisory Committee for the same reason. That being the situation, we are in a difficult position indeed. We have opposite political viewpoints, although we have a common interest in education which should have reconciled both parties in order that education would benefit.

However, on account of a policy decision that was taken by Tasa, it is not a case of what we can do, but rather what Tasa will have to do in order to accept the open door policy which is the proclaimed policy of this administration. Unless Tasa once again takes up this offer, I personally cannot see how this matter can be resolved further. To facilitate this, the resignation of the three MFRs from the Ministerial Advisory Committee should now make it possible for Tasa to serve in a non-political or apolitical organisation where inputs could be made at the highest level. We must emphasise that from our side we would welcome such deliberation and consultation. We have not closed the door on Tasa. As far as a decision that was taken on 4 March 1989, itself closed this door. [Time expired.]

MR K PANDAY: Mr Chairman, Tasa had never previously objected to consult with the Minister of Education and Culture under the control of the NPP. Really, it is so unfortunate that we are having this problem. The hon member Mr Cassim mentioned the date 4 March. Incidentally, Solidarity was in power then—not the NPP.

The next very important issue is that the hon the Minister of Education and Culture is being wrongly advised. It is so very unfortunate that he does not have true academics to advise him. He should have a look at his think tank. As far as the association between the Ministry and Tasa is

TUESDAY, 17 APRIL 1990

Handwritten: 324

concerned, I wish to refer to an article which appeared in the *Evening Post* on 7 October 1989. The heading reads "Teachers and the Minister to meet: In bid to close the rift". [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, it is a fact that we had discussed with Tasa its participation in the education system of our country. It is also a fact that Tasa thereafter did not want to work with any House of Delegates representative or body. Tasa took a political stance. Their decision was not based on any ideology in educational reform or the education policy. Tasa does not want to come.

THE LEADER OF THE OFFICIAL OPPOSITION: Because of you!

THE MINISTER: When the NPP was in power and in full flight, Tasa had a lot to say about them in the newspapers. Hon members will know that.

As far as promotions and the merit notch system are concerned, Tasa for two and a half years undertook to publish a policy document on how promotions and merit notch systems could best come about. It did not materialise. Despite the NPP's prompting, nothing happened. Even now nothing has happened.

My door and the doors of my department are open to Tasa. The very fact that a large number of meetings are taking place, and the very fact that documentation flows from Tasa to our offices, show that we have a healthy relationship with Tasa. The fact that Tasa does not want to speak to the Minister of Education and Culture is not germane to the point. The fact is that Tasa is working well with my department. The doors are open to Tasa, despite what the hon the Leader of the Official Opposition has to say.

THE LEADER OF THE OFFICIAL OPPOSITION: You messed the relationship up!

THE CHAIRMAN OF THE HOUSE: Order! The hon the Minister must be given the opportunity to complete his reply.

THE MINISTER: As far as the hon member for Reservoir Hills is concerned, he is making an error. I suggest that he looks at his facts. Those identifiable sources of information may be quite deficient.

The fact is that the problems with the cleaning services and all the other problems that we had, were completely cleaned up by the time Tasa brought about and orchestrated the group of people in front of Malaga. It was done long before that and that is all I would like to say. [Time expired.]

QUESTIONS

+ Indicates translated version.
For oral reply.

Own affairs:
Chairman:

Group Areas Act: representations

*1. **MR M RALAB** asked the Chairman of the Ministers' Council:

- (1) Whether he or any members of his Ministers' Council have made any representations to the State President or the Cabinet concerning the repeal of the Group Areas Act, No 36 of 1966; if so, (a) when; (b) in what manner; and (c) what was the response thereto;
- (2) whether he will make a statement on the matter?



D93E

THE CHAIRMAN OF THE MINISTERS' COUNCIL:

(1) Yes. *Handwritten: 17/4/90*

- (a) On numerous occasions but more specifically on 21 January 1990.
- (b) At a meeting with the State President and his constituent advisors.
- (c) The State President indicated that when the Tripartite Parliament gives way to a new constitutional dispensation all its supporting structures will be reviewed.

(2) We reaffirm our commitment to the scrapping of the Group Areas Act at the earliest opportunity.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Chairman of the Ministers' Council's reply, particularly in respect of the response of the hon

- (b) Because the agreement of lease was terminated in terms of Clause No 6 thereof.
- (c) (i) Shop No 13.
- (ii) Messrs A Fogia and Sons.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister's reply, will he concede that his answer on 24 April 1990 in response to a question regarding shop 13 was incorrect? The hon the Minister probably did not intend to mislead the House, but was himself misled.

THE MINISTER: Mr Chairman, I am glad that the hon the Leader of the Official Opposition asked me that question. He in fact referred it to me when we adjourned the other day. The question refers to the fact that the word "tenant" implies somebody in legal occupation. Therefore, my answer is given in that fashion, as the person in occupation illegally was not a tenant. Once somebody is in illegal occupation he cannot be a tenant.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising out of the hon the Minister's reply, will he be prepared to check the correctness of the further answers given because this particular answer was incorrect. Fogia and Sons was the legal tenant. [Interjections.] You see, the hon the Minister has been misled again.

THE CHAIRMAN OF THE HOUSE: Order! Is the hon the Minister going to respond?

THE MINISTER: Mr Chairman, as far as I am aware, according to the information at my disposal, Fogia and Sons are in occupation. However, they have been given notice to move and so they are illegal occupants at this point in time.

THE LEADER OF THE OFFICIAL OPPOSITION: They are the legal tenants!

THE MINISTER: They were, according to our records, not the legal tenants.

THE MINISTER OF LOCAL GOVERNMENT AND AGRICULTURE: Mr Chairman, on a point of order: I did not want to disturb the proceedings earlier on, but I think that the hon the Leader of the Official Opposition indicated to you that he unreservedly withdrew what he

said, but as he resumed his seat he said: "But I said it!" This was not an unreserved withdrawal of the statement.

MR K PANDAY: He has said it!

THE CHAIRMAN OF THE HOUSE: Order! Will the hon the Leader of the Official Opposition intimate what he said? Did the hon the Leader of the Official Opposition unreservedly withdraw the statement?

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, that is correct. However, just as an aside I indicated . . . [Interjections]

THE CHAIRMAN OF THE HOUSE: Order!

THE LEADER OF THE OFFICIAL OPPOSITION: . . . that it is a fact that I had made a statement and was asked to withdraw it.

THE CHAIRMAN OF THE HOUSE: Order! I accept that the hon the Leader of the Official Opposition has withdrawn the statement.

For written reply:

Own Affairs:

Johannesburg Secondary School: renovations
 31. **MR D K PADJACHEY** asked the Minister of Education and Culture:

- (1) Whether the Johannesburg Secondary School is to be renovated; if not, why not; if so, (a) when, (b) by whom and (c) at what cost;
- (2) whether any section of this school is not supplied with electricity; if so, (a) why and (b) when is electricity expected to be supplied to this section;
- (3) whether the Goedehoop Primary School in Mayfair now falls under the control of his Department; if so, what are the relevant details; if not, why not;
- (4) whether all schools falling under the control of his Department are open to all race groups; if not, why not?

D125E

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes

(a) 1990/91 financial year.

(b) Not yet determined. Department of Local Government, Housing and Agriculture to call for tenders.

(c) ± R200 000

(2) Yes

(a) Approval has to be sought from the Transvaal Provincial Administration which owns the school for a separate sub-station to be built to electricity the new section of the school.

(b) 1990/91 financial year.

(3) No

A request to lease or purchase the school was made to the Department of Public Works and Land Affairs of the Administration: House of Assembly. A response is being awaited.

(4) Yes, subject to certain conditions.

Teachers retrenched/made redundant (3.2)

32. **MR M RAJAB** asked the Minister of Education and Culture:

Whether any teachers in his Department were retrenched or made redundant in or at the end of 1989; if so, (a) how many; (b) what compensation is offered to such teachers and (c) what was the total cost of the compensation paid to these teachers?

THE MINISTER OF EDUCATION AND CULTURE:

No.

(a); (b) and (c) fall away.

Indian schoolchildren: per capita expenditure
 33. **MR M RAJAB** asked the Minister of Education and Culture: What was the expenditure per capita, (a) including and (b) excluding expenditure of a capital nature, on Indian schoolchildren at State Schools in the 1988-89 financial year?

THE MINISTER OF EDUCATION AND CULTURE:

(a) R2 227

(b) R2 067

for R250,000. Who is accountable? Where is all that money? [Interjections.] No, give me a hearing. Where did all that money go? This kind of corruption must come to an end. [Interjections.]

We need clean administration. I think the hon the Leader of the Official Opposition also agrees that clean administration should be the order of the day. I am in favour of condoning matters of this kind. I believe that the increase in rentals of the shopping complexes are justified. In fact, 80% of the displaced traders are no longer there. Their shops have been sold to other people. Those shops have already been sold 10 times. Who will account for that? Who is making the profit? Somebody, or the middleman, is making money out of it. Why must the department be used as a scapegoat? This is not a welfare organisation. We are here because we are representatives of our constituents and I am here to do my job honestly and faithfully. That is all.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, when I was the Minister of Housing, we decided that rentals would be reviewed throughout the country. This has nothing to do with the James Commission of Enquiry. The present Ministers' Council took a decision in respect of all the centres. When the proposal reached me in my capacity as Minister of Housing—that rentals should be increased by 400%—I rejected it.

Let us examine this. I am not against rental increases. However, why increase rentals of a shopping centre where there have been two increases, whereas in certain shopping centres there have been no adjustments in rentals for 15 years? Why is priority not given to that? My argument is that every shopping centre must be examined. If there is a need for justification of an increase, it can possibly be staggered.

The best solution is to get rid of the shopping centres. They are liabilities in accordance with the principles that were enunciated by the former hon Minister of Community Development and the former Department of Community Development. [Time expired.]

THE MINISTER OF HOUSING: Mr Chairman, yes. We did not do a property evaluation. We asked a competent authority to evaluate the

rentals in order to establish market-related rentals. That is why I gave the answer that I did.

The other question is that the evaluation of shopping-centred rentals in respect of all our shopping centres has been requested. They are now coming in. There about half a dozen more shopping centres where the new rentals have been established. These will be brought into operation. This will be applicable throughout the country.

Nothing about this is high-handed. I believe hon members have indicated that low rentals cannot be justified when shops change hands for the kind of goodwill which we know people are paying. It has been admitted that more than 80% of the present occupants are not displaced traders. We have arrears rentals of about R2.5 million in respect of shopping complexes, because traders do not want to pay these rentals. They want it for nothing, but they cannot have it both ways. They must now pay the rentals if they want to have occupation.

I want to make another point. We would like to dispose of these shopping centres, but it has to be done in such a way that our funding will not be affected to any great extent. As time goes by, the amount of money made available for housing will begin to decrease. That is when we must try and dispose of these shopping complexes to supplement the funding required for our housing programme.

QUESTIONS

† Indicates translated version.

For oral reply: *Hansard* 324
OWN Affairs: 5/17/10

Male/female educators: salary parity
1. Mr K PANDAY asked the Minister of Education and Culture:

Whether salary parity has been achieved in respect of male and female educators in the employ of his Department, if no, (a) why not and (b) when is parity expected to be achieved?

D133E

THE MINISTER OF EDUCATION AND CULTURE:

(a) and (b) Salaries and conditions of employment in respect of Educators is regarded as General Education Policy for which the Department of National Education assumes responsibility.

THE MINISTER: Mr Chairman, I would like to add specifically that, with the exception of level 1 female educators who are on Category D with matriculation plus four years and lower, all other female educators in our department are on parity with their male counterparts. I would like to see this extended to everybody, but at present it is not so.

MR K PANDAY: Mr Chairman, arising from the reply of the hon the Minister, could he give us an idea as to whether he had made any representations at national education level? One has to bear in mind that these female teachers, particularly those who are at level 1, are timid. That is the first point. They have a tremendous degree of consideration and are very sympathetic and modestly. If one has to look as statistics . . .

THE CHAIRMAN OF THE HOUSE: Order! I want to remind the hon member that this is not an interpellation, but a question. The hon member must ask direct questions arising from the hon the Minister's reply.

MR K PANDAY: Thank you, sir. I was just expanding on the question. The question was whether the hon the Minister had made any representations at national education level.

THE MINISTER: Mr Chairman, I thank the hon member for Reservoir Hills who tried to assist me in answering his question prior to his asking it! Nevertheless, hon Ministers have raised the matter of parity for everybody with the National Education Council and this is an ongoing process.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising from the reply of the hon the Minister of Education and Culture, I note that he has indicated that the determination of salary structures is a general issue. Firstly, which Act does that hon Minister administer? Secondly, is he aware of the provisions of section 8 of the Indians Education Act,

Act No 61 of 1967? Thirdly, I know the hon the Minister may not be able to answer any following question right now, but does he have any idea of how many educators are involved in category (b)?

THE MINISTER: Mr Chairman, the hon the Leader of the Official Opposition asked specific questions and I thank him for it. If he would like to put them in writing, my department will furnish him with suitable answers immediately.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising from the reply of the hon the Minister of Education and Culture, I want to ask him if it is not the height of incompetence for an hon Minister not to know the provisions of the Indians Education Act? [Interjections.]

MR Y MOOLLA: Mr Chairman, I rise on a point of order.

THE CHAIRMAN OF THE HOUSE: Order! No, I think the hon the Leader of the Official Opposition must withdraw that insinuation.

THE LEADER OF THE OFFICIAL OPPOSITION: Sir, I withdraw it unreservedly, but it was said.

*2. Mr D K PADJACHY — Housing. [Question standing over.]

Hansard 5/17/10
Asstt Secy: termination of tenancy
3. **THE LEADER OF THE OFFICIAL OPPOSITION:** asked the Minister of Housing:

Whether, with reference to his reply to Question No 3 on 24 April 1990, any shop in the Asiatic Bazaar, Pretoria, allocated to a certain tenant, whose name has been furnished to the Minister's Department for the purpose of this reply, has been served with a notice of termination of tenancy; if so, (a) when, (b) why and (c) what is the (1) name and/or number of the shop and (2) name of the tenant in question?

THE MINISTER OF HOUSING: D142E

Yes.
(a) 1 July 1989.

House

The MINISTER OF LAW AND ORDER:

(a)	(b)	(c)	(d)	(e)(f)	(g)(h)	(i)	(j)
30	20	187	38	29	385	444	394
						170	1
						1	1

Own Affairs:

Indian education: expenditure

35. Mr M RAJAB asked the Minister of Education and Culture: (324)

- (1) How much was spent *per capita* on
 - (a) teachers, (b) administrative staff, (c) grounds, cleaning and caretaker staff, (d) books and stationery, (e) equipment, (f) building maintenance and (g) other specified items in respect of (i) primary and (ii) secondary Indian State school pupils in the 1988-89 financial year.
- (2) whether the above personnel expenditure includes employer contributions to pension funds; if not, what is the employer contribution to pension funds calculated on the same *per capita* basis?

17/5/90 D141E
The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) (i) to (g) (i) information in respect of State school pupils not main-tained separately, (ii) to (g) (ii) information in respect of State school pupils not main-tained separately.

HOUSE OF ASSEMBLY

QUESTIONS

† Indicates translated version.

For written reply:

General Affairs:

Recovery of mercury: working conditions

416. Mr R J LORIMER asked the Minister of Manpower:

- (1) Whether his Department monitors conditions under which workers are employed in facilities for the processing and/or recovery of mercury; if not, why not; if so, (a) in terms of what statutory provisions or regulations, (b) (i) which facilities are monitored and (ii) what the nature of such monitoring and (c) what standards apply in this regard.

(2) whether his Department liaises with any other Government Department in this regard; if so, (a) with which other Departments and (b) why?

The MINISTER OF MANPOWER:

- (1) Yes, with the exception of places of work falling under the Mines and Works Act, 1956 (Act No 27 of 1956), or under the Explosives Act, 1956 (Act No 26 of 1956). (a) In terms of regulation 5(f) of the General Administrative Regulations and regulation 2(f) of the General Safety Regulations, made under section 35 of the Machinery and Occupational Safety Act, 1983 (Act No 6 of 1983).
- (b) Subject to (1) above, all places of work where mercury is processed and/or recovered.

- (c) For airborne mercury: The "Threshold Limit Values" published by the American Conference of Governmental Industrial Hygienists. For mercury as an alloy compound: The exposure limit value 0.01 milligrams per cubic metre. For all other mercury compounds: Limit 0.05 milligrams per cubic metre. For biological monitoring: Limits recommended by the International Labour Organisation (ILO).

(2) Yes

- (a) Department of Environment Affairs; Department of Mineral and Energy Affairs; Department of National Health and Population Development; and Department of Water Affairs.
- (b) To exchange expertise and to prevent unnecessary duplication.

Own Affairs:

Management Boards of certain schools

118. Dr C P MUDDER asked the Minister of Education and Culture:

- (1) What are the (a) names and (b) occupations of each of the persons who were members of the management boards of the (i) Laerskool Langravelsvl, (ii) Laerskool Betsie Verwoerd, (iii) Laerskool Rapportyer, (iv) Laerskool Randfontein, (v) Laerskool Wheatlands, (vi) Laerskool Kocksoord, (vii) Randfontein English Medium School, (viii) Hoërskool Rietbeek, (ix) Hoërskool Jan Viljoen, (x) Hoërskool Goudland and (xi) Randfontein High School on 17 April 1990.
- (2) on what date will the present term of the management board of each of these schools expire?

The MINISTER OF EDUCATION AND CULTURE:

- (1) and (2) It is not possible for the Department to furnish this information. It may,

however, be obtained from the schools concerned.

Hostel management uniform system

119. Mr. A. GEBBER asked the Minister of Education and Culture:†

- (1) Whether his Department sent a circular to interested parties in which it was stated that a uniform system of hostel management was being implemented for the four provincial education departments with effect from 1 April 1990; if so, what are the main contents thereof;
- (2) whether this decision has been implemented;
- (3) whether he will make a statement on the matter?

B877E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, details are given of the new system of the economic management of hostels which is based on the principle of each hostel being run as an economic unit;
- (2) yes, partially because the system is to be phased in over a period of three years;
- (3) no.

Official newspaper of Department

122. Mr. H. H. SCHWARZ asked the Minister of Education and Culture:

18/5/90

(1) Whether his Department has an official newspaper; if so, (a) what is it called, (b) when was it printed for the first time, (c) what has been the cost of publishing it to date, (d) how many copies of the publication were printed for the first issue and (e) what purpose does it serve;

(2) whether tenders were called for this publication; if so,

(3) whether the lowest tender was accepted; if not, why not?

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) DEC News/DOK Nuis,

(b) November 1989,

(c) R1 498,54 for two editions,

(d) 12 000,

(e) to inform opinion makers and other parties interested in education of the policies of the Department and to keep them abreast of recent events in education with a view to meaningful mutual communication;

(2) no, it was handled by The Government Printing Works in accordance with Treasury Instruction S2.1.1;

(3) falls away.

HOUSE OF DELEGATES

QUESTIONS

† Indicates translated version.

For written reply:

Own Affairs:

AIDS information programmes in schools

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

- (1) Whether his Department is devising AIDS information programmes for use in schools falling under his control; if not, why not; if so, what are the names of the educational authorities that are involved in these programmes;
- (2) whether these education authorities or his Department is seeking advice from individuals or organisations in devising such programmes; if not, why not; if so, from which individuals or organisations;
- (3) whether any instructions and/or recommendations are to be conveyed to education authorities regarding the introduction of such programmes at school level; if not, why not; if so, (a) what instructions and recommendations and (b) when?

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes

Whilst educational authorities per se are not involved in these programmes, five teachers' centres under the control of my Department are disseminating titles of video tapes and pertinent literature to all Indian schools.

(2) Yes

My Department is working in co-operation with national committees to design awareness and preventive programmes for implementation at its schools. The information paper entitled, 'Educational principles regarding AIDS-control and behavioural Change' by Dr. Linda van Rooyen is being used as a basis to formu-

late the Department's programme.

Further, the Department of Health Services and Welfare which has the expertise to handle topics of this nature, provides guidance to pupils via their nursing staff.

An Inter-Departmental Committee (Department of Education and Culture and Department of Health Services and Welfare) is responsible for co-ordination.

(3) No

The Department is giving attention to the revision of its Health Education syllabus to make provision for the teaching of topics which deal with not only present day health issues but also the inculcation of values and attitudes which hold good for all times.

Repayment of bursaries

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

- (1) Whether, during the latest specified period of three years for which information is available, teachers to whom his Department was unable to offer posts were required to repay bursaries provided by his Department; if so, (a) why, (b) on what terms and (c) how many teachers fell into this category; if not, (a) why;
- (2) whether the money advanced by way of such bursaries is written off; if so, what total amount of money was so written off during the above-mentioned period; if not, what procedure is followed in this regard?

D151E

THE MINISTER OF EDUCATION AND CULTURE:

(1) No.

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

(2) No.

All educators who received bursaries have been offered employment, either against substantive posts or as locum tenentes. The service so rendered counts against redeeming the bursary obligations and only those educators who either decline appointments or resign without redeeming their bursary obligations are

required to pay back the monies advanced on their behalf. ⁽²⁾ _(5/24)

Private schools: subsidies

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

(1) In respect of each of the latest specified three years for which information is available, what amounts were paid in subsidies to each specified private school registered with his Department;

(2) whether any applications for subsidies from private schools were refused during

this period; if so, in respect of each of these three years, what (a) private schools and (b) amounts were involved?

Answered 18/5/90

D1555E

THE MINISTER OF EDUCATION AND CULTURE:

(1) 1987/88 : Nil
1988/89 : Nil

1989/90 : R354 438 : Loekhai Ismailia College

(2) No

(a) and (b) fall away.

INTERPELLATIONS UNDER NAME OF MEMBER

Abraham, Mr M—

Own Affairs:

Education and Culture, 1351

Andrew, Mr K M—

General Affairs:

Education, 61

Own Affairs:

Education and Culture, 90, 830

Bruwer, Mr A A B—

Own Affairs:

Agricultural Development, 706, 1334

Burrows, Mr R M—

Own Affairs:

Education and Culture, 569, 1214

Carlisle, Mr R V—

General Affairs:

Planning and Provincial Affairs, 1190

Charterwood, Mrs C H—

General Affairs:

Finance, 670

Chetty, Mr K—

General Affairs:

Mineral and Energy Affairs and Public Enterprises, 933

Own Affairs:

Education and Culture, 739

Coetzee, Mr H J—

Own Affairs:

Health Services, Welfare and Housing, 196

De Jager, Adv C D—

General Affairs:

Justice, 1

Law and Order, 157

Eglin, Mr C W—

General Affairs:

Foreign Affairs, 408

Ellis, Mr M J—

General Affairs:

National Health and Population Development, 7

Own Affairs:

Health Services, Welfare and Housing, 324

Getber, Mr A—

Own Affairs:

Education and Culture, 32, 1019

Hendriks, Mr C B—

Own Affairs:

Housing, 213

Local Government and Agriculture, 218, 595

Issacs, Mr N M—

General Affairs:

Law and Order, 919

Jacobs, Mr S C—

General Affairs:

Justice, 539, 663

Landers, Mr L T—

General Affairs:

Law and Order, 119

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V. Chery
(Mrs)

flat to him in Heaven-
side.
: Her family was leasing accommodation from a private landlord and was served with an eviction notice. She and her dependants were accordingly allocated a flat. Her application for accommodation was lodged in 1967.

C A Pillay

: He is a principal who sold his property in Chatsworth on transfer to East London in 1980. He was then transferred to the College of Education Pretoria and to Britis in 1986. He was appointed principal of the Apsolo High School in Chatsworth from 1 January 1990. Like all the other tenants in Havenside Flats he is earning over R1 000 per month and paying economic rental.
R L Ndlovu : A flat was allocated to him on 1 June 1987.
K Chery, MP: A flat was allocated to him on 1 August 1985.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

(2) No.

Teachers' housing subsidies: ceiling
*6. Mr H M NEERAHOO asked the Minister of Education and Culture:

- (1) Whether the ceiling on housing subsidies to teachers in schools for Indians has been adjusted during the past 10 years; if so, (a) when and (b) by what amounts;

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HOUSE OF DELEGATES

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22/5/90

(2) whether the present ceiling on housing subsidies to teachers is to be raised; if not, why not; if so: (a) when and (b) to what amount?

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THE MINISTER OF EDUCATION AND CULTURE:
3 24

- (1) Yes.
(a) 1 October 1981 from R20 000 to R40 000.
(b) 1 April 1983 from R40 000 to R50 000.

(2) The adjustment of the housing subsidy limit is a matter that is dealt with by the Office of the Commission for Administration.

For written reply:

General Affairs:

Non-White ambassadors/diplomats

24. Mr D K PADJACHEY asked the Minister of Foreign Affairs:

- (1) How many (i) Indian, (ii) Coloured and (iii) Black persons have been appointed as (aa) ambassadors and (bb) diplomatic officials in South African diplomatic missions abroad, (b) in which countries are they serving, (c) what ranks do they hold and (d) in respect of what date is the information furnished;
- (2) what criteria and/or rules were applied in making these appointments?

D137E
THE MINISTER OF FOREIGN AFFAIRS:

I shall gladly furnish the honourable member with the relevant details verbally.

Own Affairs:

Hansard 22/5/90
Training officer for principals

41. Mr K PANDAY asked the Minister of Education and Culture:

- (1) Whether a certain person, whose name has been furnished to the Minister's De-

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partment for the purpose of his reply, has been seconded to the post of training officer for principals; if so, (a) why, (b) when, (c) what is the name of this person and (d) (i) what post did he hold before being so seconded and (ii) who is to be seconded to fill this post;

- (2) whether this person is suitably qualified to be seconded to the post of training officer for principals; if so, what (a) academic, (b) practical and (c) management qualifications does he have;

(3) whether the Chief Superintendents (Academic) have the responsibility of providing educational leadership courses for principals; if no, who has this responsibility; if so, (a) how many such courses have been conducted by them since 1987 and (b) in view of the secondment of the above-mentioned person, what will be their role in future?

D166E

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

- (a) * to organise and conduct pre-service courses in management for newly appointed principals;
- * to organise and conduct in-service courses in management for deputy principals and senior deputy principals;
- * to research the field of management and establish areas of needs;
- * to prepare, in consultation with superintendents of education (management) and colleges of education and universities, suitable material for use at the above-named courses;
- * to be responsible for dissemination, through publication, of material relating to school management and administration;
- * to mount together with superintendents of education (management) follow-up programmes to assist, guide and encourage course participants in loco, to implement areas of knowledge and skills to which they were exposed at pre-service/

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In-service courses attended;
* to assist superintendents of education (management) with the organisation and conduct of orientation courses for principals; and
* to assist the chief superintendent of education (management) with programme design for the professional development of the superintendents of education (management);

- (b) with effect from 1990-01-30;
- (c) Mr H Ramushur;
- (d) (i) Deputy Superintendent of Education (English);
(ii) to be shared amongst present English team.

(2) Yes.

(a) Bachelor of Arts
Bachelor of Arts (Honours)
(English)

- (b) * Senior Assistant/Head of Department (English) 8 years
- * Lecturer — College of Education 5 years
- * Senior Lecturer — College of Education
- * Second to Planning Section: Curriculum Development in English 4 years
- * Deputy Superintendent of Education (English) 5 years
- * Planned and delivered Management Training Courses for Heads of Department 1988
- * Planned and assisted in conduct of Induction Course for newly-appointed principals January 1990
- (c) * Bachelor of Education Master of Education: 1990

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~~258~~
Course Work —
Organisational Theory
Advanced Research Techniques in Education
Theoretical Perspectives in Education
Educational Administration
Dissertation —
"Heads of Department: Management trends and problems in Indian Secondary Schools."
Currently working on the Doctorate of Education:
Dissertation —
"Policy Implementation in Indian Schools."
Attended a day conference (September 1989) at Ramji Afrikaans University on "Educational Administration".

management; however, they will now be assisted in this role function by the training officer as indicated in (1) (a) above.

Schools: recreational/sport facilities
44. Mr. M ABRABHAM asked the Minister of Education and Culture:

What specified (a) recreational and (b) sports facilities are there at each school falling under the control of his Department in the Port Elizabeth area? ~~House~~ ~~22/1/90~~ ~~D174E~~
THE MINISTER OF EDUCATION AND CULTURE:

- (a) and (b) *Malabar Primary School*
Sportsfield for Football and Hockey
Cricketer Practice Net
Netball Courts
- Woolhope Secondary School*
Sportsfield for Football and Hockey
Tennis Court
Cricketer Practice Net
Netball Court

Schools: specialised facilities
45. Mr. M ABRABHAM asked the Minister of Education and Culture:

Which schools falling under the control of his Department in the Port Elizabeth area have a (a) library, (b) computer room, (c) science laboratory and (d) domestic science laboratory? ~~D175E~~

THE MINISTER OF EDUCATION AND CULTURE:

- (a) *Malabar Primary School*
Woolhope Secondary School
- (b) *Woolhope Secondary School*
- (c) *Woolhope Secondary School*
- (d) *Woolhope Secondary School*

Schools: music facilities
46. Mr. M ABRABHAM asked the Minister of Education and Culture:

Which specified schools falling under the control of his Department in the Port Elizabeth area have a (a) brass band, (b) choir, (c) piano and (d) string orchestra? ~~D176E~~

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bath area have a (a) brass band, (b) choir, (c) piano and (d) string orchestra? ~~D176E~~
THE MINISTER OF EDUCATION AND CULTURE:

- (a) None
- (b) *Malabar Primary School*
- (c) *Woolhope Secondary School*
- (d) None

HOUSE OF DELEGATES

INTERPELLATIONS

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

Own Affairs:

Teachers' private tuition

I. Mr. K. PANDAY to ask the Minister of Education and Culture:

Whether he intends preventing teachers from providing private tuition to pupils after normal school hours; if so, for what reasons; if not, why not?

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THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the answer is no. When teachers provide additional tuition it is accepted as a contribution to education and this I fully support. I am, however, against teachers charging fees—at certain times excessive and exorbitant fees—; that would mean supplementing their emoluments without the concurrence of the department. Furthermore, the needy child would be precluded from deriving any benefit from such an exercise. Teachers are here to serve the needs of the total community. What we say is that the poor people and the poor child who, in most cases, need this type of tuition the most, are precluded from receiving this tuition because of the high fees.

I would like to state that the weakness of these children should not be exploited. It is the duty of a teacher as a guru and a leader to give education freely to all our people. I support those teachers and also certain groups and bodies in Tara which provide free tuition after school. This we support fully. I would like to state that children who go to classes and pay fees can only come from well to do homes. This is a discriminatory factor that I personally, as an individual and as a former teacher, do not like.

In the best interests of children I would suggest that teachers give tuition after school in their own school areas so as to preclude unnecessary travel. One must understand that when these

teachers charge fees—whether it is, as my colleague would say, "uplifting money" and whether or not it is hot money that remains in the pocket—one wonders about their tax returns and whether it is reflected there. In the last three years we have not given permission to any teachers to give any tuition, especially where money is being charged.

Mr. K. PANDAY: Mr Chairman, once again I think the hon the Minister has somewhat. He seems to have been quoted in the Press...

THE MINISTER OF EDUCATION AND CULTURE: Do not believe the Press!

Mr. K. PANDAY: I think it is an important point—whether we do not have to believe the Press, and I would like not to believe it. However, the hon the Minister has not denied this. I think what he really should do is correct this and it is in view of this that I put this interpretation. I think the hon the Minister's utterance about tax returns and tax redemptions was something that was not well thought out. I think that as a Minister he should not have made such a statement.

However, the hon the Minister of Education and Culture has jumped to certain conclusions about private tuition. It seems to be his habit to talk first and think later. The hon the Minister has insulted the integrity and the professionalism of teachers by labeling them as exploiters. He originally expressed disapproval in the papers, as I have mentioned, but he seems to have retraced this in the very last issue of the *Post* last week.

Has the hon the Minister in his summing-up considered the following? Firstly, that teachers engage in private tuition in subjects such as mathematics and the sciences, in which there is a scarcity of suitably qualified senior secondary-phase teachers? These teachers are actually providing a valuable service. Is the hon the Minister aware of the downward trend in performance in subjects like maths, biology, physics and technical drawing? The position in these subjects could be a lot worse if good, well-qualified teachers did not provide private tuition. The hon the Minister should be showing appreciation for these hard working teachers who are rendering a valuable service to improve the quality of performance in Std 10. Parents and

pupils are deeply concerned about the quality of standards in Std 10 as a requirement for university entrance. [Time expired.]

Mr P. DEVAN: Mr Chairman, this subject has apparently caused a storm in a teacup. However, the fact is that the news that there is a move to curb tuition after normal school hours came as a rude shock to all—parents, teachers and pupils alike. The attempt to curb tuition after school hours has in fact aroused the wrath of all these people.

Think instances of this kind must be avoided in the future in the interests of this House and of the community at large. We do not want to become targets. Unfortunately time does not allow me to go into this, but I can understand the reaction. For every teacher who charges for tuition, there are a hundred teachers who give free tuition. The fact is that in all societies there are two categories of people—the very weak who want private tuition, and the very bright ones who want their tuition. [Time expired.]

Mr. K. PANDAY: Mr Chairman, how did the hon the Minister come to the conclusion that teachers neglect classroom instruction in order to attract students to private tuition? Did he carry out a survey? How many principals have complained to the department about senior secondary-phase teachers neglecting their classroom teaching? Does the hon the Minister have facts and figures? Did the superintendent from the department investigate cases of teachers who neglect classroom work for the sake of private tuition? If so, how many cases have been investigated? Will the hon the Minister care to check his facts and figures regarding suitably qualified senior secondary-phase teachers in maths, physical science, biology and technical drawing?

The hon the Minister's finding will be an eye opener and instead of badgering and insulting teachers byng private tuition, he will be nodding but praise for them. Is the hon the Minister aware that the HSRC has stated that the minimum requirement for effective instruction in Std 10 for maths and the sciences, is a second degree? [Time expired.]

Mr P. VANDOO: Mr Chairman, fortunately the bulk of the teaching fraternity make their effort and skills available gratis to our pupils after

normal hours. However, some teachers, because of economic circumstances and a high priority and premium on their time, insist on being compensated for this imposition. In keeping with the spirit of deregulation, teachers who display the necessary energy and enterprise to conduct classes after hours for a fee should be entitled to do so, provided this is not done at the expense of the department.

Because of the high pupil-teacher ratio peculiar to schools of our people of colour, our pupils do not enjoy the benefit of individual tuition—not that our teachers are unwilling to do so. It is that our teachers do to do so given the heavy demands made on them. Consequently slow learners are further disadvantaged by the absence of this facility. Furthermore some subjects by their very nature are more difficult than others. [Time expired.]

Mr. K. PANDAY: Mr Chairman, is the hon the Minister aware of *The Daily News* Winter School? Thousands of students attend and pay fees for their lessons. Does the hon the Minister regard *The Daily News* Winter School as private tuition or normal school instruction? Does the hon the Minister have any objection to *The Daily News* Winter School? If not, then the hon the Minister is blatantly discriminating against In-service to our students in upgrading the quality of education.

My advice to the hon the Minister today would be that he should think very carefully, particularly if he has to talk to the Press. If matters have been misconstrued or if he has been misquoted, he must please put this right.

THE MINISTER OF EDUCATION AND CULTURE: No, no!

Mr. K. PANDAY: While he is saying no, the hon the Minister himself used words like "uplifting" and "tax-doubling" in this Chamber today. I think this in a way indicates to a large extent his sense of immaturity. [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I would categorically like to state very clearly here so that my colleague the hon member for Keseriot Hills understands precisely what I am saying...

Handwritten signature

THE LEADER OF THE OFFICIAL OPPOSITION: Shut up!

THE MINISTER OF EDUCATION AND CULTURE: It is simply that I made a facetious statement as far as tax is concerned.

Mr Y M AKDA: Mr Chairman, on a point of order. We clearly heard the hon the Leader of the Official Opposition saying "Shut up!" Is that parliamentary, Sir?

THE CHAIRMAN OF THE HOUSE: Order! It is parliamentary to an extent, but I think the hon the Leader of the Official Opposition must withdraw it unconditionally.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, I confirm that I said "Shut up," because the more he speaks the more he is insulting this whole House. However, I withdraw it unreservedly.

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I would not like to comment on the hon the Leader of the Official Opposition's statements because they bett his image and this has always been so.

What I would simply like to state is that I am not attacking those people who are giving tuition after school. I agree that tuition is necessary for the weaker student. I should like to quote the newspaper article that my hon colleague from Reservoir Hills seemed to state without really quoting. We are simply stating that we do not want tuition to be a sphere in which large sums of money are collected. I can tell hon members today that a teacher giving tuition to our students is collecting R1 400 per day. Those students who think that they need this type of tuition come from far and wide. They denigrate our poor people. If my poor students need that type of tuition, I honestly ask hon members—they sit there and say that I stated all these things—why they are not fighting for our poor people. They are people who cannot afford tuition, who cannot afford R10 or R12 an hour and want three hours of tuition at a time, which would come to R30. How are they to pay? In one school in Durban there are more than 800 students going to tuition on a Saturday. These are facts. [Interjections.]

THE CHAIRMAN OF THE HOUSE: Order! The hon the Minister must be afforded the opportunity to complete what he wishes to say.

THE MINISTER: I should just like to quote from a newspaper article which I stated:

In a statement this week, the Minister of Education and Culture, Dr Kisten Rajoo, appealed to educators to take into account the low income of the vast majority of parents whose children are often in greater need of such assistance as they live in poor socio-economic conditions.

This is what I stated: He acknowledged with appreciation that such classes were being conducted at certain schools and that Tsa, too, laid on free extra lessons in various regions.

I accept this. THE CHAIRMAN OF THE HOUSE: Order! I regret to interrupt the hon the Minister, but his time has expired. I wish to state that I gave the hon the Minister some injury time.

Indian pupils: social problems

2. Mr K PANDAY to ask the Minister of Education and Culture:

Whether he intends taking any steps aimed at eliminating the various social problems which affect Indian pupils and their scholastic performance; if not, why not; if so, what steps?

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THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the answer is: Yes. Social problems in the community are causing widespread concern to educationists and parents. A school is part of a community and the problems experienced in the community can affect its functioning and, more specifically, the academic performance of pupils.

The following social problems can be identified at the macro level—I should like to add that at the meso levels we are looking at structures. Mounting unemployment is a concern to us, as are the following: Rising costs of living; breakdown in the traditional family system and a lack of a network of support services; social and political changes sweeping this country; drug and substance abuse; and AIDS.

to address some of the social problems which have been adversely affecting education, the department has undertaken the following programme: A survey has been completed on the possible effects of socio-economic and emotional factors on under-achievement. The data is presently being analysed and interpreted by the school psychologists, and we have records of this.

secondly, the department is represented on the following community-based organisations which are involved in promoting community life. We are doing this in co-ordination with the hon the Minister of Health Services and Welfare and his department: The Suicide Prevention Society; Chatsworth Child Protection Unit; Phoenix Protection Unit; Welbedacht Uphliment Committee; Chatsworth Co-ordinating Council for Health Services and Education; Child Protection Unit (Addington Hospital); Verulam Child and Family Welfare Society; Chatsworth Child and Family Welfare Society; Stranger Child and Family Welfare Society; Natal Blind and Deaf Society; Lakhaven Children's Home; Stranger Child Protection Unit; Sub-committee: After-school Care; and Durban Indian Child Welfare.

As far as school social work is concerned, school social work services will be introduced as a pilot study in the Chatsworth area during the next school term this year. [Time expired.]

Mr K PANDAY: Mr Chairman, I should like to know what tangible actions have been taken to uplift education in the socio-economically disadvantaged areas. The hon the Minister has repeatedly expressed his concern for people from these socio-economic areas. I am of the belief that all socio-economically disadvantaged areas should have pre-school facilities for children. Will the hon the Minister provide facts and figures about the extent to which provision is being made for this? He will be given the opportunity in a question a little later.

Factors at home have a strong influence on the quality of education. What kind of service is being provided to help children coming from broken homes or problem parents? What is the extent of the service and how effective is it? Are schools in socio-economically deprived areas provided with more instructional resources to make up for the lack of these resources at home?

What type of additional resources are provided at these schools? Since facilities for study purposes in socio-economically deprived areas are poor at home, the schools should endeavour to meet this vital need. Does the hon the Minister keep schools in such areas open for study purposes for students wanting to use such facilities? If so, in how many schools are such facilities open?

Has the hon the Minister given consideration to subnutrition—children not properly fed, poorly supervised diets and children coming to school on empty stomachs, resulting in poor performance at school? What about drug abuse? What are the statistics? What percentage of our children are taking Indian hemp, bhang or Mandrax, and what tangible action is being taken? Do lessons delivered at schools by social workers and others, such as the one the hon the Minister mentioned which takes place only once a year, sufficiently address the problem? What about child abuse? Is this on the increase? [Time expired.]

THE MINISTER OF HEALTH AND WELFARE

Mr Chairman, further to what my colleague, the hon the Minister of Education and Culture, has said in this House, my department also supplements and assists with school health and nursing services, through which many social problems are revealed and then passed on to the social work services. Therefore, this year we have taken a decision to provide social work services at schools and in the community in the near future, in order to address the many additional problems which have arisen through drugs and substance abuse and child abuse and many of the matters which the hon member for Reservoir Hill raised.

In addition, we are in the process of setting up the machinery and have also made a request to the Commission for Administration for an additional social work post. We hope that with this machinery we will be able to help the education department regarding many of the issues which have been raised by the hon member for Reservoir Hill.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, of the three particular areas, this administration has neglected the

Teachers in demo for single system

Star 29/5/92
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Own Correspondent

CAPE TOWN — The Minister of National Education, Gene Louw, has been criticised for his refusal to meet a National Teacher Unity Forum delegation because of a protest march coinciding with the previously arranged appointment.

“About 5 000 teachers, student teachers and a small number of pupils gathered outside the City Hall yesterday afternoon at the end of a re-routed march through the streets of Cape Town.

“The protesters carried a huge banner reading “Forward to a Single Teachers’ Organisation” and placards with slogans such as “Job Security” and “Equal Pay for Equal Work”.

The Forum is demanding a single, non-racial, non-sexist system of education in a unified South Africa, and spokesman Poobie Naicker said Mr Louw had agreed to meet the delegation “unconditionally”.

“Now he finds it necessary to go back on his words ... (His refusal) is seen as high-handed and irresponsible in these critical times.”

The delegation had demanded a rescheduled meeting for June 5, and Mr Louw had indicated that he could meet them then or a day earlier.

TEACHERS - ASIAN

1991

Lenasia principal in tears over his sudden transfer

By Al-Ameeh Kafaar

The principal of Impala Crescent Primary School in Lenasia left the school with tears in his eyes yesterday, when he and his deputy were abruptly transferred to another school.

Their transfers came after the Minister of Education in the House of Delegates, Kisten Rajoo, and a delegation flew from Durban yesterday to resolve a crisis at the school.

Parents and teachers have been waging a campaign for months against the principal, B C Samuels, his deputy, D Padayachee, and three teachers, according to Memis Moosa, chairman of the school's Parents' Crisis Committee.

Certain demands were met, but parents and the committee would continue their campaign to expose "certain irregularities, especially with the school funds", and were planning to lay criminal charges soon.

Parents and committee were scheduled to meet Mr Rajoo and his delegation at the school at 9 am yesterday. Parents found members of the People's Party, National People's Party and Lenasia Management Committee present.

They insisted these people should leave and a row erupted. One parent was assaulted and a charge was laid, Mr Moosa said.

"The Minister gave us the assurance that our

other demand, that the other three teachers also be dismissed or transferred, would be met soon.

"After the row, we decided not to continue with the meeting and warned them that we would go to the press.

"Later, we were called back, and Mr Rajoo told us that Mr Samuels and Mr Padayachee would be transferred immediately."

A police spokesman confirmed that Mr Samuels called the police to lay a charge of trespassing. The police arrested eight parents, who were released when Mr Samuels withdrew his charges.

One parent was assaulted and the police were investigating, the spokesman said.

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Parents prompt inquiry into 'fraudulent' conduct of Lenasia headmaster

By SAMANTHA WEINBERG

THE Department of Education and Culture (House of Representatives) has instituted a commission of inquiry into allegations made by parents against the principal of a Lenasia primary school.

Outraged parents of pupils at Impala Crescent Primary have spent the week picketing the school and say they will not leave until the headmaster — whom they accuse of numerous financial irregularities and malpractices — is suspended or dismissed.

Fevers started running high on Tuesday, when riot police as well as local police were called to the school as the picket disintegrated into chaos, according to an eye witness. Eight parents were arrested, but subsequently released.

Headmaster Bernard Samuel however has dismissed the allegations as unfounded and slanderous and says he has no plans to step down from his position. "I don't know what they are talking about. I deny any allegations. If they have any charges of criminal misbehaviour, they must lay them before the police," he said.

The Parents Crisis Committee, chaired by local education activist and teacher Mems Moosa, has compiled a list of serious allegations of professional misconduct and financial fraud.

Allegations laid in front of the Minister of Education and Culture (House of Delegates), Dr Kisten Ra-

joo, include: that Samuel collected fees from pupils in a government pre-primary class, insisted that he be paid in cash and issued no receipts. The parents are demanding to check whether these payments are mentioned in the school's financial books.

They also claim that Samuel openly alleged (in a meeting of the school's education committee) that the admission of "non-Indians" to the school would lower standards and that the two coloured children already enrolled at Impala Crescent had stolen lunch and pencils from the other children. Samuel also allegedly asked members of the committee who raised the issue of desegregating the school whether they were "prepared to let their daughters marry blacks".

He has denied these allegations as pure hearsay and pointed to the admission of 11 black pupils this year as proof that he is not a racist.

The parents also allege that Samuel used corporal punishment on some pupils and that he acted in a violent and intimidatory manner towards pupils, teachers and parents.

They allege that a number of teachers were unfairly dismissed from the school and are campaigning for their immediate reinstatement.

A representative from the office of the Indian education minister said on Wednesday that the inquiry, instituted "in response to representations made by certain parents" was "still in progress".

w/Max 25/11-31/11

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Teachers in strike

324

AN estimated 9 000 Indian teachers countrywide went on strike this week in protest against a R73 million cut-back in education, retrenchments, increased teaching time and overcrowding.

By embarking on the "strike action", it was clear that the teachers were on a collision course with the House of Delegates.

The Teachers Association of South Africa said it would prolong its teacher sit-in protest action indefinitely while the HoD called on teachers to return to the classrooms, and threatened legal action if they refused to do so.

By late yesterday neither side

appeared to be budging from its stated position.

The protest has already resulted in police action against a group of 20 pupils and six teachers from two Phoenix schools who were detained for more than an hour for staging a placard demonstration.

Police spokesman Lieutenant Bala Naidoo said the 26 were detained for taking part in an "illegal march."

Mr Logan Naidoo, acting chief-director of education (control), confirmed the HoD was looking at the legality of the teacher protests as well as certain circulars sent to teachers by Tasa.

Naidoo, who had a meeting with some principals on Monday,

also warned about the danger of taking such decisions.

The protest by teachers was triggered by the HoD's controversial Circular 2 of 1991, which "aims at rationalising the staffing position at schools and colleges for 1991."

The circular calls for, among other things, an increase in the number of teaching hours of all educators and drastic increases in the pupil population per classroom which could lead to retrenchments and redundancies of teachers.

The circular, combined with an earlier R73 million cutback in education, raised fears of a decline in education standards and led to Tasa's call for the chalks-down campaign.

Throughout the duration of the sit-in, teachers will not conduct any extra-curricular and co-curricular activities.

Although no teaching will take place, Tasa has asked teachers to remain in the classrooms with their pupils.

The protest action has been widely supported by Natal teachers.

More than 100 teachers from various Indian schools stopped work for two hours on Friday and staged a sit-in at Clairwood Secondary.

They noted that "teachers in Indian schools were generally passive but their present rebelliousness had arisen from an intolerable situation."

Sawetan 7/2/91

Teachers protest

South 7/2-13/2 91.
By Musa Ndwardwe

THOUSANDS of teachers employed by the Department of Education and Culture in the House of Delegates (HoD) this week embarked on nationwide protests against a controversial circular issued by the department.

Circular 2 of 1991 calls, among other things, for larger classes and cuts in school allocations.

The Teachers Association in South Africa (Tasa) has called on all teachers to defy the circular and "defend quality education".

The circular would lead to teachers being made redundant, Tasa said.

Classes at the five Cape Peninsula schools administered by the DEC were affected by teacher protests this week.

Action

Classes and sports events at Cravenby High were suspended when teachers took action.

Teachers at Rylands High suspended their teaching for a period on Monday; on each subsequent day they increased the periods in which they suspended classes by one.

Teachers and pupils halted classes and held a demonstration on Tuesday.

Placards reading "Don't make education a sacrificial lamb" and "Permanent, skilled teachers are being dumped in schools" carried their message.

"Although the department claims that they won't retrench teachers, making them redundant will mean abnormal working conditions for all of us and will increase the number of pupils in each class," said a teacher at Rylands High School.

Restricted

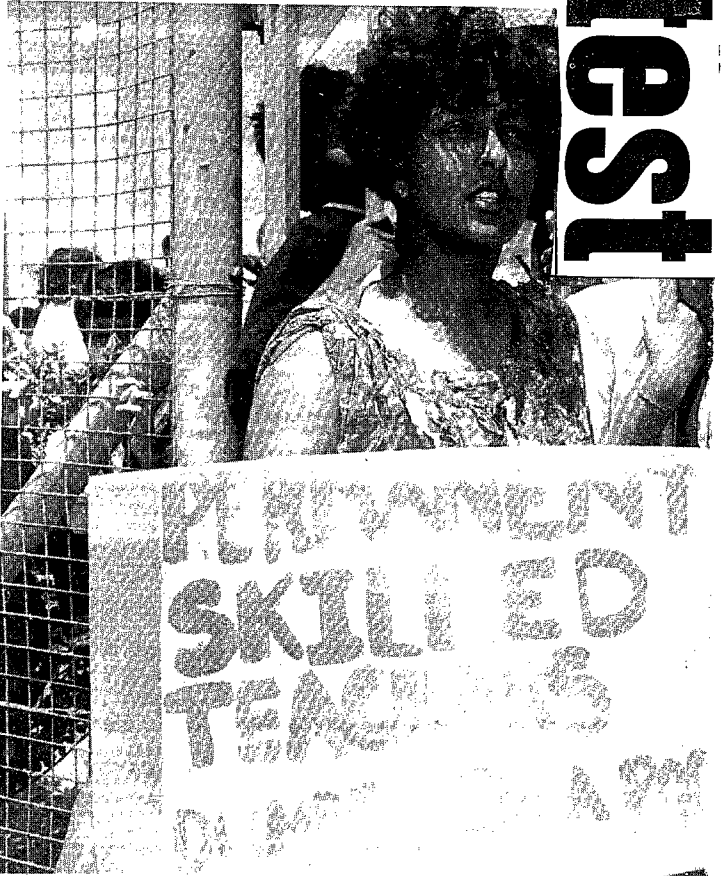
The teacher, who asked not to be named, added that pupils would also have a restricted choice of subjects when teachers were made redundant.

A statement released by Tasa said the circular would result in schools' library and resource budgets being cut.

Tasa called on all teachers to "organise and administer schools according to needs determined on the basis of sound educational principles".

"Show your commitment to quality education. Sit-in, refuse to teach in abnormal conditions," Tasa said.

They added that, while no teaching should take place, teachers must report for duty each day.



NO CLASSES: A teacher at Rylands High School in Cape Town protests outside the school this week

PIC: YUNU

The Cravenby Parents and Education Committee resolved on Tuesday to step up pressure on the DEC to meet the teachers' demands. These were the immediate upgrading of schools, job security for teachers and the building of extra classes in HoD-administered schools.

Adverse

However, the DEC denied claims that the circular would have adverse effects on the teachers' working conditions.

"The Circular 2 of 1991 is intended to increase efficiency and productivity and will allow better utilisation of manpower," said Mr Shri Maharaj, spokesperson for the Ministry of Education and Culture.

Maharaj also disputed claims that classes in HoD schools were overcrowded and that this would reach crisis proportion should the circular be adopted.

"Contrary to Tasa claims, we do not have overcrowded classrooms," he said. Maharaj said that despite the circular, the department still employed newly-qualified teachers.

Teachers' strike in limbo

By Phil Molele

Star 8/2/91

The week-long Indian teachers' strike involving more than 10 000 educators countrywide may be ended following the Department of Education and Training's decision to suspend the controversial Circular 2 of 1991.

The suspension of the circular follows a meeting between the DET in the House of Delegates and the Teachers Association of South Africa (Tasa) in Durban yesterday.

According to Tasa presi-

dent, Pooth Nalcker, the department had agreed to "defer" on the implementation of the circular until further negotiations had taken place between Tasa and the DET.

The circular, issued at the beginning of the year, was a notice to all Indian schools to cut down teaching posts and increase teaching time and teacher:pupil ratios following the R73 million cutback in education spending.

The implementation of the circular resulted in redundancies and overcrowding in classrooms, which then sparked the teachers' strike. Last week Tasa called on

teachers to embark on a nationwide sit-in protesting against allegedly deteriorating standards at schools.

Although the department did not promise that the circular would be withdrawn completely, Mr Nalcker said he believed the department was "saving face" and it would be finally dropped.

Indian schools ground to a halt this week after teachers embarked on a chalk-down strike demanding better teaching conditions.

"Grave concern was expressed by both parties about what the implication of the continued sit-in would be on

the teaching programme and the child," Mr Nalcker said.

He said the Tasa delegation had impressed on the department's chief executive director, Vic Pillay, that the effects of Circular 2 were far more serious than the teachers' sit-in.

Although a decision to call off the strike had not been taken, Mr Nalcker said Tasa would review the action in the light of the department's decision to suspend the circular.

A decision would be made at the teachers' union's national council meeting at the weekend.

Dirk Coetzee 'has not applied for indemnity'

Star 8/2/91

No application for indemnity had been filed by former police captain Dirk Coetzee, or by any organisation on his behalf, the Department of Justice said yesterday.

The department's chief liaison officer, C Alexander, said his department had not received an indemnity request from Mr Coetzee.

The self-confessed former hit squad commander said in London the ANC was handling the issue of indemnity.

ANC spokesman in Johannesburg Saki Macozama said the ANC had not submitted a list of those for whom it was seeking indemnity, but that the ANC helped people complete their indemnity forms.

He could not say whether the ANC had assisted Mr Coetzee in applying.

Mr Coetzee said he would return to South Africa, in indemnity or not, but not "under [Minister of Justice] Koble Coetzee's conditions".

Mr Coetzee has promised Mr Coetzee a free and just trial, but Mr Coetzee said the Minister should explain what he meant by this.

Mr Coetzee said the police had shown "no willingness to uncover evidence about death squads".

He said he doubted whether his superiors in alleged hit squad activities would stand in the dock with him. — Sapa.

Plans to cut education funding foiled

The week-long mass action involving thousands of Indian schools has been called off after the authorities agreed to withdraw the so-called Circular 2 of 1991. (24)

The teachers, who are employed by the Department of Education and Culture in the House of Delegates have embarked on mass action after the department introduced the controversial circular. ^{New Naikar} ~~Learn Naikar~~

Circular 2 of 1991 makes provision for the increase of the number of pupils in each class and cutting the allocation of teachers in schools, among other issues. 15/2-21/2/91

A series of meetings were held between the department and representatives of the Teachers Association of SA (Tasa), which represents most of the Indian teachers, and it was agreed that the circular would be withdrawn while further negotiations continue.

Tasa president Pooby Naiker said the move of the department was designed at cutting back in education funding at the expense of the quality of education and teachers' jobs.

EDUCATION (324) FM 15/2/91

HAVING AN AFFAIR

An innocuous-looking circular sent to all House of Delegates (HoD) schools last month got Indian education off to a bad start this year. Around 9 500 teachers at 470 schools were supporting a week-long sit-in which at times broke out into placard protests and confrontation with police.

Last weekend the Department of Education & Culture in the HoD decided to "defer" Circular No 2 of 1991, which in effect negated three earlier circulars and returned staffing numbers and teaching hours to the

continue →

FM 15/2/91

(324)

CURRENT AFFAIRS

provisions laid down in 1978.

In response the Teachers Association of SA (Tasa), which feared the circular would lead to teacher lay-offs, called off the sit-in though a march to protest against cut-backs in education finance is scheduled for Friday in Durban.

As Indian schools returned to normal this week, education and Tasa officials agreed to negotiate the conditions of the troublesome

circular before it is implemented again — what they probably should have done in the first place, before a week of schooling was lost.

But the circular — which seems to be an attempt to make up for a R73m deficit in Indian education after cut-backs in the present financial year, as well as a political decision taken by the Ministers Council in the HoD last year to employ more teachers

than the Department of Education & Culture felt were needed — is only the symptom of far deeper-rooted cause: Own-Affairs education.

Like most educational organisations in the country, including the Transvaal Teachers' Association and the Natal Teachers' Society, both facing teacher cut-backs (*Leaders* January 25), Tasa has consistently called for an end to ethnic education.

continue →

CURRENT AFFAIRS

FM 15/2/91

(324)

Tasa president Poobie Naicker rejects what he calls Own-Affairs initiatives to make segregated sacrifices in education, arguing that the only real way to save money is to scrap the many ethnic departments in the country and bring education under one roof.

"We are being forced to compromise the quality of education to make up for apartheid funding of education. Only when Own-Affairs education goes and there is State rationalisation of the whole system will we get anywhere near equal funding," he says.

It's an old cry, which still falls on deaf ears as education officials plead that they are only following regulations laid down by the politicians who control their departments. ■

Indians to march over education standards

By Phil Molefe *Star 15/1/91*

Thousands of parents, teachers and pupils are expected to take to the streets of Durban today to protest against the allegedly declining standard of education in Indian schools.

The march has been sparked by the decision of the Department of Education and Culture (DEC) in the House of Delegates to cut back education spending by R73 million.

According to Teachers Association of South Africa (Tasa) president Poobi Naicker, the DEC's decision had resulted in declining standards, overcrowding in schools and retrenchment of teachers.

The simmering anger in Indian schools reached boiling point two weeks ago when DEC chief executive director Vic Pillay issued the controversial Circular No. 2 of 1991, which ordered schools to increase the teacher-pupil ratio and double the workload of teachers as a result of the cutback.

The teachers responded by embarking on a sit-in last week and the DEC was forced to suspend the circular.

But the organisers of the march said the suspension of the circular did not adequately address the crisis in Indian schools.

Mr. M. RAJAB: We are discussing Cato Manor, and I was talking about the vision of a new South Africa. I have to endorse everything that the hon. the Leader of the Official Opposition has said. [Interjections.]

This area includes the greater Cato Manor, which in turn includes Cato Crest, parts of Westville, Sea View as well as Chosenville.

THE MINISTER OF HOUSING: We have no control over that.

Mr. M. RAJAB: I hear the hon. the Minister saying he does not have control over that. He may not have control, but he certainly has a responsibility to know what is going on in the market place. [Time expired.]

THE DEPUTY MINISTER OF HOUSING: Mr. Chairman, I agree with the hon. the Leader of the Official Opposition that in the circumstances we should do what we are able to do today, and allow tomorrow to take care of itself.

As far as the Durban City Council is concerned, when I have to take into account the agony of the Indian community and the attitude of White authorities, I would like to ask the Durban City Council who subscribed to the idea of Cato Manor becoming a group area in the first place. Yet, today they are great philanthropists. [Interjections.]

We have an administration. I want to make this very clear. One has to understand that there are temples in Cato Manor which date back as far as 120 years ago. There are established national monuments—and this has never happened before in South Africa—in areas which are only being established now. Now for the first time by the Administrator and Exco had to be called in by the Ministers' Council for the registration of townships. The efforts made by the deeds office, the surveyor, etc. have all been instrumental in expanding the development of Cato Manor as much as possible. Therefore I want to assure the hon. member—not that I or we subscribe to the Group Areas Act—that we have to take the circumstances of the people at grass-roots level into consideration and do whatever is humanly possible to house them.

If we have lost out on Cato Manor, with respect to the rest of the community, history will record that we have failed totally. I do not subscribe to the own affairs concept.

Mr. M. RAJAB: That is true! That is true! You have failed!

THE DEPUTY MINISTER: I do not subscribe to it, but what can we do? Look at the rest of Natal when it comes to the Group Areas Act. Look at the north of the Tugela River. There are all historical issues which we cannot simply wish away. At the same time, however, can we wish away the pumps, pain and the suffering of our people? [Interjections.] And therefore, as far as Cato Manor is concerned, I want to assure hon. members that even the groups that were working against us on this issue are now co-operating to see to the realisation of the Cato Manor question. [Interjections.] [Time expired.]

THE MINISTER OF HOUSING: Mr. Chairman, the letter that I wrote to the Durban Corporation clearly sets down the views of the Indian community that that portion of Cato Manor which was returned as a result of representations extending over many years is part of the life of the Indian community of Durban. We have a responsibility to plan and execute a housing programme in that area to satisfy the housing needs of thousands of applicants who have registered themselves with us for houses.

If there are no takers, we shall make the houses available to anybody else, but let us not for the sake of politics throw away rights that were trampled upon, a matter which we are now trying to address for the sake of those thousands who lost out. [Interjections.] I do not want to be the apologist of a White man. I want to have the guts to speak up for what is right, and that is the issue of Cato Manor.

As the hon. the Leader of the Official Opposition has said, we have many plans and programmes, five years ago, which are in the process of being completed. That work will be completed and we will certainly see to it that those people on our waiting list are attended to. For the present we are here to address the needs of the Indian community. Their requirements and their needs will be met. If we have a surplus of housing, that surplus can go to those other people who want the houses. There is therefore nothing wrong with building houses, but let us not make political capital out of it and let us not support some of those people who are trying to settle old scores against the Indian community.

The taking away of Cato Manor was a fight on the part of White racists in Durban and some of the remnants of this fight are still there in another guise. They want to take that land away but they will not! They shall not!

THE MINISTER OF LOCAL GOVERNMENT AND AGRICULTURE: Some of them do not care about the Indian have-nots!

THE MINISTER OF HOUSING: In so far as the Blacks are concerned, we have parted with land to help those who were squatters, in Lenasia, Petermaritzburg and Chatsworth. We have made those successful. WA-75C-67 11/2/91

THE MINISTER OF LOCAL GOVERNMENT AND AGRICULTURE: We have helped hundreds of victims.

THE MINISTER OF HOUSING: Lip service is useless because we have to face those hundreds of people who come to our offices wanting homes. I would like the hon. member for Springfield to find me ten people who are former residents of Cato Manor and are waiting for homes, who will support him. [Time expired.] Debate concluded.

QUESTIONS

*Indicates translated version.
For oral reply:
Own Affairs:

Committee of Inquiry

*1. THE LEADER OF THE OFFICIAL OPPOSITION asked the Minister of Education and Culture: ~~Whether the Department set up a committee of inquiry to investigate education; if so, what are the relevant details;~~

- (1) whether members of the (a) press and (b) public were barred from attending the hearings of this committee; if so, (i) why and (ii) who took this decision?

DDE

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No
- (2) (a), (b); (i) and (ii) fall away.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr. Chairman, arising from the hon. the Minister's answer, will the hon. the Minister confirm whether the Ministers' Council or any of its members instigated the inquiry? ~~THE MINISTER: Mr. Chairman, this answer needs thought and deliberation. I would suggest that the hon. the Leader of the Official Opposition put it in writing and we shall then furnish him with an answer. [Interjections.]~~

Mr. A. G. V. NAIDOO: Mr. Chairman, on a point of order. It is my contention that this question refers to the 1991-92 financial year and is anticipating the Budget still to be presented to Parliament. It is also anticipating the hon. the Minister of Education and Culture's budget debate in this House. I therefore suggest that the question is out of order on the grounds of the rule of anticipation. [Interjections.] WA-65C-67 11/2/91

THE CHAIRMAN OF THE HOUSE: Order! I will have to go into the point of order raised by the hon. member for Durban Bay, but in the interim the hon. the Minister may proceed.

Allocation of funds

*2. THE LEADER OF THE OFFICIAL OPPOSITION asked the Minister of Education and Culture: ~~Whether he (a) objected to (b) rejected the allocation of funds to his Department in respect of the 1991-92 financial year; if not, why not; if so, (i) why and (ii) what result?~~ WA-65C-67 11/2/91

DDE

THE MINISTER OF EDUCATION AND CULTURE:

- (a) Yes.
- (b) Yes. The Provincial Budget Estimate of R685 435 000 for the rest of Education (excluding salary increases) was rejected.
- (i) Funds not enough to meet our needs.

There was only minimal difference between the budgets for 1990/91 and 1991/92 upon close examination. Therefore the new budget does not cater for:

- inflation of ± 15%;
- price escalation;
- the confirmation of temporary teachers;

House of Delegates

- the appointment of clerical staff;
- the improvement of salaries for teachers who are in excess of the norm;
- the building of new schools to accommodate pupils in 33 new areas;
- the up-dating of facilities;
- repairs and renovations to schools;
- the extension of technical, vocational and community education; and
- the provision of *library books, stationery and adequate teachers' reference books.*

(ii) The Budget Estimate was increased to R373 319 000 for the rest of education (excluding salary increases).

THE CHAIRMAN OF THE HOUSE: Order! I just want to respond to the point of order raised by the hon member for Durban Bay, and point out to him that the rule of anticipation is only applicable to a matter which is already on the Order Paper. The 1991-92 Appropriation Bill is not yet on the Order Paper, so therefore I cannot sustain the hon member's point of order.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister's reply on 4 February the hon the Minister publicly, in the Chamber of Parliament, confirmed his rejection of the Budget. On that date, did he take into consideration the figure of R685,4 million?

THE MINISTER: Mr Chairman, the hon the Leader of the Official Opposition is correct in stating that we rejected the Personal Budget Estimate, because it was far too big to meet the needs of education. I think it is right that we did this. I thank the hon the Leader of the Official Opposition for his support.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising out of the hon the Minister's reply, on 4 February 1991, what was the known amount allocated for Indian education during the financial year mentioned in the formal question?

THE MINISTER: Mr Chairman, I do not want to estimate or guessimate that. If the hon the Leader of the Official Opposition would like to know the authenticity, I suggest that he put his question in writing and I will give him a fair answer from my department.

House of Delegates

HD: undeveloped land owned

*3. Mr K PANDAY asked the Minister of Housing:

- (1) How many hectares of undeveloped land are owned by the Administration: House of Delegates;
- (2) whether his Department has made a survey of the number of building plots into which this land can be subdivided; if not, why not; if so, what are the relevant details;
- (3) whether he will make a statement on the matter?

DE

THE MINISTER OF HOUSING:

- (1) Approximately 9 255,10 hectares are registered in the name of the Housing Development Board.
- (2) In terms of the Administration's development programme, departmental projects are being considered on a continuous basis. At the same time negotiations are also underway to sell unreserved land to the local authorities for township development. This is however being done in accordance with the specific needs of each area. Surveys are being carried out continuously in the areas where the greatest demand for housing exists taking into account the availability of funds.

- (3) No.

Mr K PANDAY: Mr Chairman, arising out of the hon the Minister's reply, I should like to ask the hon the Minister whether he will admit that whoever prepared the answer did not interpret paragraph (2) of the question in particular correctly. That paragraph has reference to the number of plots and the answer was quite different.

THE MINISTER: Mr Chairman, if the hon member for Reservoir Hills wants that information, we will make arrangements to obtain it and pass it on to him.

Mr K RAJAB: Mr Chairman, arising out of the hon the Minister's reply, would he be prepared to divulge to this House exactly where the 3 910 ha are, and secondly, which local authorities are involved in the acquisition of some of this property? I understand this could be a long list. Perhaps he could let us have it by way of a written reply.

THE MINISTER: Mr Chairman, we have land that we are developing in Stanger, Tongaat, Verulam, Pietermaritzburg, Mthatha, Port Elizabeth, Port Shepstone, Grahamstown, Durban, East London, Port Natal, Lamontville, Lotus Gardens and Fishkill Park. The hon member, however, wants greater detail, so I shall put it in writing for him.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister's reply, in respect of the answer to paragraph (1) of the question and in view of the fact that we are 18 days away from 1 February, is the hon the Minister now prepared to revise his policy to use the undeveloped land to create samples of the new South Africa?

THE MINISTER: Mr Chairman, one can have grandiose schemes and plans. It makes excellent material for fruitless argument in debate.

THE LEADER OF THE OFFICIAL OPPOSITION: We have a useless Minister.

THE CHAIRMAN OF THE HOUSE: Order! The hon the Minister may proceed.

THE MINISTER: Mr Chairman, I think he knows... [Interjections.]

THE CHAIRMAN OF THE HOUSE: Order! The MINISTER: You should be put away for life! [Interjections.] You should be put away for life!

THE LEADER OF THE OFFICIAL OPPOSITION: Don't insult me.

THE CHAIRMAN OF THE HOUSE: Order! Unfortunately the time allowed for questions has expired.

THE MINISTER: Mr Chairman, are you supporting apartheid?

THE CHAIRMAN OF THE HOUSE: Order!

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Vol. 308

PRETORIA, 22 FEBRUARY
FEBRUARIE 1991

No. 13029

PROCLAMATION

by the
State President

of the Republic of South Africa

No. R. 21, 1991

DESIGNATED AREAS DEVELOPMENT ACT, 1979
(ACT No. 87 OF 1979).—REVOCATION OF DESIGNATION OF DESIGNATED AREAS

Under the powers vested in me by section 3 (1) b of the Designated Areas Development Act, 1979 (Act No. 87 of 1979), I hereby declare that with effect from the date on which this Proclamation is published in the Gazette the areas designated by Proclamations Nos. R. 15 of 1983, R. 957 of 1983, R. 100 of 1985, R. 188 of 1986, R. 129 of 1988 and R. 187 of 1988 are no longer designated areas.

Given under my Hand and the Seal of the Republic of South Africa at Cape Town this Seventh day of February, One thousand Nine hundred and Ninety-one.

F. W. DE KLERK,

State President.

By Order of the State President-in-Council (Ministers' Council of the House of Assembly):

A. I. VAN NIEKERK,

Minister of the Ministers' Council of the House of Assembly.

GOVERNMENT NOTICES

ADMINISTRATION: HOUSE OF DELEGATES

DEPARTMENT OF EDUCATION AND CULTURE
No. R. 342 22 February 1991

INDIANS ADVANCED TECHNICAL EDUCATION ACT, No. 12 OF 1968

REGULATIONS

The Minister of Education and Culture, Administration: House of Delegates, has, under section 30 of the Indians Advanced Technical Education Act, 1968 (Act No. 12 of 1968), made the regulations contained in the Schedule hereto.

410—A

PROKLAMASIE

van die
Staatspresident

van die Republiek van Suid-Afrika

No. R. 21, 1991

WET OP DIE ONTWIKKELING VAN AANGEWESSE GEBIEDE, 1979 (WET No. 87 VAN 1979).—OPHEFFING VAN DIE AANWYSING VAN AANGEWESSE GEBIEDE

Kragtens die bevoegdheid my verleen by artikel 3 (1) b van die Wet op die Ontwikkeling van Aangewese Gebiede, 1979 (Wet No. 87 van 1979), verklaar ek hierby dat met ingang van die datum waarop hierdie Proklamasie in die Staatskoerant gepubliseer word, die gebiede aangewys by Proklamasies Nos. R. 15 van 1983, R. 957 van 1983, R. 100 van 1985, R. 188 van 1986, R. 129 van 1988 en R. 187 van 1988 nie meer Aangewese Gebiede is nie.

Gegee onder my Hand en die Seël van die Republiek van Suid-Afrika te Kaapstad, op hede die Sewende dag van Februarie Eenduisend Negehoonderd Een-en-negentig.

F. W. DE KLERK,

Staatspresident.

Op las van die Staatspresident-in-Rade (Ministersraad van die Volksraad):

A. I. VAN NIEKERK,

Minister van die Ministersraad van die Volksraad.

GOEWERMENSKENNISGEWINGS

ADMINISTRASIE: RAAD VAN AFGEVAARDIGDES

DEPARTEMENT VAN ONDERWYS EN KULTUUR
No. R. 342 22 Februarie 1991

WET OP GEVORDERDE TEGNIESE ONDERWYS VIR INDIËRS, 12 VAN 1968

REGULASIES

Die Minister van Onderwys en Kultuur, Administrasie: Raad van Afgevaardigdes, het kragtens artikel 30 van die Wet op Gevorderde Tegniese Onderwys vir Indiërs, 1968 (Wet No. 12 van 1968), die regulasies in die Bylae hiervan vervaardig.

13029—1

SCHEDULE**Definitions**

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1. In these regulations, unless the context otherwise indicates, any expression to which a meaning has been assigned in the Indians Advanced Technical Education Act, 1968 (Act No. 12 of 1968), shall bear the meaning so assigned, and—

"calendar month" means a period extending from the first to the last day, both days inclusive, of any one of the 12 months of the year;

"calendar quarter" means a period of three calendar months commencing on 1 January, 1 April, 1 July or 1 October of each calendar year;

"calendar year" means a period extending from 1 January to 31 December, both dates inclusive, of any year;

"cycle" means a period of three calendar years reckoned from 1 January 1983 and each succeeding period of three calendar years;

"donor" means any body or person that donates an aggregate amount in cash or kind of not less than R5 000 to the technician, or who has under taken to donate an amount of not less than R5 000 to the technician in regular instalments over a period of not more than four years and who is not in arrears with his instalments;

"employee" means a person employed full-time or part-time in a permanent or temporary capacity and includes the principal;

"incremental period" means a period of 12 months or any other approved period which must elapse in regard to any employee before his salary may be increased in accordance with the scale applicable to him;

"leave" means leave granted to an employee to be absent from duty;

"month" means a period extending from a date in any one calendar month to the date preceding the corresponding date in the following calendar month, both dates inclusive;

"past students" means the past students of the technician (including the past students of the technical college or college for advanced technical education to which the technician is the successor) who obtained a tertiary qualification which is at least equivalent to a three-year National Diploma;

"permanent employee" means a person appointed permanently in terms of the Act at the technician by the council, or who is deemed to have been so appointed, and includes a person appointed—

(a) on probation;

(b) to a post intended for a person of a rank higher or lower than his own rank; or

(c) to a post additional to the fixed establishment of the technician;

BYLAE**Woordomskrywing**

1. In hierdie regulasies, tensy uit die samehang anders blyk, het enige uitdrukking waaraan daar in die Wet op Gevorderde Tegniese Onderwys vir Indiërs, 1968 (Wet No. 12 van 1968), 'n betekenis geheg is, die betekenis wat aldus daaraan geheg is, en beteken—

"beëindiging van diens" ook beëindiging van diens deur bedanking;

"die Wet" die Wet op Gevorderde Tegniese Onderwys vir Indiërs, 1968 (Wet No. 12 van 1968);

"donateur" enige liggaam of persoon wat 'n totale bedrag van minstens R5 000 in kontant of goedere aan die technikon skenk, of wat onderneem het om 'n bedrag van minstens R5 000 in gereelde paaielement oor 'n tydperk van hoogstens vier jaar aan die technikon te skenk en wat nie agterstallig met sy paaielement is nie;

"doserende en navorsingspersoneel" die hoof of rektor, onderhoof, vise-rektor, direkteur, mededirekteur, senior lektor, lektor of enige ander persoon wat 'n akademiese pos aan die technikon beklee;

"kalenderjaar" 'n tydperk wat strek van 1 Januarie tot 31 Desember, albei datums inbegrepe, van 'n jaar;

"kalenderkwartaal" 'n tydperk van drie kalendermaande wat begin op 1 Januarie, 1 April, 1 Julie of 1 Oktober van elke kalenderjaar;

"kalendermaand" 'n tydperk wat strek van die eerste tot die laaste dag, albei dae inbegrepe, van enigeen van die 12 maande van die jaar;

"maand" 'n tydperk wat strek van 'n datum in een kalendermaand tot die datum wat die ooreenstemmende datum in die volgende kalendermaand voorafgaan, albei datums inbegrepe;

"oud-studente" die oud-studente van die technikon (insluitende die oud-studente van die tegniese kollege of kollege vir gevorderde tegniese onderwys waarvan die technikon die opvolger is) wat 'n tersiëre kwalifikasie verwerf het wat ten minste aan 'n driejaar Nasionale Diploma gelykwaardig is;

"permanente werknemer" 'n persoon wat ingevolge die Wet deur die raad vas aangestel is by die technikon, of wat geag word aldus aangestel te wees, en ook 'n persoon aangestel—

(a) op proef;

(b) in 'n pos bedoel vir iemand met 'n hoër of laer rang as sy eie; of

(c) in 'n pos wat bykomend by die vaste dienstaats van die technikon is;

"personeelid" sowel 'n permanente as 'n tydelike werknemer in voltydse diens van die technikon;

"salaris" die salaris of loon wat aan 'n werknemer in diens van die technikon betaalbaar is en ook enige bykomende toelaes wat aan sodanige werknemer betaalbaar is;

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"salary" means the salary or wage payable to an employee in the service of the technikon and includes any additional allowances payable to such employee;

"salary increment" means the amount by which a salary may be increased according to the appropriate scale;

"staff member" means both a permanent and a temporary employee in the full-time employment of the technikon;

"teaching and research staff" means the principal or rector, vice-principal, vice-rector, director, associate director, senior lecturer, lecturer or any other person who occupies an academic post at the technikon;

"technikon holidays" means the period between two consecutive technikon terms or such other days as the council may declare to be holidays;

"termination of service" includes termination of service by resignation;

"the Act" means the Indians Advanced Technical Education Act, 1968 (Act No. 12 of 1968).

CHAPTER I

COUNCIL: ELECTION OF DONOR AND ALUMNI REPRESENTATIVES, DISCHARGE OF COUNCIL MEMBERS AND SUBMISSION OF REPORTS

Elected members: Manner of election

2. (1) (a) Whenever it is necessary for donors to elect a member of the council the principal shall, by written notice posted to each donor at least 90 days before the date determined by him for the election of members of the council, invite donors to nominate in writing a candidate to be elected as a member of the council.

(b) Whenever it is necessary for the Alumni Association representing past students to elect a representative to serve on the council the principal shall, by written notice posted at least 90 days before the date referred to in paragraph (a), invite such students to nominate in writing a candidate to be elected a member of the council.

(2) (a) A nomination shall be lodged with the principal at least 60 days before the date of the election.

(b) Each nomination shall be signed by at least five nominators and countersigned by the nominee to indicate his acceptance of the nomination.

(3) If the number of candidates is not greater than the number of vacancies, the principal shall forthwith declare such candidates to be duly elected.

(4) If more candidates are nominated than are to be elected, the principal shall, at least 30 days before the date of the election, post to the donors or past students, as the case may be, ballot papers containing, in alphabetical order, the names of all the candidates.

"salarisverhoging" die bedrag waarmee 'n salaris volgens die toepaslike skaal verhoog kan word;

"salarisverhogingstydperk" 'n tydperk van 12 maande of enige ander goedgekeurde tydperk wat met betrekking tot enige werknemer moet verstryk voordat sy salaris volgens die skaal wat op hom van toepassing is, verhoog kan word;

"technikonvakansie" die tydperk tussen twee opeenvolgende technikontermynne of sodanige ander dae as wat die raad tot vakansiedae verklaar;

"tydkring" 'n tydperk van drie kalenderjare gereken vanaf 1 Januarie 1983 en elke daaropvolgende tydperk van drie kalenderjare;

"verlof" verlof aan 'n werknemer toegestaan om van diens afwesig te wees;

"werknemer" 'n persoon wat voltyds of deelyds in 'n permanente of tydelike hoedanigheid in diens is, en ook die hoof.

HOOFSTUK 1

RAAD: VERKIESING VAN DONATEUR- EN ALUMNI-VERTEENWOORDIGERS, ONTSLAG VAN RAADSLEDE EN INDIENING VAN VERSLAE

Verkose lede: Wyse van verkiesing

2. (1) (a) Wanneer donateurs 'n persoon tot lid van die raad moet verkies, nooi die hoof die donateurs by skriftelike kennisgewing wat minstens 90 dae voor die datum wat hy vir die verkiesing van lede van die raad bepaal, aan elke donateur gepos moet word, om skriftelik 'n kandidaat te nomineer vir verkiesing tot lid van die raad.

(b) Wanneer die Alumni Vereniging as verteenwoordiger van oud-studente 'n verteenwoordiger moet kies om in die raad te dien, nooi die hoof sodanige oud-studente by skriftelike kennisgewing wat minstens 90 dae voor die datum bedoel in paragraaf (a) gepos moet word, om skriftelik 'n kandidaat te nomineer vir verkiesing tot lid van die raad.

(2) (a) 'n Nominasie word minstens 60 dae voor die datum van die verkiesing by die hoof ingedien.

(b) Elke nominasie word deur minstens vyf nomineerders onderteken en deur die genomineerde mede-onderteken ter aanduiding van sy aanvaarding van die nominasie.

(3) Indien die getal kandidate nie meer as die getal vakatures is nie, verklaar die hoof onverwyld dat sodanige kandidate behoorlik verkies is.

(4) Indien meer kandidate genomineer word as getal gekies moet word, pos die hoof minstens 30 dae voor die datum van die verkiesing aan die donateurs of oud-studente, na gelang van die geval, stembriefies met die name van al die kandidate in alfabetiese volgorde daarop.

324 (5) (a) A donor shall be entitled to one vote plus an additional vote for every full amount of R5 000 over R5 000 donated to the technician or the donation of which to the technician in regular instalments over a period of not more than four years has been undertaken. Such period of four years shall commence from the date of receipt of the first instalment or the payment of the donation and the number of votes so obtained shall be limited to 50 per donor: Provided that a donor shall only have a vote in terms of section 8 (1) (c) of the Act in respect of the donations made during the four-year period immediately preceding the election.

(b) A past student shall be entitled to one vote.

(6) (a) A ballot paper shall be returned to the principal by registered post.

(b) A ballot paper received by the principal after the date of the election shall be invalid.

(7) At any election the principal shall act as returning officer and shall be assisted by two scrutineers nominated by him.

(8) The principal shall declare the persons obtaining the highest number of votes to have been duly elected, and, in the event of an equality of votes, the result shall be determined by lot by the principal in the presence of the two scrutineers referred to in subregulation (7).

Nominated local authority and other bodies

3. The council shall submit to the Minister for his consideration and guidance a list of local authorities or other bodies which he may, in terms of section 8 (1) (d) of the Act, nominate for representation on the council.

Discharge of council members

4. A member of the council other than the principal shall vacate his office if—

(a) he is absent from three consecutive meetings of the council without the permission of the council;

(b) he becomes insolvent;

(c) he is found guilty of an offence involving dishonesty or of any other offence for which he is sentenced to imprisonment without the option of a fine;

(d) as a result of a mental or physical weakness or illness he becomes incompetent to perform his official duties; or

(e) he is appointed in the service of the technician of whose council he is a member: Provided that this paragraph subregulation shall not apply to a lecturer of a technician who in terms of section 8 (1) (d) of the Act represents the academic board of the technician and technician staff associations recognised by the Minister on the council.

Statements and reports

5. The council shall on or before 30 April of every year transmit in decuple to the Minister a report on its proceedings and on the management of the technician, together with the duly audited annual financial statements in respect of the preceding calendar/cum financial year in both official languages.

(5) (a) 'n Donateur is geregtig op een stem plus 'n bykomende stem vir elke volle bedrag van R5 000 bo R5 000 wat aan die technikon geskenk is of waarvan die skenking aan die technikon in gereelde paaiemente oor 'n tydperk van hoogstens vier jaar onderneem is. Sodanige tydperk van vier jaar begin op die datum van ontvangs van die eerste paaiement of die betaling van die skenking, en die aantal stemme wat aldus verkry word, is beperk tot 50 per donateur: Met dien verstande dat 'n donateur net 'n stem ingevolge artikel 8 (1) (c) van die Wet het ten opsigte van die skenkings wat gedurende die tydperk van vier jaar onmiddellik voor die verkiesing gedoen is.

(b) 'n Oud-student is geregtig op een stem.

(6) (a) 'n Stembriefie word per geregistreerde pos aan die hoof teruggestuur.

(b) 'n Stembriefie wat na die datum van die verkiesing deur die hoof ontvang word, is ongeldig.

(7) By 'n verkiesing tree die hoof as kiesbeampte op en word hy deur twee stemopnemers wat hy benoem, bygestaan.

(8) Die hoof verklaar die persone wat die grootste aantal stemme verkry, behoorlik verkose, en, in die geval van 'n staking van stemme, word die uitslag beslis deur loting deur die hoof in teenwoordigheid van die twee stemopnemers bedoel in subregulasie (7).

Benoemde plaaslike bestuur en ander liggame

3. Die raad moet 'n lys van plaaslike besture of ander liggame wat die Minister kragtens artikel 8 (1) (d) van die Wet kan benoem vir verteenwoordiging in die raad, aan die Minister voorlê vir oorweging deur hom en as riglyn vir hom.

Onslag van raadslede

4. 'n Lid van die raad, uitgesonderd die hoof, ontruim sy amp indien—

(a) hy sonder toestemming van die raad van drie agtereenvolgende vergaderings van die raad afwesig is;

(b) hy insolvent raak;

(c) hy skuldig bevind word aan 'n misdryf waarby oneerlikheid betrokke is of aan enige ander misdryf waarvoor hy tot gevangenisstraf sonder die keuse van 'n boete gevonnis word;

(d) hy as gevolg van 'n geestesswakheid of siekte of liggaamlike swaakheid of siekte onbekwaam word om sy ampspligte na te kom; of

(e) hy in die diens van die technikon van wie se raad hy 'n lid is, aangestel word: Met dien verstande dat hierdie paragraaf subregulasie nie van toepassing is nie op 'n dosent van 'n technikon wat ingevolge artikel 8 (1) (d) van die Wet die akademiese raad van die technikon en technikonpersoneelverenigings goedgekeur deur die Minister, in die raad verteenwoordig.

State en verslae

5. Die raad moet voor of op 30 April van elke jaar 'n verslag in tienvoud oor sy verrigtinge en oor die bestuur van die technikon, tesame met die behoorlik geouditeerde finansiële jaarstate ten opsigte van die voorafgaande kalender-/cum finansiële jaar, in beide amptelike tale aan die Minister stuur.

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CHAPTER II

APPOINTMENT OF PRINCIPAL

6. (1) A vacant post of principal shall be advertised in the manner determined by the council.

(2) The relevant particulars of all candidates applying for the vacant post and the council's reasons for the selection of a particular candidate shall be submitted to the Minister for approval.

(3) The person appointed shall be informed of his appointment in writing by the chairman of the council.

CHAPTER III

CONDITIONS OF SERVICE OF STAFF

Duties of principal and other employees

7. (1) The principal is the chief executive and chief academic officer of the council and is directly responsible to the council.

(2) The duties and hours of attendance of every employee of the technikon shall be determined by the council.

(3) The normal duties of a member of the teaching and research staff shall include teaching and examining students and the monitoring of research students and students completing their in-service training, the promotion and extension of knowledge in his particular field of study through research and publication, sharing in the control and administration of his department, invigilation during examinations and participating in official activities of the technikon including those of the academic board and other committees to which he is appointed.

(4) The council or the principal may require an employee temporarily to perform duties other than those ordinarily entrusted to such employee.

Appointments

8. (1) No person shall be appointed, transferred or promoted to a post as a permanent member of staff, whether on probation or otherwise, unless such person—

(a) satisfies the language qualifications as determined by the council; and

(b) can furnish proof to the satisfaction of the council that he is free from any disease or physical or mental defect which could interfere with the proper performance of his duties at the technikon or could necessitate his retirement from the staff of the technikon before he reaches the retirement age contemplated in regulation 14.

(2) (a) The initial appointment of a person as a permanent employee shall be subject to a period of probation of not less than 12 months.

(b) The promotion or transfer of a permanent employee to another post shall not be subject to a period of probation unless the council determines a probation period in a particular case.

HOOFSTUK II

AANSTELLING VAN HOOF

6. (1) 'n Vakante pos van hoof word geadverteer op die wyse deur die raad bepaal.

(2) Die tersaaklike besonderhede van alle kandidate wat om die vakante pos aansoek doen en die raad se redes vir die keuse van 'n bepaalde kandidaat word aan die Minister vir goedkeuring voorgeleë.

(3) Die persoon wat aangestel word, word skriftelik deur die voorsitter van die raad van sy aanstelling in kennis gestel.

HOOFSTUK III

DIENSVOORWAARDES VAN PERSONEEL

Pligte van hoof en ander werknemers

7. (1) Die hoof is die hoof uitvoerende en hoof akademiese beampste van die raad en is regstreeks aan die raad verantwoordelik.

(2) Die pligte en diensure van elke werknemer van die technikon word deur die raad bepaal.

(3) Die normale pligte van 'n lid van die doserende en navorsingspersoneel sluit in die onderrig en eksaminering van studente en die monitor van navorsingstudente en studente wat hul indiensopleiding voltooi, die bevordering en uitbreiding van kennis op sy bepaalde studiegebied deur navorsing en publikasie, deling in die beheer en administrasie van sy departement, toesighouding tydens eksamens en deelname aan amptelike aktiwiteite van die technikon insluitende dié van die akademiese raad en ander komitees waarin hy aangestel word.

(4) Die raad of die hoof kan 'n werknemer aansê om tydelik ander pligte te verrig as dié wat gewoonlik aan sodanige werknemer opgedra word.

Aanstellings

8. (1) Niemand word, hetsy op proef of andersins, as 'n permanente lid van die personeel in 'n pos aangestel, na 'n pos oorgeplaas of tot 'n pos bevorder nie, tensy sodanige persoon—

(a) voldoen aan die taalvereistes soos deur die raad bepaal; en

(b) tot bevrediging van die raad bewys kan lewer dat hy vry van enige siekte of liggaams- of geestesgebrek is wat inbreuk kan maak op die behoorlike uitvoering van sy pligte by die technikon of wat sy aftrede uit die personeel van die technikon voor bereiking van die aftreeouderdom beoog in regulasie 14 kan noodsaak.

(2) (a) Die aanvanklike aanstelling van 'n persoon as 'n permanente werknemer is aan 'n proeftydperk van minstens 12 maande onderworpe.

(b) Die bevordering of oorpasing van 'n permanente werknemer na 'n ander pos is nie aan 'n proeftydperk onderworpe nie, tensy die raad in 'n besondere geval 'n proeftydperk vasstel.

(3) If the principal certifies that during the period of probation or extended probation the permanent employee concerned has been diligent and his conduct uniformly satisfactory and that he is in all respects suitable for the post which he holds, the council may, if the employee has complied with all the conditions to which his appointment, transfer or promotion was subject, confirm the appointment, transfer or promotion.

(4) If a probationary appointment, transfer or promotion is not confirmed the council may call for written submissions from the principal and from the permanent employee concerned and may, after consideration of any submissions received—

(a) extend the period of probation; or

(b) in the case of a person who, immediately prior to his probationary transfer or promotion, was a permanent employee of the technikon, but who was not a permanent employee on probation, transfer him back to his former post or place him in a post of equivalent grading on the salary which he would have earned in his former post.

(5) Save in respect of a person contemplated in sub-regulation (4) (b), the council may discharge a permanent employee serving on probation—

(a) by giving him a calendar month's written notice; or

(b) forthwith, if his conduct is unsatisfactory.

Appointments from the services of Government departments, administrations and institutions

9. If a person who is in the full-time employment of a department, body or institution with a pension or provident fund administered by the Government is appointed without a break in service to a post on the fixed establishment of the technikon, such appointment shall be regarded as a transfer for the payment of transfer expenses and for the purposes of pension.

CHAPTER IV

LEAVE AND LEAVE GRATUITIES

Classification of leave

10. (1) All absences from duty on leave are classified under one or more of the following headings:

- (a) Vacation leave.
- (b) Accumulative leave.
- (c) Sick leave with full pay.
- (d) Sick leave with half pay.
- (e) Sick leave without pay.
- (f) Special sick leave with full pay.
- (g) Special sick leave with half pay.
- (h) Special sick leave without pay.
- (i) Special leave with full pay.
- (j) Special leave without pay.

(2) All unauthorised absences from duty shall, apart from any disciplinary steps which may be taken against an employee, be deemed to be special leave without pay unless the council determines otherwise.

(3) Indien die hoof sertifiseer dat die betrokke permanente werknemer gedurende die proeftydperk of verlengde proeftydperk ywerig was en sy gedrag deurentyd bevredigend was en dat hy in alle opsigte geskik is vir die pos wat hy beklee, kan die raad, indien die werknemer voldoen het aan al die voorwaardes waaraan sy aanstelling, oorpasing of bevordering onderworpe was, die aanstelling, oorpasing of bevordering bekragtig.

(4) Indien 'n proefaanstelling, -oorpasing of -bevordering nie bekragtig word nie, kan die raad skriftelike vertoë deur die hoof en deur die betrokke permanente werknemer aanvra en, na oorweging van enige vertoë wat ontvang is—

(a) die proeftydperk verleng; of

(b) in die geval van 'n persoon wat onmiddellik voor sy proefoorpasing of -bevordering 'n permanente werknemer van die technikon was, maar wat nie 'n permanente werknemer op proef was nie, hom terugplaas na sy vorige pos of hom plaas in 'n pos met 'n gelykwaardige gradering teen die salaris wat hy in sy vorige pos sou verdien het.

(5) Behalwe ten opsigte van 'n persoon in subregulasie (4) (b) bedoel, kan die raad 'n permanente werknemer wat op proef dien—

(a) ontslaan deur hom 'n kalendermaand skriftelik kennis te gee; of

(b) summier ontslaan as sy gedrag onbevredigend is.

Aanstellings uit die diens van Staatsdepartemente, -administrasies en -inrigtings

9. Indien 'n persoon wat voltyds in diens is van 'n departement, liggaam of inrigting wat 'n pensioen- of voorsorgfonds het wat deur die Staat geadministreer word, sonder onderbreking van diens aangestel word in 'n pos op die vaste diensstaat van die technikon, word sodanige aanstelling vir die betaling van oorpasingkoste en vir pensioendoelindes geag 'n oorpasing te wees.

HOOFSTUK IV

VERLOF EN VERLOFGRATIFIKASIES

Indeling van verlof

10. (1) Alle afwesighede van diens met verlof word onder een of meer van die volgende hoofde ingedeel:

- (a) Vakansieverlof.
- (b) Oplopende verlof.
- (c) Siekteverlof met volle betaling.
- (d) Siekteverlof met halwe betaling.
- (e) Siekteverlof sonder betaling.
- (f) Spesiale siekteverlof met volle betaling.
- (g) Spesiale siekteverlof met halwe betaling.
- (h) Spesiale siekteverlof sonder betaling.
- (i) Spesiale verlof met volle betaling.
- (j) Spesiale verlof sonder betaling.

(2) Alle ongemagtigde afwesighede van diens word, afgesien van tugstappe wat teen 'n werknemer gedoen kan word, geag spesiale verlof sonder betaling te wees, tensy die raad anders bepaal.

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Grouping of employees for leave purposes

11. (1) Employees shall for the purpose of leave provision be classified in the undermentioned groups and shall be granted leave accordingly:

GROUP A**Members of teaching and research staff**

(a) Vacation leave with full pay—for periods as approved by the council during technikon holidays, not exceeding, in the aggregate, 56 days per annum: Provided that the council may, in special circumstances, approve that such leave be taken in whole or in part during periods other than technikon holidays.

(b) Accumulative leave—such leave shall accrue at the rate of 15 days per annum, with full pay.

GROUP B**Members of administrative and auxiliary staff other than those provided for in Group C**

(a) Vacation leave with full pay—for periods as approved by the council during technikon holidays, not exceeding, in the aggregate, 42 days per annum: Provided that the council may, in special circumstances, approve that such leave be taken in whole or in part during periods other than technikon holidays.

(b) Accumulative leave—such leave shall accrue at the rate of 12 days per annum, with full pay.

GROUP C**Members of general, artisan and maintenance staff and labourers except employees whose conditions of service have been determined in terms of industrial or similar agreements and who are normally required to remain on duty during technikon holidays**

Vacation leave with full pay—for such periods, as approved by the council, not exceeding, in the aggregate 36 days per annum: Provided that, notwithstanding anything to the contrary in these regulations, the council may in its discretion convert in general up to one third of such leave annually into accumulative leave.

(2) Sick leave for groups A, B and C in each cycle with—

(a) full pay for 90 days; and

(b) half pay for 90 days.

(3) Notwithstanding anything to the contrary in these regulations, special leave with or without pay may be granted to an employee by the council.

(4) Accumulative leave standing to the credit of any employee on 1 January of each year shall be recorded in the leave register, and in recording such credit any part of a day shall be reckoned as one day.

(5) If there is a change in the classification of an employee for leave purposes—

(a) he shall retain the accumulated leave credit which accrued during his service in the previous group or groups; and

Indeling van werknemers vir verlofdoeleindes

11. (1) Werknemers word vir doeleindes van verlofvoorsiening in ondergemelde groepe ingedeel en verlof word dienooreenkomstig aan hulle toegestaan:

GROEP A**Lede van doserende en navorsingspersoneel**

(a) Vakansieverlof met volle betaling—vir tydperke, wat die raad goedkeur, gedurende technikonvakansies wat in die geheel nie 56 dae per jaar oorskry nie: Met dien verstande dat die raad in spesiale omstandighede kan goedkeur dat sodanige verlof in die geheel of gedeeltelik tydens ander tydperke as technikonvakansies geneem kan word.

(b) Ooplopende verlof—sodanige verlof loop op teen 15 dae per jaar met volle betaling.

GROEP B**Lede van administratiewe en hulppersoneel, uitgesonderd dié vir wie in Groep C voorsiening gemaak word**

(a) Vakansieverlof met volle betaling—vir tydperke, wat die raad goedkeur, gedurende technikonvakansies, wat in die geheel nie 42 dae per jaar oorskry nie: Met dien verstande dat die raad in spesiale omstandighede kan goedkeur dat sodanige verlof in die geheel of gedeeltelik tydens ander tydperke as technikonvakansies geneem kan word.

(b) Ooplopende verlof—sodanige verlof loop op teen 12 dae per jaar met volle betaling.

GROEP C**Lede van algemene, ambags- en instandhoudingspersoneel en arbeiders, behalwe werknemers wie se diensvoorwaardes ingevolge nywerheids- en soortgelyke ooreenkomste bepaal is en van wie gewoonlik vereis word om gedurende technikonvakansies op diens te bly**

Vakansieverlof met volle betaling—vir sodanige tydperke as wat die raad goedkeur wat in die geheel nie 36 dae per jaar oorskry nie: Met dien verstande dat, ondanks andersluidende bepalings van hierdie regulasies, die raad in sy diskresie jaarliks in die algemeen tot een derde van sodanige verlof in ooplopende verlof kan omskep.

(2) Siekteverlof vir groepe A, B en C in elke tydkring—

(a) met volle betaling vir 90 dae; en

(b) met halwe betaling vir 90 dae.

(3) Ondanks andersluidende bepalings in hierdie regulasies, kan spesiale verlof met of sonder betaling deur die raad aan 'n werknemer toegestaan word.

(4) Ooplopende verlof wat 'n werknemer op 1 Januarie van elke jaar tot sy krediet het, word in die verlofregister aangeteken, en by die aantekening van sodanige krediet word enige gedeelte van 'n dag as een dag gereken.

(5) Indien daar 'n verandering in 'n werknemer se indeling vir verlofdoeleindes is—

(a) behou hy die ooplopende verlofkrediet wat gedurende sy dienstydperk in die vorige groep of groepe opgeloop het; en

324 (b) the leave privileges of the new group shall become applicable to him from the first day of the calendar month during which such change in classification becomes effective.

(6) Unused vacation leave for a particular calendar year shall lapse at the end of that calendar year and shall not be carried forward to the next calendar year.

Leave a privilege

12. (1) The leave provided for in these regulations is a privilege and is granted with due regard to the exigencies of the technikon.

(2) Leave cannot be claimed as a right and when an employee leaves the service of the technikon for any reason whatsoever his leave shall lapse on the last day of his service and he cannot claim payment in respect of the cash value of leave standing to his creditor: Provided that the provisions of this regulation shall not preclude—

(a) the payment of a leave gratuity in terms of regulation 13; and

(b) the reinstatement of a leave credit upon the reappointment of a former employee.

Leave gratuities

13. Accumulative leave standing to the credit of an employee may, with the approval of the council, be taken in the form of leave by such employee or may upon retirement be paid out to him in the form of a leave gratuity *mutatis mutandis* on the basis applicable to an officer or employee appointed in terms of the Public Service Act, 1984 (Act No. 111 of 1984).

Retirement age

14. (1) The date of retirement of an employee of a technikon who is a member of—

(a) the teaching and research staff shall be the first day of the calendar year immediately following the calendar year in which he attains the age of 60 years; and

(b) any other group of employees shall be the first day of the calendar month immediately following the calendar month in which he attains the age of 60 years.

(2) On application by an employee the council may extend the service of such employee after his date of retirement for any period up to the first day of the calendar month immediately following the calendar month in which he attains the age of 65 years.

(3) An employee who was appointed before the first day of January 1956 and who on or after the said date in the case of a male attains the age of 60 years, or in the case of a female the age of 55 years, shall have the right to be retired on pension—

(a) on the day on which he attains the said age, should he attain such age on the first day of any calendar month;

(b) word die nuwe groep se verlofvoorregte op hom van toepassing vanaf die eerste dag van die kalendermaan waartydens sodanige verandering in indeling van krag word.

(6) Ongebruikte vakansieverlof vir 'n bepaalde kalenderjaar verval aan die einde van daardie kalenderjaar en word nie oorgedra na die volgende kalenderjaar nie.

Verlof 'n vergunning

12. (1) Die verlof waarvoor in hierdie regulasies voorsiening gemaak word, is 'n vergunning en word met behoorlike inagneming van die behoeftes van die technikon toegestaan.

(2) Verlof kan nie as 'n reg geëis word nie en wanneer 'n werknemer die diens van die technikon om watter rede ook al verlaat, verval sy verlof op die laaste dag waarop hy in diens is en kan hy nie betaling ten opsigte van die kontantwaarde van verlof wat hy tot sy krediet het, eis nie: Met dien verstande dat die bepalinge van hierdie regulasies nie verhoed nie dat—

(a) 'n verlofgratifikasie ingevolge regulasie 13 betaal word; en

(b) 'n verlofkrediet by die heraanstelling van 'n vorige werknemer herstel word.

Verlofgratifikasies

13. Oplopende verlof wat 'n werknemer tot sy krediet het, kan met die goedkeuring van die raad deur sodanige werknemer as verlof geneem word of by sy aftrede aan hom uitbetaal word in die vorm van 'n verlofgratifikasie *mutatis mutandis* op die grondslag wat van toepassing is op 'n beampte of werknemer wat kragtens die Staatsdienswet, 1984 (Wet No. 111 van 1984), aangestel is.

Aftreeouderdom

14. (1) Die datum van aftrede van 'n werknemer van 'n technikon wat 'n lid is van—

(a) die doserende en navorsingspersoneel, is die eerste dag van die kalenderjaar wat onmiddellik volg op die kalenderjaar waarin hy die ouderdom van 60 jaar bereik; en

(b) enige ander groep werknemers, is die eerste dag van die kalendermaand wat onmiddellik volg op die kalendermaand waarin hy die ouderdom van 60 jaar bereik.

(2) Op aansoek van 'n werknemer kan die raad die diens van sodanige werknemer na die datum van sy aftrede verleng vir enige tydperk tot die eerste dag van die kalendermaand wat onmiddellik volg op die kalendermaand waarin hy die ouderdom van 65 jaar bereik.

(3) 'n Werknemer wat voor die eerste dag van Januarie 1956 aangestel is en wat op of na gemelde datum, in die geval van 'n man, die ouderdom van 60 jaar of, in die geval van 'n vrou, die ouderdom van 55 jaar bereik, het die reg om met pensioen af te tree—

(a) op die dag waarop hy gemelde ouderdom bereik, indien hy sodanige ouderdom op die eerste dag van enige kalendermaand bereik;

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(b) on the first day of the calendar month immediately following the calendar month in which he attains the said age should he attain such age after the first day of the calendar month; or

(c) on the first day of any calendar month after the calendar month in which he attains such age:

Provided that he shall give the council at least one calendar month's written notification of his intention to be retired on pension: Provided further that he shall be retired not later than the first day of the calendar month immediately following the calendar month in which he attains the age of 65 years.

(4) An employee who was appointed on or after the first day of January 1956, but before the date of publication of these regulations, shall have the right to retain his retirement age of 65 years, in which case he shall be retired on the first day of the calendar month immediately following the calendar month in which he attains the age of 65 years: Provided that such employee may also elect to retire on the first day of any calendar month after the calendar month in which he attains the age of 60 years: Provided further that he shall give the council at least three calendar months' written notification of his intention so to retire.

(5) The council may, notwithstanding anything to the contrary contained in subregulations (1), (2), (3) and (4), retain the service of a permanent employee beyond the prescribed age of retirement for a further period not exceeding one year at a time.

Withdrawal of regulations

15. The regulations published under Government Notice No. R. 18 dated 2 January 1970, as amended by Government Notice No. R. 910 dated 27 April 1979, are hereby withdrawn.

DEPARTMENT OF AGRICULTURE

No. R. 341

22 February 1991

LIQUOR PRODUCTS ACT, 1989 (ACT No. 60 of 1989)

AUTHORISATION TO SELL SACRAMENTAL BEVERAGE

I, Jacob de Villiers, Minister of Agriculture, acting under section 10 (1) (a) of the Liquor Products Act, 1989 (Act No. 60 of 1989) hereby—

(a) grant the authority specified in the Schedule; and

(b) repeal Government Notices Nos. R. 2720 of 14 December 1984, R. 2867 of 28 December 1984, R. 337 of 15 February 1985, R. 1601 of 1 August 1986, R. 837 of 16 April 1987 and R. 548 of 25 March 1988.

J. DE VILLIERS,
Minister of Agriculture.

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(b) op die eerste dag van die kalendermaand wat onmiddellik volg op die kalendermaand waarin hy gemelde ouderdom bereik, indien hy sodanige ouderdom na die eerste dag van die kalendermaand bereik; of

(c) op die eerste dag van enige kalendermaand na die kalendermaand waarin hy sodanige ouderdom bereik:

Met dien verstande dat hy die raad minstens een kalendermaand skriftelik kennis van sy voorneme om met pensioen af te tree moet gee: Met die verstande voorts dat hy nie later nie as die eerste dag van die kalendermaand wat onmiddellik volg op die kalendermaand waarin hy die ouderdom van 65 jaar bereik, moet aftree.

(4) 'n Werknemer wat op of na die eerste dag van Januarie 1956, maar voor die datum van publikasie van hierdie regulasies, aangestel is, het die reg om sy aftreeouderdom van 65 jaar te behou, in welke geval hy aftree op die eerste dag van die kalendermaand wat onmiddellik volg op die kalendermaand waarin hy die ouderdom van 65 jaar bereik: Met dien verstande dat sodanige werknemer ook die keuse het om af te tree op die eerste dag van enige kalendermaand na die kalendermaand waarin hy die ouderdom van 60 jaar bereik: Met dien verstande voorts dat hy die raad minstens drie kalendermaande skriftelik kennis moet gee van sy voorneme om aldus af te tree.

(5) Die raad kan, ondanks die bepaling van subregulasies (1), (2), (3) en (4), die dienste van 'n permanente werknemer na die voorgeskrewe aftree ouderdom behou vir 'n verdere tydperk van hoogstens een jaar op 'n slag.

Herroeping van regulasies

15. Die regulasies uitgevaardig by Goewermentskennisgewing No. R. 18 van 2 Januarie 1970, soos gewysig by Goewermentskennisgewing No. R. 910 van 27 April 1979, word hierby herroep.

DEPARTEMENT VAN LANDBOU

No. R. 341

22 Februarie 1991

WET OP DRANKPRODUKTE, 1989 (WET No. 60 van 1989)

MAGTIGING OM SAKRAMENTELE DRANK TE VERKOOP

Ek, Jacob de Villiers, Minister van Landbou, handelende kragtens artikel 10 (1) (a) van die Wet op Drankprodukte, 1989 (Wet No. 60 van 1989)—

(a) verleen hierby die magtiging in die Bylae vermeld; en

(b) herroep hierby Goewermentskennisgewings Nos. R. 2720 van 14 Desember 1984, R. 2867 van 28 Desember 1984, R. 337 van 15 Februarie 1985, R. 1601 van 1 Augustus 1986, R. 837 van 16 April 1987 en R. 548 van 25 Maart 1988.

J. DE VILLIERS,
Minister van Landbou.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr. Chairman, I do not want to waste my time with a clown.

Mr. Y. M. MARKDA: Mr. Chairman, on a point of order: The hon. the Leader of the Official Opposition has used the term "clown". Is he referring to the hon. the Minister of Health Services and Welfare?

THE CHAIRMAN OF THE HOUSE: Order! Did the hon. the Leader of the Official Opposition use the word "clown"?

THE LEADER OF THE OFFICIAL OPPOSITION: Yes, Mr. Chairman, but I was not referring to the hon. the Minister.

THE CHAIRMAN OF THE HOUSE: Order! The hon. the Leader of the Official Opposition must not play around with words. He must withdraw that word.

THE LEADER OF THE OFFICIAL OPPOSITION: I withdraw it unconditionally, Mr. Chairman.

My further question is this: What if the hon. the State President's rule book, referred to by the hon. the Minister, does not allow for such expenditure? Secondly, in order to avoid being accused of mistaking Parliament, would the hon. the Minister be prepared to let this matter be adjudicated by the Advocate-General of the Republic of South Africa?

THE MINISTER OF THE BUDGET AND AUXILIARY SERVICES: Mr. Chairman, as far as the concerned provisions 4.1.1.1 and 5.1.1 in "Conditions for Ministers" clearly indicates what the position in this regard is, I am sure the hon. the Leader of the Official Opposition knows about them. [Interjections.]

The hon. the Leader of the Official Opposition asked whether the hon. the State President allows this or not. We have cleared up that aspect, but what confuses me so much is that the very thing he is questioning me about now is in fact what he was doing when he was Chairman of the Ministers' Council. I can vouch for that because I was a Minister under his chairmanship. What we have done is nothing new. As far as payment for travelling and hotel expenses is concerned for attending party congresses is permissible, it has been cleared with the hon. the State President.

Minister of National Education.

(a), (b) (i) and (ii) fall away.

(2) No. Mr. K. PANDAY: Mr. Chairman, arising from the hon. the Minister's reply, the hon. the Minister or the Department of Education and Culture sent out a circular to the schools to carry out a survey in this respect. What was the result of this survey?

THE MINISTER OF EDUCATION AND CULTURE: Mr. Chairman, arising from the answer, I should not be replying to the hon. member for Kerevor Hills, because his question does not pertain to this matter but, for additional information, I would like to say that a circular has been sent out to schools, asking whether there are people who are 55 years and older, who would like to retire, either because of illness or perhaps because of the burn-out situation in schools, and we have received a response. We have identified 488 such educators who have stated that they would like to retire early.

Mr. K. PANDAY: Mr. Chairman, further arising from the hon. the Minister's reply, was the intention to allow these people to retire early just on an interim basis—an immediate basis—or on a permanent basis? THE MINISTER: Mr. Chairman, the situation arose when it was stated that according to the standard formula we had too many teachers. It was stated precisely what we intended doing about this particular excess of teachers in terms of the standard formula. It was therefore decided to carry out this exercise. This is one-off. It will not be carried out all the time. If, of course, there are teachers who would like to go out on the burn-out clause, provision exists in the Indian administration, and in terms of the Indians Education Act of 1965 it will be done.

Mr. K. PANDAY: Mr. Chairman, further arising from the hon. the Minister's reply, I read the word interim, and I think the hon. the Minister has confirmed that this exercise is one-off which will not be carried out again, which means that 55 years will not be the rule. I take it this is an exception to the rule!

THE MINISTER: Mr. Chairman, the situation arose when many educators applied for boarding. Educators in our division found that they would like to have early retirement, and that

they have been requesting this for more than a period of 15 years. Having accumulated this information, we thought it was the right time to allow those people, who have served education for so long, to leave honourably at this particular stage. As I have said, this is an accumulated factor. So, if there is a similar accumulated factor 15 to 20 years from now, the situation could arise again and we may address the situation at that time.

Mr. M. RAJAB: Mr. Chairman, arising out of the hon. the Minister's answer, could the please tell us what the cost implications of such a move will be?

THE MINISTER: Mr. Chairman, I will give the round figures as closely as possible to the precise figures. If the hon. member for Springfield wants precise figures, he will have to put his request in writing.

A figure of R10 500 million is to be paid to people who are retiring early. Opposed to that it will cost us an amount of R14 500 000 in wages if we are to do this. Savings will consist of an amount of approximately R3 700 000 because the younger educators will be paid far less than the older educators. It will therefore be a saving for my Department.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr. Chairman, further arising from the answer given by the hon. the Minister, with reference to the provision in the Indus Education Act that the hon. the Minister must in consultation with his colleague, be the Minister of National Health, because it is a question of early retirement on the grounds of ill health, boarding, etc. I would like to know whether that hon. Minister was consulted?

THE MINISTER: Mr. Chairman, the Acting Chief Executive Director of the Department of Education, Mr. M. Pithy, is in charge of administration. This is an administrative matter. It is not a policy decision which personally administers in minute detail. Therefore that particular aspect would be left in his hands. I am sure he will do the right thing. If it was necessary to contact me or discuss this with the hon. the Minister of National Health, they would have done so.

Staffing divisions persons employed 245/2 (a) 3. Mr. K. PANDAY asked the Minister of the Budget and Auxiliary Services: 324

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(1) How many persons are employed by the staffing division of the Department of Education and Culture and (b) what are the (i) ranks and (ii) qualifications of the three most senior personnel;

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

THE MINISTER OF THE BUDGET AND AUXILIARY SERVICES:

DIZEE

(1) (a) None.
 (b) (i) and (ii) fall away.
 (2) No.

MR K PANDAY: Mr Chairman, arising from the answer that has been given, could the hon the Minister supply me with information with regard to how many members of the personnel in his department are employed in the staffing division of the Department of Education and Culture?

THE MINISTER OF THE BUDGET AND AUXILIARY SERVICES: Mr Chairman, with regard to the question posed by the hon member about those employed in the Department of Education and Culture, and of course I have given him the answer, no one is employed in that division. The staffing work is done by the

officials in the Budget and Auxiliary Services. To assist the hon member I will certainly give the required information.

The Department of Budgetary and Auxiliary Services renders administrative and auxiliary services to all departments in the administration. Insofar as the handling of staffing relating to CS educators is concerned, this function is undertaken by the component Directorate: Personnel of my department, which consists of a staff complement of 32. The ranks of the three most senior personnel are Assistant Director: Personnel Management, Control Personnel Officer and Personnel Practitioner, and their qualifications are the Senior Certificate. I hope this satisfies the hon member.

MR K PANDAY: Mr Chairman, further arising from that answer, is the hon the Minister aware that the personnel employed in this particular section are not performing their work productively?

THE MINISTER: Mr Chairman, I am not aware of that. As far as I am concerned the administration is functioning extremely well. I have no problem whatsoever with my personnel in that section. They are most efficient and work very closely with the Department of Education and Culture.

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QUESTIONS

† Indicates translated version.

For written reply:

General Affairs:

HHV positive: number of persons

36. MR M J ELLIS asked the Minister of National Health:

How many (a) White, (b) Black, (c) Coloured and (d) Indian persons in the Republic tested HIV positive in 1990?

100,500 2,712 191

THE MINISTER OF NATIONAL HEALTH:

Figures by year are not available. The cumulative total of HIV positive cases as on 30 January 1991 is as follows:

- (a) 1 288 White
- (b) 4 113 Black
- (c) 173 Coloured, and
- (d) 39 Indian.

Occupational diseases: benefits payable

43. MR J J WALSH asked the Minister of National Health: 100,500 2,712 191

(1) (a) (i) What are the benefits payable in terms of the Occupational Diseases in Mines and Works Act, No 78 of 1973, to persons found, after the commencement of the Act, to be suffering from compensable diseases and (ii) in respect of what date is this information furnished and (b) when were these benefits last revised?

(2) whether consideration will be given to removing the disparity in the benefits paid at present; if so, (a) when and (b) how will benefits be equalised; if not, why not?

100,500 2,712 191
THE MINISTER OF NATIONAL HEALTH:

	Whites	Coloureds and Indians
Compensatable diseases (First degree)	R27 342	R16 485
Compensatable diseases (Second degree)	R30 410	R29 634
Tuberculosis	R11 574	R6 544
Compensatable disease plus Tuberculosis	R3 695	R3 695
Compensatable disease plus Tuberculosis	R4 611	R2 096

(i) 13 July 1990 and (b) 13 July 1990 in terms of Amendment Act No 117 of 1990.

(2) (a) yes, as soon as an actuarial report is submitted, a suitable draft amendment bill will be submitted to Parliament with the purpose of eliminating differences and (b) the best method of equalisation will be found and applied.

Sponsor: claims lodged

71. ADV J J S PRINSLOO asked the Minister of Mineral and Energy Affairs and Public Enterprises: 100,500 2,712 191

(a) What was the total amount of the claims lodged by users and insurers against Spoornet during the period 1 April 1990 up to and including 1 January 1991 as a result of the disappearance of goods transported by train in the Republic and (b) what were the total amounts for the corresponding periods in 1986-87, 1987-88, 1988-89 and 1989-90, respectively?

THE MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:

(a) and (b) Information pertaining to claims as a result of theft is of a sensitive nature and can be used against Spoornet by competitors. Therefore, such information has not been disclosed or published since the corporatisation of Transnet.

Surplus of 1 000 teachers

*27. Mr R M BURROWS asked the Minister of Finance: *Hansard 5/3/71* (324)

- (1) Whether he recently made the statement that the Department of Education and Culture of the House of Delegates had a surplus of 1 000 teachers; if so, how was this figure arrived at;

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- (2) whether he or his Department has a comparable figure for the Department of Education and Culture of the House of Assembly; if so, what is this figure;
- (3) whether his Department has taken or intends to take any steps in this regard; if not, why not; if so, what steps;
- (4) whether he will make a statement on the matter? (324)

B380E

The MINISTER OF FINANCE:

- (1) No, but I did ask the question if it was true that there were well in excess of 1 000 teachers too many in Indian education. The relevant quotation from Hansard col 1219 is as follows: "Is it true or not that there are well in excess of 1 000 teachers too many in Indian education — . . ."
- (2) No. *Hansard 5/3/71*.
- (3) No—it is a matter related to the formula(e), according to which inter alia the global amount which has been budgeted for Education is divided among the several education departments.
- (4) No—I suggest that the honourable member discuss the working of these formulae and relevant matters with the Minister of National Education.

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THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, I do not want to waste my time with a clown.

Mr Y M MARKDA: Mr Chairman, on a point of order: The hon the Leader of the Official Opposition has used the term "clown". Is he referring to the hon the Minister of Health Services and Welfare?

THE CHAIRMAN OF THE HOUSE: Order! Did the hon the Leader of the Official Opposition use the word "clown"?

THE LEADER OF THE OFFICIAL OPPOSITION: Yes, Mr Chairman, but I was not referring to the hon the Minister.

THE CHAIRMAN OF THE HOUSE: Order! The hon the Leader of the Official Opposition must not play around with words. He must withdraw that word.

THE LEADER OF THE OFFICIAL OPPOSITION: I withdrew it unconditionally, Mr Chairman.

My further question is this: What is the hon the State President's rule book, referred to by the hon the Minister, does not allow for such expenditure? Secondly, in order to avoid being accused of misleading Parliament, would the hon the Minister be prepared to let this matter be adjudicated by the Advocate-General of the Republic of South Africa?

THE MINISTER OF THE BUDGET AND AUXILIARY SERVICES: Mr Chairman, as far as we are concerned, provisions 4.1.1.1 and 5.1.1 in "Guidelines for Ministers" clearly indicates what the position in this regard is. I am sure the hon the Leader of the Official Opposition knows about them. [Interjections.]

The hon the Leader of the Official Opposition asked whether the hon the State President allows this or not. We have cleared up that aspect, but what confuses me so much is that the very thing he is questioning the about now is in fact what he was doing when he was Chairman of the Ministers Council. I can vouch for that because I was a Minister under his chairmanship. What we have done is nothing new. As far as payment for travelling and hotel expenses is concerned for attending party congresses is permissible. It has been cleared with the hon the State President.

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Minister of National Education.

(a) (i) (j) and (ii) fall away.

(2) No.

Mr K PANDAY: Mr Chairman, arising from the hon the Minister's reply, the hon the Minister or the Department of Education and Culture sent out a circular to the schools to carry out a survey in this respect. What was the result of this survey?

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, arising from the answer, I should not be replying to the hon member for Reservoir Hills, because his question does not pertain to this matter but, for additional information, I would like to say that a circular has been sent out to schools, asking whether there are people who are 55 years and older, who would like to retire, either because of illness or perhaps because of the burn-out situation in schools, and we have received a response. We have identified 488 such educators who have stated that they would like to retire early.

Mr K PANDAY: Mr Chairman, further arising from the hon the Minister's reply, was the intention to allow these people to retire early just on an interim basis—an immediate basis—on a permanent basis?

THE MINISTER: Mr Chairman, the situation arose when it was stated that according to the standard formula we had too many teachers. It was stated precisely what we intended doing about this particular excess of teachers in terms of the standard formula. It was therefore decided to carry out this exercise. This is one-off. It will not be carried out all the time. If, of course, there are teachers who would like to go out on the burn-out clause, provision exists in the Indian administration, and in terms of the Indians Education Act of 1965 it will be done.

Mr K PANDAY: Mr Chairman, further arising from the hon the Minister's reply, I used the word interim, and I think the hon the Minister has confirmed that this exercise is one-off which will not be carried out again, which means that 55 years will not be the rule. I take it this is an exception to the rule?

THE MINISTER: Mr Chairman, the situation arose when many educators applied for boardings. Educators in our division found that they would like to have early retirement, and that

they have been requesting this for more than a period of 15 years. Having accumulated this information, we thought it was the right time to allow these people, who have served education for so long, to leave honourably at this particular stage. As I have said, this is an accumulated factor. So, if there is a similar accumulated factor 15 to 20 years from now, the situation could arise again and we may address the situation at that time.

Mr K PANDAY: Mr Chairman, arising out of the hon the Minister's answer, could he please tell us what the cost implications of such a move will be?

THE MINISTER: Mr Chairman, I will give the round figures as closely as possible to the precise figures. If the hon member for Springfield wants precise figures, he will have to put his request in writing.

A figure of R10 500 million is to be paid to people who are retiring early. Opposed to that it will cost us an amount of R14 300 000 in wages if we are to do this. Savings will consist of an amount of approximately R3 700 000 because the younger educators will be paid far less than we would be paying the older educators. It will therefore be a saving for my Department.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising from the answer given by the hon the Minister, with reference to the provision in the Indians Education Act that the hon the Minister must act in consultation with his colleagues, is the hon the Minister of National Health, because it is a question of early retirement on the grounds of ill health, boarding, etc, I would like to know whether that hon Minister was consulted?

THE MINISTER: Mr Chairman, the Acting Chief Executive Director of the Department of Education, Mr M Pillay, is in charge of administration. This is an administrative matter. It is not a policy decision which I personally administer in minute detail. Therefore that particular aspect would be left in his hands. I am sure he will do the right thing. If it was necessary to contact me or discuss this with the hon the Minister of National Health, they would have done so.

Staffing division persons employed 1989-90

3. Mr K PANDAY asked the Minister of the Budget and Auxiliary Services: 241/2 (1)

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THE LEADER OF THE OFFICIAL OPPOSITION: What about the Advocate-General?

THE MINISTER OF THE BUDGET AND AUXILIARY SERVICES: I have no problems with that whatsoever. If the hon leader wishes to do that, he can do so with the greatest of pleasure.

Mr M RAJAB: Mr Chairman, further arising from the hon the Minister's reply, could he please tell this House what the costs amounted to?

THE MINISTER OF THE BUDGET AND AUXILIARY SERVICES: Mr Chairman, unfortunately I do not have the information with me, because I am replying directly to the question, which was not related with the amount. But I will certainly furnish the hon member with the details if he is interested in the costs.

Mr M RAJAB: Mr Chairman, I am most certainly interested in the amount of the costs and, with respect, I believe that the hon the Minister's reply is unacceptable in that the hon the Minister does not have the information on costs available at the present time.

THE CHAIRMAN OF THE HOUSE: Order! I just want to remind the hon member for Springfield that he is permitted to question the hon the Minister arising from the reply.

Educators: retirement age

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

(1) Whether he intends reducing the retirement age of educators employed by his Department; if not, why not; if so, (a) when and (b) what is the proposed retirement age for: (i) female and (ii) male educators;

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

241/2 (1) DUE

THE MINISTER OF EDUCATION AND CULTURE:

(1) No. I am not empowered to do so. This is a National Education policy matter which is discussed by the Committee of Education Ministers under the Chairmanship of the

body would be receiving only 70% of the A factor, because that is the average at the moment. That means that the amount made available to Indian education would have to be reduced to 70% of the current total. This would have an enormous influence on Indian education as such. [Time expired.]

Debate concluded. *Harward*

INTERPELLATION

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

Own Affairs:

Junior primary teachers: shortage
 Mr M F CASSIM asked the Minister of Education and Culture: (324)

Whether he is taking any steps to address the shortage of junior primary teachers in schools under the control of this Department; if so, (a) what steps and (b) what is the extent of this shortage; if not, why not?

Harward 5/3/91

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THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the answer is yes. There are steps being taken, in the main, a continuation of the programme organised last year. A one-term course was held for teachers who were professionally qualified but who had no specialised training for junior primary work. This was an in-service course attended by 23 educators. It was held in the first term of 1990 at the Springfield College of Education. Superintendents were responsible for junior primary education. They undertook classroom visits during which demonstration lessons and guidance were given on a one-to-one basis on 94 occasions.

Workshops were held on a regular basis for periods of six weeks at a time in high-density or remote areas. Examples of these are Chatsworth, for third-year educators, Phoenix, also for third-year educators, and Pelican Park, for fifth-year educators. This is an ongoing process.

Last year, in 1990, 167 non-specialists were in charge of junior primary classes. This year information received thus far indicates a total of

76 non-specialists in charge of junior primary classes. I would like to add that at present there are 24 vacancies for teachers in junior primary education. At the end of 1990 no junior primary teachers were released from any teacher training institutions, and student teachers in their fourth year are continuing with their studies.

There is a total of 114 junior primary teachers in training in their first year. Of this total, 78 are training at the Springfield College of Education and 36 are training at the Transvaal College of Education in Laudium. That means that these makes will only qualify in 1995. At the Springfield College of Education, there are 60 Indians and 18 Blacks in this particular class, bringing the total number of Blacks at that institution to 32. At the Transvaal College of Education in Laudium, there are 30 Indians and 6 Blacks, bringing the total number of Blacks at that particular institution to 9. *Harward* (324)

Of the second-year students who are training as teachers, 65 educators will graduate from the Springfield College of Education in 1994, while 53 educators will be leaving the Transvaal College of Education in Laudium. This brings the total number of educators for 1994 to 100. In 1993, 37 junior primary teachers will graduate—a total of 32 from Springfield and five from Laudium. Next year, in 1992, there will be no junior primary teachers leaving the Springfield College of Education, but there will be 15 who will graduate from the college in Laudium, which brings the total to 15.

Mr Chairman, I would like to state that forward planning in this division has been lacking. Forward planning should have taken place five years ago, and we should have had 100 junior primary teachers leaving college now. However, forward planning has been lacking and this shows a lack of vision and foresight on the part of those people who administered education at that particular time.

This year we have made certain that that will not be the case five years hence. We have multiplied the quotient factor on a baby boom of 3 4/20 for 1990, and therefore there are sufficient teachers who will be ready to leave college in five years' time. We are looking into this problem, and we will definitely ensure that there are enough educators in the field of junior primary education for the future.

Education is a growing and volatile force. People are talking about the introduction of unitary education and the abolition of the Group Areas Act. We do not know how many people we will be having, but a continuous tally must be kept. Forward planning and the mobilisation of demographics in this particular area are therefore absolutely necessary. [Time expired.]

Mr M F CASSIM: Mr Chairman, I wish to assure the hon. the Minister of Education and Culture that when I put this question, it was not because I was contributing to the baby boom.

THE MINISTER OF EDUCATION AND CULTURE: It could be!

Mr M F CASSIM: Well, it could be!

Sir, the whole object was to focus on forward planning. There has to be proper forward planning. We also have to take cognisance of the fact that junior primary education is seen to be the least glamorous of all the openings in education, and it is at that point that one really has to focus on future planning.

The fact is that we also have quite a large attrition factor as far as junior primary education is concerned. A large number of these teachers are females who, once they marry, move off to other pastures. We therefore need to plan, not only for the growth in population density, but also to allow for teachers, even those who are presently in service, to obtain the necessary training so that they can be utilised in the field of junior primary education.

The bad part is that there are teachers who can teach from senior primary level up to junior secondary level, but when it comes to junior primary education—because of specialist skills and the psychology that is needed—quite often teachers are taken out of primary school education and fitted into junior primary education. That is like forcing square pegs into round holes.

I am satisfied that the hon. the Minister is critically aware of the need for forward planning. If there is forward planning, we can be guaranteed that five years hence we will not be saying what was said today, namely that there was no forward planning.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, we had a stupid system of admission with regard to colleges of education. If a person fell just within the cut-off point, he or

she qualified for admission. However, the deficiencies in certain areas of education, such as junior primary education, and the need for subjects such as physical science and domestic science were not taken into consideration. In the past few years the department has changed its admission policy. Admission to colleges of education is now determined by need.

In the *Ramoyana* there is a character called Janharvan who used to sleep for one year. The former Minister of Education and Culture and the former Chief Executive Director of Education and Culture could be likened to this character in that in their minds they were fast asleep. [Interjections.] The former Chairman of the Ministers' Council had to take personal responsibility to rectify this, as a result of which both of them competed to give evidence against me that we had interposed.

Nevertheless, we really have a problem and this problem is the result of a lack of forward planning on the part of officials at the time. There was also a time when there was an error in forward planning. The fact that there is a shortage of junior primary teachers does not mean that there are more little children, but that we did not train sufficient teachers in this particular category. It is definitely not that there are more children in the classroom, because statistics show that there is a decline in the birth rate as far as the Indian community is concerned. I see the hon. the Minister of Finance, who is the constitutional expert, is springing. If we are going to have a new vote on the minority system, on child production or on decision. [Interjections.]

Nevertheless I am appreciative of the fact that the Administration has analysed the problem. If there are errors in forward planning—there was an error in forward planning in 1983—as a result of which . . . [Time expired.]

Mr N SINGH: Mr Chairman, taking into consideration what the hon. the Minister of Education and Culture has said and seeing that the six p's come into play—the six p's being proper prior planning, preventing poor presentation, which we have today—I wish to state here this afternoon that the cause for concern and the reason for the shortage of junior teachers in our department goes beyond mere proper planning.

According to the information I have received, teachers at junior primary level are alarmed at the very stringent administrative requirements that have been imposed by certain superintendents of education and also the fact that certain superintendents of education seem very imposing to these teachers, causing them to want to teach in other levels of education such as the senior primary or the senior secondary levels. I think this must be addressed by the hon. the Minister of Education and Culture.

Furthermore, I do not think we should allow a situation to exist in which frustration builds up in the teacher. To my mind the junior primary phase is the most important phase in a pupil's schooling in that formal education starts at that level. Consequently as much attention as possible must be devoted to the children at that level.

I understand that the teaching hours are in the region of 23½ hours per week. I believe, however, that in the case of the junior primary teachers that should be reduced 20 hours per week in view of their heavy workload. I may expand on that. In the junior primary classes there are no textbooks or materials which the teachers can guide the pupils. Consequently they have to prepare charts and other teaching aids. This most certainly results in a heavier workload for the teacher.

A possible solution to the problem could be for the hon. the Minister of Education and Culture to consider an extra free period for teachers at the junior primary level. That would help them to find teaching more acceptable at that level. [Time expired.]

Mr. K. PANDAY: Mr. Chairman, I thank the hon. member Mr. Cassim for introducing this interpellation. Last year I stated in this august Chamber that the Department of Education and Culture in the House of Delegates had a large number of unqualified personnel, many of them senior primary teachers manning junior primary classes.

It is logical to conclude that a sound and solid foundation in the education of a child during his or her formative years would equip him or her to surmount the various obstacles in his path to a full education.

We have all kinds of teachers; there are dedicated and qualified teachers as against others who are not. If the unfortunate child in his initial

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years at school gets a teacher who cannot guide him with tender loving care, together with expert handling in overcoming problems, the child will not be able to compete on an open market. This setback early in life could have a deleterious psychological effect on the child.

During my days as a teacher the very best of the teachers were specifically placed to teach class I. Today, with specialist teachers in the various fields, it is a shame and disaster that our infants are paying the price of the fall of those at the top who had no foresight and did not plan so that we could have enough qualified junior primary teachers. In that regard I agree with the hon. the Minister of Education and Culture.

The hon. the Minister is aware that junior primary superintendents are not wanted in the classroom by teachers. What type of guidance is being given to the teachers who are not qualified to teach our infants, particularly in classes 1 and 2, and by whom is that guidance being given? Is the hon. the Minister satisfied that sufficient guidance is being given to those teachers so that our children will not be disadvantaged or scared for life?

Mr. Levin, who was the director of the Springfield Training College in the sixties, told us that a teacher had the potential of either making a genius out of a child or destroying his mind and brain beyond repair. [Time expired.]

Mr. M. F. CASSIM: Mr. Chairman, I am quite satisfied that the interpellation has given us an opportunity of focusing on a very important part of education. Many years ago I read that the British Empire was built at the feet of the nation's nannies, and I think that is a truism, because the formative years are the most important ones. We recognise and underscore that, and the purpose of today's debate was to focus sharply and clearly on that. We would like to look at this matter further during the debate on the hon. the Minister's budget.

I want to agree with my colleague, the hon. member for Reservoir Hills, that one needs to give them proper guidance. The best professional guidance possible should be given in order for them to do their job in a satisfactory way, and so that those formative years of the child will have lasting results far beyond that of merely completing the first period of formal education.

THE MINISTER OF EDUCATION AND CULTURE:

Mr. Chairman, I would like to thank all hon. members who participated in the debate on this interpellation, because good, sound judgement has been used. Some valuable information has been gleaned from it and we are certain to use many of these suggestions for the betterment of our education.

I would like to thank the hon. member Mr. M. F. Cassim. I would like to state that in South Africa the nation's future rests on the backs of the "nannies" in English, and the "nannies" in our vernacular. It is important to know that.

The hon. member for Reservoir Hills is right in stating that last year we had a number of unqualified junior primary teachers. In fact, there were 167 in all. This year we have only 24, which clearly testifies to the fact that the ongoing refresher, regional and local programmes that my department has implemented in order to update and certify those qualified teachers who would then teach junior primary classes are

successful, and we are well on the way to improving our junior primary classes.

It is true that it is understood that superintendents were over-zealous in the past. Superintendents went to schools with a view to making certain that teaching was done in a particular way, without taking into consideration that every individual is different. Every individual is a unique human being in society and will never be duplicated. Therefore those differences and nuances of understanding must always be preserved. We take that into consideration.

From the time I took over this department we have stated that we must have democracy in education, we must have collegial manageability as well as liberalisation, in education. Superintendents are not going into the classrooms with a big stick, practically to tell the teachers what to do. We rather suggested that they should have meetings with a number of teachers in staff rooms to give information and to disseminate new knowledge. [Time expired.]

Debate concluded.

HOUSE OF DELEGATES

QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

Kirkwood farms for housing purposes

Housing:

9. Mr C E GREEN asked the Minister of Housing:

- (1) Whether any farms or portions of farms in Kirkwood have been purchased by the Administration; House of Representatives for housing purposes; if so, (a) from whom, (b) what farms or portions have been purchased, (c) what is the (i) size and (ii) purchase price of each farm or portion, (d) what percentage of each farm or portion is suitable for housing purposes and (e) what percentage of each farm or portion is unsuitable for housing purposes; (f) what is the monetary value of each such farm or portion and (iii) on what basis is this monetary value calculated;
- (2) whether any of these farms or portions are being leased at present; if so, in what way; were lessees obtained;
- (3) whether all the lessees are occupying the properties concerned; if not, (a) why not and (b) since what date have the houses on the farms or portions been standing empty;
- (4) whether any improvements had been made to the properties concerned before the lessees moved in; if not, why not?

The MINISTER OF HOUSING:

- (1) Yes
- (a) Mr I S Roux
Mr C E Roux
Mr I C Nel
Mrs V Schonrand
Mr A F Krestfelder

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QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

Indian schools: mass protests

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

- (1) Whether teachers in Indian schools staged any mass protests during the past two weeks; if so, (b) where, (c) why and (d) what amount of teaching time was lost as a result;
- (2) whether he will make a statement on the matter?

D20E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes
- (a) **Natal:**
A protest march was staged on Friday, 15 February 1991, commencing at 13:30.
Transvaal:
A protest march was staged on Saturday, 16 February 1991 at about 11:00 and a mass meeting held on Friday, 22 February 1991.
- (b) **Natal:**
In Durban the protest march began at the Emmanuel Cathedral, Queen Street and proceeded through the centre of town to the Durban City Hall.
- Transvaal:**
In Lenasia the protest march commenced at the Powerlines ground, Protea Road and proceeded to the Regional Representatives Offices: Administration: House of Delegates and the mass meeting was held at the Mayfair Recreational Centre.

(c) The two protest marches were against:

- 1. "Cut back" in Indian Education and Own Affairs Administration of Education;
- 2. rationalisation of teaching staff as contained in E C Circular No. 2 of 1991;
- 3. redundancies and retrenchments;
- 4. overcrowded classes;
- 5. increased teaching hours;
- 6. the resignation of the Acting Chief Executive Director of Education and Culture, Mr M Pitya;
- 7. the dismantling of the Tricameral system of Government.

(d) Overall teaching time lost was minimal, because schools extended the teaching hours prior to Friday, 15 February 1991 and also on the morning of Friday, 15 February 1991 to make up for lost time. The march in Durban, however, affected teaching time as schools terminate generally at about 14:00.

(2) Yes
The time for marches, sit-ins and boycotts is over. The Chief Executive Director's office is open for discussion on any problems in education and, I as Minister also have an open door policy.
It is ironic that when the ANC is calling for a back-to-school policy, educators at Indian schools chose the retrogressive step to down tools or to boycott their duties.

I subscribe to the belief that dissatisfied individuals have the democratic right to protest. If the educators feel strongly about the financial cut-backs and administrative matters, they are perfectly free to engage in protests or marches provided they do so after school hours and they do not involve school children in their demonstrations. Of course, the more sensible approach would be to engage in productive dialogue with the relevant authority.

QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

Training of teachers: estimated cost

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

What is the estimated cost to the State of training a teacher at (a) university on a non-residential full-time basis for four years and (b) teacher training college on a non-residential full-time basis for (i) three and (ii) four years?

THE MINISTER OF EDUCATION AND CULTURE:

D30E

(a) The estimated cost (at the University of Durban-Westville) is between R23 000 and R25 000.

(b) (i) The estimated cost (at Springfield College of Education) for a three year course would be between R30 000 and R34 000. The three-year course has been discontinued.

QUESTIONS

Indicates translated version.

For written reply:

(1) How many qualified teachers were made redundant, retrenched or retired early because of a surplus of teachers during October at the end of 1990?

(2) how many teachers who qualified at the end of 1990 were unable to obtain post from the beginning of 1991;

(3) (a) how many Indian student teachers have bursaries from the State at present and (b)(i) what is the annual cost to the State of such bursaries and (ii) in respect of what year is this information furnished?

THE MINISTER OF EDUCATION AND CULTURE:

D34E

(1) Redundant : 12
Retrenched : Nil
Retired early : Nil

(2) (a) : 75

(b) (i) : 658 students
(ii) : R1 230 362
(iii) : 1990

Provincial Administration of the Transvaal: Number of admissions in 1990 to each hospital

Hospital	Admission 1990			
	Black (a)	White (b)	Coloured (c)	Indian (d)
Amajuba Memorial, Volksrust	4 075	1 674	0	21
Andrew McColm, Pretoria	37	6 259	6	7
Baragyaanah Complex	172 354	12	425	161
Barberton	8 868	2 453	105	77
Bertrine Samuël, Delmas	3	1 200	5	5
Bethal	11 126	3 054	100	34
Bloemhof	0	448	280	7
Boksburg-Bemini	22 975	8 701	2 883	412
Brits	1	4 364	26	20
Carolina	2 837	843	0	0
Christiana	1 780	632	200	0
Coronation	6 196	41	22 563	2 767
Deletyville	0	519	0	0
Dr A G Vesser, Heidelberg	4 929	2 952	41	85
Duiwelskloof	0	1 231	0	0
Edenvalle General	0	4 376	0	0
Ellersas	2 290	3 078	0	0
Elsie Balloot, Amersfoort	0	404	0	0
Ernebo	0	4 381	0	70
Evander	3	4 014	0	2
F H Odendaal, Nylsroom	5 482	1 927	6	12
Ge-Rankuwa	67 952	0	0	0
Gen De la Rey, Lichtenburg	0	1 954	37	10

Provincial hospitals: patients admitted
67. Mr M J ELLIS asked the Minister of National Health:

How many (a) Black, (b) White, (c) Coloured and (d) Indian patients were admitted in 1990 to each hospital falling under each of the provincial administrators?

B189E

THE MINISTER OF NATIONAL HEALTH:
As listed on the attached schedules.

HOUSE OF DELEGATES

QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

Handled
6/3/91

Surplus of teachers

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

(1) Whether his Department has a surplus of approximately 1 000 teachers; if so, (a) by

what calculation is this surplus arrived at and (b) what effect will the termination of the services of this number of teachers have on his Department;

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

D19E

The MINISTER OF EDUCATION AND CULTURE:

(1) No.

(2) No.

HOUSE OF ASSEMBLY

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Capital flow

1. Dr W J BOTHA asked the Minister of Finance: *Handled* 7/3/91

What was the capital (a) inflow into and (b) outflow out of the Republic during each specified financial year since 1980-81?

B7E

The MINISTER OF FINANCE:

(a) and (b)

Capital flow is only measured on a net basis. The total capital flow for the financial year 1980-81 to 1989-90 is as follows:

Year	Capital movements	Liabilities to not related related to reserves	Total
(R million)	(R million)	(R million)	(R million)
1980/81	2 163	5 402	7 564
81/82	3 071	1 564	4 635
82/83	2 071	1 599	3 670
83/84	816	1 981	2 797
84/85	1 361	445	1 806
85/86	-7 132	-6 827	-13 959
86/87	-3 822	-5 853	-9 675
87/88	-4 077	-4 759	-8 836
88/89	-6 779	-3 901	-10 680
89/90	-3 329	-2 558	-5 887

Certain areas: telephone services outstanding.

57. Mr D J DALLING asked the Minister of Mineral and Energy Affairs and Public Enterprises: *Handled* 7/3/91

(1) How many applications for telephone services were outstanding in respect of (a)

the exchanges of (i) Bryanston, (ii) Randburg, (iii) Benmore Gardens, (iv) Kelvin, (v) Bransley, (vi) Rosebank and (vii) Sunninghill Park, and (b) any other exchanges serving the Sandton constituency, as at 31 December 1990;

(2) when is it anticipated that the backlog in respect of each exchange will be eliminated;

(3) what steps are being taken to satisfy the demand for telephones in respect of each such exchange? *Handled* 7/3/91

B14E

The MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:

(1) (a)

(i) 89,

(ii) 144,

(iii) 165,

(iv) 97,

(v) 97,

(vi) 298,

(vii) 206; and

(b) Farnell

Fourways

Orvedale

Disploch

Bromhof

Crowthorne

(2) and (3) Numerous waiting applicants in these exchange areas have in the interim been provided with telephone service. A total of 21 cable projects will be undertaken within the next two months and the requirements of 465 applicants will be met progressively as the projects are completed. A further 71 cableprojects which will enable the Post Office to provide all the remaining waiting applicants with telephone service have either been planned or are in the planning stage. No definite completion dates for these projects are available at this stage.

members want to hear the response to Question 4, then hon members had better ask supplementary questions.

Mr Y M MACKDA: Mr Chairman arising out of the hon Deputy Minister's reply, as the hon Deputy Minister has said that members of Indian and Coloured management committees were not invited and in view of the possibility of agreements between Black and White local authorities, will the hon Deputy Minister concede that the areas administered by White local authorities affect Indian and Coloured people, because they also contribute to the tax base? *Answered 14/3/91.*

THE DEPUTY MINISTER OF PROVINCIAL AFFAIRS: There is no doubt about their contribution to the tax base, but the hon member will realise and know, because he is involved, that we are in the process of looking at new third-tier government structures. In the interim, however, we have to function within the existing structures.

Own Affairs ministries

*4. **Mr K CHETTY** asked the Minister of Constitutional Development: (1) Whether it is the intention to dismantle own affairs ministries before a new Constitution is adopted; if not, why not; if so, when? *Answered 14/3/91* (2) whether he will make a statement on the matter?

THE DEPUTY MINISTER OF CONSTITUTIONAL DEVELOPMENT:

(1) No, I refer the honourable member to my reply to question 1 on Tuesday, March 12, 1991, as well as to the discussion of the Private Member Motion moved by the Chairman of the House of Delegates on February 27, 1991.

INTERPELLATIONS

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

Own Affairs:

Transvaal teacher appointments

1. Mr D K PADJACHEY asked the Minister of Education and Culture: (3 24)

(1) Whether he intends establishing an office in the Transvaal to deal with the appointment of teachers in that area; if not, why not; if so, what are the relevant details.

(2) Whether he will make a statement on the decentralisation of teacher appointments? *Answered 19/3/91.*

D69E INT

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the answer to (1) is no, the establishment of an office in the Transvaal to deal with the appointment of teachers is not necessary, as the Department of Education and Culture is not regionally decentralised. Moreover, the establishment of an office in the Transvaal is not feasible as, more often than not, teachers for the province are recruited in Natal. The answer to (2) is no.

Mr D K PADJACHEY: Mr Chairman, the hon Minister must realise that the Transvaal is not the stepchild of Natal when it comes to education under the auspices of the House of Delegates. For the hon Minister's information, there are close to 250 000 people of Indian origin living within the boundaries of the Transvaal.

With the above information at hand, it would seem that the hon Minister would realise the importance of education in the Transvaal and therefore would do everything in his power to try to make it work in the Transvaal. What we have seen in the past, and right up to today, is that we have a teachers' crisis in the Transvaal. The appointments are made in Durban without consulting the principals in the Transvaal. Teachers are sent from Natal to schools in the Transvaal. Some are sent to Ruscubungu, Springs and other small towns with the result that when these teachers get there they cannot find accommodation and they find that they are not suited to the area. They then leave the school and go back to Natal. The principal then sits with the problem of having no teachers. The students also suffer—no teachers, no education.

Last week the education department in Johannesburg staged a march in Johannesburg which

resulted from this. I have asked the hon the Minister previously about the shortage of teachers in Johannesburg and he told me that there was no such thing. When the hon the Minister found out that there was a shortage of teachers, the parents staged a march. This was unnecessary! In Palm Ridge there was a shortage of 16 teachers and the pupils did not receive tuition for the first two months of this year. The principal of the school appointed some White teachers only a week ago. The same thing has happened in Lenasia South.

I agree with the hon the Minister who says that the teachers come from Natal. That is not a lie; it is a fact. But then again, most of these teachers have had their education at the teachers' training college in Pretoria. [Time expired.]

Mr P NAIPOO: Mr Chairman, the hon member's request seems to me like an exercise in empire-building by petty-minded politicians intent on flaunting their new-found authority and influence.

It is common cause that our Administration, like all other State departments, is financially strapped. Therefore, in contemplating changes to existing policies and practices, regard should be had for both the financial implications and practicality.

Financially the establishment of such an infrastructure would represent a drain on valuable, but limited, resources. In practice it will serve merely as a clearing house for applications lodged and processed in Natal. The economies of scale presently being enjoyed by the department would be lost. Rationalising the appointment of teachers would further exacerbate the shortage of teachers in the Transvaal, as they would no longer have access to the national pool.

The call at this point in time is for a rationalisation of procedures and structures, not the replication on a regional basis. To the best of my knowledge the organised teaching profession has not made such a request, presumably because, unlike the hon member, they appreciate that it would not expedite the placement of teachers. [Time expired.]

Mrs R EBRAHIM: Mr Chairman, the hon member for Central Natal has certainly made some valid points here this afternoon, and deserves objective appreciation and support.

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I wish to remain honest in my expression of the opinion, without any malice, that there is no question about this Administration's persistence in wanting to control the appointment of teachers in the Transvaal—a shortage of which they appear to have limited knowledge.

I am talking about geographical areas, etc. It is often said that the House of Delegates extends only to Newcastle. How true I say with respect that on so many occasions I personally have had to correct even hon Ministers, explaining to them that the hon member for Lenasia West represents the people of Greyville, not Mayville and that that is not where the July Handicapp takes place. [Time expired.]

Mr Y I SEEDAT: Mr Chairman, whilst agreeing with the hon the Minister that there is no need to establish a Transvaal office to deal with teacher appointments, I must draw his attention—to the my hon colleagues from the Transvaal—to the need for the officials in Durban to know and understand the geographical situation of towns in the Transvaal.

There have been instances in the past where a teacher has been posted to, say, Barberton. When this was queried, they, the officials in Durban, said that there was no difference, that it was very near Johannesburg. However, "very near" is nearly 250 km away.

It is not intended to infer that the officials based in Durban are not competent to make these appointments. However, as I said, knowing where the towns are situated will help to ease this problem. In the Transvaal we have—I want to draw the hon the Minister's attention to this—offices at Orith House in Pretoria, and at the Teachers' Centre in Lenasia. Is there any necessity for two offices? I believe the Orith House office has three or four White officials, and the balance of people of colour are in Lenasia.

HON MEMBERS: Aparteid!
Mr Y I SEEDAT: Yes, apartheid. We talk about wasting money. This is wastage of the taxpayer's money. [Time expired.]

Mr D K PADJACHEY: Mr Chairman, the hon the Minister of Education and Culture must take a clue from the hon the Minister of National Health. She said this afternoon that they were forming a management board for staffing at

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certain hospitals, and that they would see to their own staffing matters.

The hon nominated member must realise that Natal is the Transvaal. The Transvaal has its own unique problem. The Natalians have taken advantage of the situation in all respects. I think the hon the Minister must now realise this. He must come to grips with this and do something about the situation. We cannot afford to have a shortage of teachers in the Transvaal any longer. He must now take a positive step and create an office in the Transvaal to handle the appointment of staff. [Interjections.]

The hon nominated member Mr Naidoo has been a teacher and a Natalian, and I am surprised that he is not interested in the education of students today. He should be, because half of his family lives in the Transvaal. Half of his family has left Natal to go to the Transvaal for an education and to find jobs. Today, however, he says . . . [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I can understand the emotive appeal that the hon member for Central Rand evokes in this House, but unfortunately it is more a case of emotive control than logical facts. That is the very same hon member who in this House fights for a unitary system of education in this country and who fights for the scrapping of the apartheid policy in this country, yet here he is, asking us to find another unit to develop the staffing situation in Central Rand.

MR D K PADJACHIEV: No, no, no.

THE MINISTER: The hon member for Central Rand must understand that we do not want any perpetuation of the apartheid policies in this country. [Interjections.] He must not try to give me facts when I have them at hand. The total population of teachers in the Central Transvaal area is 1 877. That constitutes only 15,7% of the total teaching force of 11 936, and for 15,7% he wants me to create another central office for staffing with all its attendant problems. We have enough of those problems in Durban. [Interjections.]

MR D K PADJACHIEV: Mr Chairman, is the hon the Minister prepared to take a question?

THE CHAIRMAN OF THE HOUSE: Order! Is the hon the Minister prepared to take a question?

THE MINISTER: No, Mr Chairman. I do not have time to answer his question. He should have thought about it earlier on.

THE CHAIRMAN OF THE HOUSE: Order! The hon the Minister may proceed.

THE MINISTER: What I would like to state is simply that the crisis in education throughout this country is due to the monetary situation. The Treasury does not give us enough money for the education of all the people in South Africa. We cannot differentiate between Indians and Whites and Coloureds any longer, and that is the idea that must be conveyed to them.

The crisis in education is simply that the Transvaalers do not understand that they have to provide housing for my teachers. [Interjections.] Teachers moving from Natal must be housed over there, and local affairs committees should provide housing. The department must not be expected to do that, because we do not have that type of money. That type of understanding must come about in the minds and hearts of people like the hon member for Central Rand. [Interjections.] There is no shortage of teachers. The situation is that there are 21 teachers who refused to take up positions in the Transvaal because there is no housing for them. Young girls, who qualified recently, refused to go. [Time expired.]

Debate concluded.

School books procurement policy

2. MR M RAJAB asks the Minister of Education and Culture: *Answered 19/3/91*
Whether it is his intention to amend or review the school books procurement policy of his Department; if not, why not; (a) in what manner and (b) when?

DONE INT

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the answer to the question is yes. Preliminary work has been done in this regard, leading to the appointment of a subcommittee of four members drawn from the interdepartmental book procurement committee of the Administration. This subcommittee is charged with the responsibility of advancing recommendations for the formulation of an efficient and cost-effective book procurement policy, which may include corporate buying and

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distribution, and which will then be forwarded to the State Tender Board for authorisation. Hopefully this will happen with effect from the 1991-92 financial year.

MR M RAJAB: Mr Chairman, as all hon members of this House know, this is a controversial and very sensitive issue because the previous policy was abused by politicians. I would like to make one appeal to the hon the Minister, and that is that he should try to strike a balance between two interests in the formulation of the new policy, the first being to maximise our resources, in other words, to try to get as many books as we possibly can for the amount that we have available in the budget; and the second being to strike a balance with the interests of traders who have obviously given long and efficient service to this department. They are people who have in fact set up entire departments to ensure that the schools that fall under this Administration are adequately provided with school books.

This is indeed a difficult task and I must agree with the hon the Minister that, in view of what has happened in the past, it is advisable for us to have an outside agency look at this matter objectively so that no politician, hon Minister or any other hon member of this House has entrée to that particular committee. When we do not want to happen again, is there to be another sink attached to this policy.

MR P NAIDOO: Mr Chairman, I have always been puzzled by the fact that the book procurement policies of the Administrators in both the House of Assembly and the House of Representatives have not generated the same degree of controversy which one has come to expect in this House. If I may venture a reason for this state of affairs, I would say that it is the ambivalence that exists amongst hon members in this House on this important issue.

Many hon members in this House are torn between divided loyalties, loyalty to the so-called Indian bookseller on the one hand, and loyalty to sound educational practices on the other hand. Whatever policy we adopt, one cardinal rule should be observed: The interests and needs of the education department should be paramount, and not the bookseller who, to my mind, is incidental in this exercise. In the light of financial stringency, the policy should strive to obtain supplies at the most competitive rates,

ensure the unimpaired availability of such books, eliminate opportunities for corrupt and fraudulent practices and reduce red tape to an affordable level.

The onus is on businessmen to tailor their operations to the department's expectations if they are to secure a slice of the business available and not vice versa. Not only is this a characteristic of free enterprise principles, which is the hon member for Springfield continually espouses in this House, but it will ensure that functionaries . . . [Time expired.]

MR K PANDAY: Mr Chairman, the hon the Minister of Education and Culture must be commended, because he seems to have grasped the problem and he now seems to be finding a solution. I am indeed very happy about the fact that a subcommittee has been appointed. However, I am a little worried about the fact that there was a deviation from the original policy which seemed to work so very well in Indian education. The Indian booksellers did an excellent piece of work and they did this during the most trying period and the most difficult times.

What happened, is that over the past few years there has been a change in the policy. This has been done so that the 'fat cats' could benefit. I am now referring to the Broderbond. There is a particular ex-official of the Department of Education and Culture who seemed to have had an interest in the book procurement policy. I am saying that I think it is vital and necessary for the Department of Education and Culture . . . [Time expired.]

MR M MOHANIALLI: Mr Chairman, I want to thank the hon the Minister of Education and Culture for having reconsidered the policy of the Indian booksellers. This does not imply that we are talking about Indemnisation. I state this quite advisedly, due to the fact that prior to the existence of the House of Delegates, it was these very booksellers who provided a service for many decades when we were paying for our books. Why should these people, together with the staff they employ, now be deprived of their livelihood?

The hon the Minister suggested that a system of corporate buying was being considered by a subcommittee. May I make a plea to the hon the Minister that while we naturally have to take into

THE LEADER OF THE OFFICIAL OPPOSITION: We are not being negative. Your man was negative.

The MINISTER: I believe we all agree that we have done something to expedite housing. Let us give it a try. If what has come forth already is any indication, a saving of this nature could be of enormous benefit to our Administration in its task of providing homes.
Debate concluded.

QUESTIONS

Indicates translated version.
For oral reply:

Own Affairs:

Question standing over from Tuesday, 14 May 1991:

Durban metropolis: housing shortage

***2. THE LEADER OF THE OFFICIAL OPPOSITION** asked the Minister of Housing:

- (1) What is the extent of the housing shortage for Indians in the Durban metropolitan area;
- (2) whether his Department has planned any new housing projects for this area; if not, why not; if so, (a) how many and (b) where are these projects to be developed?

THE MINISTER OF HOUSING:

- (1) Approximately 47 000 applications. We are satisfied that many of these applicants lodged applications and some people have a number of authorities. We are discussing the matter with the Data Bank to avoid some of the anomalies which are presently revealing themselves.
- (2) Yes.

- (a) 38 Projects.
- (b) Verulam

Durban: Phoenix, Newlands West, Springfield, Chatsworth and Cato Manor

Isipingo: Malakazi and Ocean Hills

Pinetown: Sawanock Park, Wobedach, Dassenhoek and Mahanhill
Shalcross: Buthebosch, and Kloof/ Wybank

The difficulty now is to acquire land within the price range that will enable this Administration to provide low cost housing bearing in mind that the service cost of stands at the present time amounts to approximately R20 000. At this price it is impossible challenge to satisfy the demand. However, the high cost of this facility is a matter which has already been broached with the Committee of Housing Ministers and will again feature prominently at the next meeting.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister's reply, is it not correct, according to what he said in his budget speech yesterday, that the projects he mentioned are continuations of existing programmes?

THE MINISTER OF HOUSING: Mr Chairman, we can only build on land that has been purchased. We made plans with regard to land that was purchased, we serviced that land and we are building there. I give full credit to the former Administration which bought the land. However, I have told hon members that the delay is due to all the impediments attached to these pieces of land, and was not the fault of anybody. There were mining rights on Villa Leta. In Capeville we have to contend with squatters, which has delayed building, whereas things could have gone much faster. The high cost of . . .

THE LEADER OF THE OFFICIAL OPPOSITION: He brought the squatters, yes, and we shall send them away.

In Extension 4 there were certain overhead rates charged by water authorities and levied rates charged by Eskom.

All these things come up and delay projects. All these projects have been delayed for that reason. I am not blaming anybody, but I would like people to understand that at this point in time we are addressing these things in a global fashion. What is more, we are also trying to respond to the hon the Leader of the Official Opposition's request with regard to determining the final

prices for townships. Some of these projects have been lying on the shelf for 10 years. We have to get on with the job. Our consultant is handing that matter so that the final selling price of stands and houses can be made known. We want to give transfer wherever possible, thereby introducing more funds into the housing pool. It is in our interest to finalise townships. We want to get rid of the properties, and if people can obtain mortgage bonds and pay us, we would all be happier. I hope we shall be able to discount some of these properties in the not too distant future. Maybe we can accept 60% of the price as opposed to 100%, so long as we can have cash in the kitty.

New questions:

Ministerial Representatives: leave/transport/accommodation

***1. THE LEADER OF THE OFFICIAL OPPOSITION** asked the Minister of the Budget and Auxiliary Services:

- (1) Whether any Ministerial Representatives were granted leave during April 1991; if so, (a) what type of leave, (b) to whom was it granted, and (c) for which days, in each case;
- (2) whether any official (a) air transport and (b) accommodation, was used by the Transport Ministerial Representative during the period 20 to 26 April 1991; if so, what are the relevant details?

THE MINISTER OF THE BUDGET AND AUXILIARY SERVICES:

- (1) Yes: after the hon Leader of the Official Opposition approached me on this, I established that letters applying for leave had been received by the Chairman's office
 - (a) Vacation Leave
 - (b) Messrs S E Mansoor; Nelson M Raju; and Reverend K Reddy
- (a) 2, 11, 12, 15, 22 and 24 April 1991; 17 to 19 and 22-24 April 1991; and 22 to 26 April 1991.
- (2) (a) No.
- (b) Falls away.

State vehicles: transport of voters
***2. THE LEADER OF THE OFFICIAL OPPOSITION** asked the Minister of the Budget and Auxiliary Services:

- (1) Whether any complaints were received in regard to State vehicles being used to transport voters during a recent election; if so, what are the relevant details;
- (2) whether he will make a statement on the matter?

THE MINISTER OF THE BUDGET AND AUXILIARY SERVICES:

(1) Yes—verbal and written complainants were received from the hon Leader of the Official Opposition on the use of State vehicles by Mr Mansoor and Reverend Reddy to transport voters during the recent by-election in Mthombo. It has been established that Mr Mansoor and Reverend Reddy did not use State vehicles as alleged by the Leader of the Official Opposition.

(2) No.
THE LEADER OF THE OFFICIAL OPPOSITION: Arising out of the hon the Minister's reply, I would like to know what the nature of the investigations was. Did the hon the Minister call for any sworn statements from witnesses in respect of the use of State vehicles?

THE MINISTER OF THE BUDGET AND AUXILIARY SERVICES: Mr Chairman, as far as I am concerned, I have contacted both these gentlemen. What I have stated, is what they have told me. I have also asked an official of my Department to investigate this matter.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising out of the reply by the hon the Minister, I want to know if he is prepared to take sworn statements from witnesses who saw State vehicles being used?

THE MINISTER: Mr Chairman, it seems that the hon the Leader of the Official Opposition knows the registration numbers of the vehicles. If these could be submitted to the official through my office, it would certainly be of help to us.

Principal of certain schools: complainants

***3. Mr D K PADJACHEY** asked the Minister of Education and Culture: (324)

- (1) Whether his Department has received

any complaints from teachers against the principal of a certain school, the name of which has been furnished to the Minister's Department for the purpose of his reply; if so, what is the (a) name of the school and (b) nature of the complaints;

(2) whether any action has been taken against this principal; if not, why not; if so, (a) what action and (b) when?

D143E

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) Pioneer Primary School

(b) It is well known that in recent times we have experienced much teacher-agitation at certain schools particularly where perceptions of educators have clashed with those of others.

Pioneer Primary is one of the schools where the teachers expressed their grievances against the principal's organisation and administration of the school.

This obviously led to a conflict situation between the principal and to some extent his management staff on the one hand, and the teachers on the staff on the other.

(2) No.

At the request of the principal his services are to be terminated at the end of the month.

(a) and (b) fall away.

Mr Y I SEEDAT: Arising out of the reply of the hon the Minister, will he confirm that the said principal was not found guilty of any misconduct, and that the discharge was due to the principal's own request for early retirement?

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, no, a misconduct inquiry was conducted in that particular school. My Department's officials had gone there to verify certain allegations by staff and other people and no evidence to that effect was found. The principal accepted our option of early retirement for educators that was offered throughout the system. He did not retire as a result of any grievance with us.

school system today and superintendents are immediately brought in to investigate the situation. I have no knowledge of that particular question.

THE CHAIRMAN OF THE HOUSE: Order! The time allowed for questions has expired. The replies to the remaining two questions will be taken up in Hansard.

Business interrupted in accordance with Rule 180C(3) of the Standing Rules of Parliament.

Visits to Clairwood schools

*4. Mrs D GOVENDER asked the Minister of Education and Culture:

Whether he has visited any schools in the Clairwood area this year; if so, (a) which schools, (b) who initiated these visits and (c) (i) for what purpose and (ii) on what dates did he pay these visits? D146E

THE MINISTER OF EDUCATION AND CULTURE:

Yes.

(a) Clairwood Secondary School.

(b) The principal.

(c) (i) For an inspection-in-loco with senior administrators of the Department on certain pressing matters like the conversion of Clairwood Secondary into an integrated Vocational Technical School, and also to speak to the teachers on the effects this would have on future staffing.

(ii) 3 May 1991.

Privatisation of welfare services: draft report

*5. Mr M RAJAB asked the Minister of Health Services and Welfare:

(1) Whether the draft report by the State on its proposed privatisation of welfare services has been approved by the Department; if not, why not; if so, what are the relevant details;

(2) whether he will make a statement on the matter? D158E

THE MINISTER OF HEALTH SERVICES AND WELFARE:

(1) No. No such report has been received as yet. Unless the hon member is referring to

the report on the Voluntary Welfare Initiative and the Financing of the Welfare System. If the member would like to discuss this matter with me, he may do so.

(2) No.

For written reply:

General Affairs:

Sports bodies/clubs: amount allocated

14. THE LEADER OF THE OFFICIAL OPPOSITION asked the Minister of National Education:

(a) What total amount was allocated to sports bodies and clubs in the 1990-91 financial year and (b) how much of this amount was allocated to sports bodies and clubs in (i) White, (ii) Indian, (iii) Coloured and (iv) Black areas? D158E

THE MINISTER OF NATIONAL EDUCATION:

(a) The total amount of funds allocated to sports- and recreational bodies by the Department of National Education in the 1990/91 financial year amounts to R4 832 494.

Financial aid is only granted to national sports and recreational bodies. Nationally these bodies govern sport on a multi-racial basis. No aid is granted on club-level.

(b) Lapses.

Own Affairs:

Government Garage: vehicles for staff use

23. Mr M RAJAB asked the Minister of the Budget and Auxiliary Services:

Whether the Administration: House of Delegates has drawn any vehicles from the Government Garage for use by staff members doing seasonal work in Cape Town during the current session of Parliament; if so, (a) why, and (b) how many, in respect of each Department? D106E

THE MINISTER OF THE BUDGET AND AUXILIARY SERVICES:

Yes.

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I am not aware that the Stone Commission's report has been made public. I am aware of certain information pertaining to that report that has been made available to the public, the veracity of which I cannot vouch for. The fact is that I did not release that information officially or unofficially and I do not intend to do so.

(3) (a) Chhajer.

(b) The recommendation of the panel is submitted to me as the political head of the Department. Due to the post being in the management structure of the Public Service a recommendation is made to the Minister's Council for their concurrence. The Minister's Council's decision is then submitted to the Council for Administration for its recommendation to Cabinet. Hence, this procedure makes it impossible to predict a date.

1485

other interpretations could be made regarding appointment in this particular post.

MR RAJAB: Mr Chairman, further arising out of the hon the Minister's reply, would the hon the Minister tell this House who will make up the panel of experts he referred to?

THE MINISTER: Mr Chairman, the Director-General in the House of Delegates, together with the education chiefs in the other Houses, will make up that panel of experts.

Education: promotions/new appointments

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

- (1) Whether any educators who were promoted with effect from 1 January 1991 failed to take up their appointments at the schools to which they had been promoted, if so: (a) how many, and (b) for what reasons;
- (2) what is the policy of his Department in such cases?

D128E

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) Three.

(b) Too costly to take up post away from home due to: cost of boarding and lodging; cost of fuel required to travel to and from work; spouses serving in another Province; family adversely affected.

(2) Such educators are required to relinquish their post and the vacancies are filled by the next most suitable candidate by way of promotion.

However, in very deserving cases and in the interest of the Department, appointments at new headquarters are deferred until the incumbent is in a position to take up his post.

Also, in the interest of the parties concerned, wherever possible, applications for manual transfers have been considered very sympathetically without adversely

affecting the Department's efficient functioning.

(3) 324

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister's reply, is there any rule or policy that those persons who have just been promoted must serve in that particular school for a minimum period before any transfer application or a request of accommodation (whether or not a result of manual transfer) could be considered?

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, it is the desired policy of my Department that people who have received promotion should generally stay in that position for two years so that they will gain experience in that post before applying for another post. That is a generality, however. In specific circumstances, when the needs of my Department prescribe differently, the situation changes.

MR K PANDAY: Mr Chairman, further arising out of the hon the Minister's reply, will the agree that it is possible because of the departure from these "without"—all educators being aware of this deviation, that the most suitable teachers may not have applied for promotion last year, and that hence all positions filled as at 1 January 1991 are suspect?

The Minister: Mr Chairman, this situation was obtained for the last 15 years. I know that, because my Department conducted a survey. Realistically, everybody has a chance to apply for promotion, if he so desires. If he does not, obviously the opportunity escapes him. Further than that, I cannot answer my learned friend.

For written reply:

Over Affairs:

Certain Departments: cost of administration

21. Mr M RAJAB asked the Minister of the Budget and Auxiliary Services:

- (a) What was the cost of administering the Department of (i) the Budget and Auxiliary Services, (ii) Housing, (iii) Education and Culture, (iv) Health Services and Welfare and (v) Agriculture and Local Government in the 1990-91 financial year and (b) how many personnel, including Ministers, were involved in the administration of each such Department?

D99E

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I am not aware that the Stone Commission's report has been made public. I am aware of certain information pertaining to that report that has been made available to the public, the veracity of which I cannot vouch for. The fact is that I did not release that information officially or unofficially and I do not intend to do so.

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- (1) Whether any educators who were promoted with effect from 1 January 1991 failed to take up their appointments at the schools to which they had been promoted, if so: (a) how many, and (b) for what reasons;
- (2) what is the policy of his Department in such cases?

D128E

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) Three.

(b) Too costly to take up post away from home due to: cost of boarding and lodging; cost of fuel required to travel to and from work; spouses serving in another Province; family adversely affected.

(2) Such educators are required to relinquish their post and the vacancies are filled by the next most suitable candidate by way of promotion.

However, in very deserving cases and in the interest of the Department, appointments at new headquarters are deferred until the incumbent is in a position to take up his post.

Also, in the interest of the parties concerned, wherever possible, applications for manual transfers have been considered very sympathetically without adversely

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HOUSE OF DELEGATES

QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

Truro House request for transfer

31. Mr. K PANDAY asked the Minister of Education and Culture:

- (1) Whether a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, requested to be transferred from the library in Truro House; if so, what is the name of the person in question;
- (2) whether a senior official of his Department was mentioned as one of the reasons for this request; if so, (a) what are the circumstances surrounding the matter and (b) what were the other reasons;
- (3) whether he will identify the senior official in question; if not, why not; if so, what is his name;
- (4) whether the reasons advanced by this person were investigated; if not, why not; if so, with what result?

D129E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes.
As furnished. An open identification will prejudice the good name of the person concerned as the purport of the rest of the questions has not been established by the Administration.
- (2) No.
- (a) and (b) fall away
- (3) and (4) Fall away.

Disability grants cancelled/terminated/reinstated
35. Mr. H M NEERAHOO asked the Minister of Health Services and Welfare:

- (a) How many disability grants were cancelled or terminated during the period 1 January 1990 to 30 April 1991 and (b) (i) how many of

HOUSE OF DELEGATES

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HOUSE OF DELEGATES

these grants have been reinstated as a result of (aa) reviews and (bb) appeals and (ii) in respect of what date is this information furnished?

D142E

THE MINISTER OF HEALTH SERVICES AND WELFARE:

- (a) 4 178.
- (b) (i) (aa) 1 959.
(bb) 14.
(ii) 28 March 1991.

Education expenditure

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

- (a) What amount was spent by his Department in 1990 on (i) salaries of teachers and principals, (ii) salaries of administrative staff, (iii) salaries of inspectorate and executive officials, (iv) salaries of any other specified staff, (v) capital expenditure, (vi) supplies and services, (vii) equipment and (viii) other items and (b) what percentage of the total education expenditure by his Department in 1990 does each of the above amounts constitute?

D187E

THE MINISTER OF EDUCATION AND CULTURE:

- (a) (i) R634 518 457
(ii) R 28 831 304
(iii) R 12 244 338
(iv) R 5 072 728 (Service Workers)
(v) R 15 530 114
(vi) R 44 456 579
(vii) R 12 146 190
(viii) R 85 819 281
- (b) (i) 75.68%

- (ii) 3.44%
- (iii) 1.46%
- (iv) 0.61%
- (v) 1.85%
- (vi) 5.30%

HOUSE OF DELEGATES

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HOUSE OF DELEGATES

(vii) 1.44%
(viii) 10.22%

The above are provisional figures in respect of expenditure for the 1990/91 financial year. Final figures will only be available after the finalisation of the Appropriation Account. Figures are not maintained in terms of a calendar year.

Management training: amount spent

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

- (a) R41 682 : For the period 1 April 1990 to 31 March 1991.
- (b) 0.005%

What (a) amount and (b) percentage of the education budget of this Department was spent on management training during the latest specified 12-month period for which figures are available?

D188E

THE MINISTER OF EDUCATION AND CULTURE:

HOUSE OF DELEGATES

QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

Turo House request for transfer

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- (2) whether a senior official of his Department was mentioned as one of the reasons for this request; if so, (a) what are the circumstances surrounding the matter and (b) what were the other reasons;
- (3) whether he will identify the senior official in question; if not, why not; if so, what is his name;
- (4) whether the reasons advanced by this person were investigated; if not, why not; if so, with what result?

D1299E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes. As furnished. An open identification will prejudice the good name of the person concerned as the purport of the rest of the Administration has not been established by the Administration.
- (2) No.
- (3) (a) and (b) fall away.
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HOUSE OF DELEGATES

HOUSE OF DELEGATES

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D187E

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HOUSE OF DELEGATES

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- (b) 0.005%

Management training: amount spent

45. Mr. M RALAB asked the Minister of Education and Culture:

HOUSE OF DELEGATES

(2) whether a decision has been taken in this matter; if not, (a) why not and (b) when is a decision expected; if so, what are the details of the decision?

D139E

THE MINISTER OF HOUSING:

(1) Yes.

(a) Ranapur, Ramrod, Ramsuk and Chandrabance (The Maharaj Family).

(b) 2,07,350 ha.

(2) Yes.

(a) Falls away.

(b) The Ministers' Council has agreed to alienate the land to the original owners at a price acceptable to the Housing Development Board and in compliance with the provisions of Treasury regulations. The former owners have accepted this offer in principle.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister's reply, could he indicate whether a public hearing in mind that this property was expropriated from the victims of the Group Areas Act?

THE MINISTER OF HOUSING: I think it is the price . . .

THE CHAIRMAN OF THE HOUSE: Order! I want to make an appeal to hon members. When the hon the Minister of Housing rises here to answer questions, hon members should not engage in private discussions. I think it is important that we grant him that courtesy.

THE MINISTER: Mr Chairman, as far as I am aware, it will be the price that was paid to the Maharaj family at the time when the property was expropriated, plus the interest accrued in the intervening period. I take it that what those figures are submitted by the departments which are at present handling the matter, the family will have to make a final decision as to whether they want to buy the property or not.

Sir, if you will allow me, I just want to add that the former Deputy Minister of Housing, the present hon the Deputy Minister of Housing and HOUSE OF DELEGATES

others made very strong representations initially. As a result of this, a sincere effort was made to see if we could address the price of the family. I sincerely hope that the price that is identified for this property will be such that it will enable these people to repurchase it.

2. Mr A G MOHAMED asked the Minister of Housing:

(1) Whether a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, took legal action against his Department and/or the Housing Development Board in respect of the resending of a decision to allocate a petrol service site in the Chatsworth Town Centre; if so, (a) what was the result of the action so taken, (b) what are the circumstances surrounding the matter, (c) what was the cost of the action to the Administration, House of Delegates and (d) what is the name of the person in question.

(2) Why was the decision taken to rescind the allocation of the petrol service site?

D156E

THE MINISTER OF HOUSING:

(1) Yes.

(a) That the Housing Development Board agreed to the transfer of the site to J K R Sampul Investments.

(b) The circumstances surrounding this matter are so involved and complex that it will not be possible to explain them without a detailed exposition of the history thereof which covers a period of 7 years. However, the circumstances of this matter are clearly set out in the Report of the House Committee on Allegations of Maladministration (House of Delegates) dated 19 August 1988.

(c) R\$ 640,000.

(d) Mr Jivan Seban.

(2) On the Advice of Senior Counsel.

Mr A G MOHAMED: Mr Chairman, arising out of the hon the Minister's reply, I would like to

know if there are any more such cases before the Supreme Court? [Interjections.]

THE MINISTER OF HOUSING: Mr Chairman, I cannot give an immediate answer. However, the hon members is at liberty to put that question in writing, and we shall certainly provide him with an answer.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising out of the hon the Minister's reply, is it not true that the Department had to cede an application made by J K R Sampul to the Supreme Court?

THE MINISTER: Mr Chairman, the fact remains that J K R Sampul was involved in litigation. Eventually the matter was resolved to the satisfaction of the applicants.

THE LEADER OF THE OFFICIAL OPPOSITION: Further arising out of the hon the Minister's reply, did this case not pertain to one of the findings of the James Commission of Inquiry?

THE MINISTER: Mr Chairman, I can only say that this matter was a subject of discussion and was canvassed by the Commission of Inquiry.

Sites for religious organisations: allocation

*3. Mr A G MOHAMED asked the Minister of Housing:

(1) Whether it is the responsibility of his Department to provide sites for religious organisations in Chatsworth; if not, whose responsibility is it; if so, to what extent;

(2) whether his Department recently allocated any residential sites to religious organisations in Chatsworth; if so, (a) why, (b) how many residential sites were affected and (c) to which religious organisations were these sites allocated? D157E

THE MINISTER OF HOUSING:

(1) No. The entire area of Chatsworth has been developed by the Durban City Council and religious sites were included in the planning.

(2) No.

(a) Falls away.

(b) Falls away.

(c) Falls away.

488 educators: early retirement

*4. Mr K K PANDEY asked the Minister of Education and Culture:

Whether, with reference to his reply to Question No 2 on 26 February 1991, the early retirement of the 488 educators identified will be effected in 1991; if not, (a) why not, (b) how many are expected to retire this year and (c) when will the others be allowed to retire? D164E

THE MINISTER OF EDUCATION AND CULTURE:

Yes. To date, 505 applicants are scheduled to retire prematurely at various dates until 1 January 1992.

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

Greyville Primary: cost of new school

*5. Mr P PADAYACHEE asked the Minister of Education and Culture:

(1) Whether a new school to replace the present Greyville Primary School is on his Department's building programme; if not, why not; if so, (a) what priority does it enjoy and (b) (i) when and (ii) at what cost is the new school to be built;

(2) whether tenders have been called for in this regard; if not, why not; if so, what is or was the closing date for tenders? D165E

THE MINISTER OF EDUCATION AND CULTURE:

(1) No.

As stated in the Education Vote Debate last week, when the effect of the outbreaks following the Education Vote last year was taken into account, there was a change in the programme of building a new school.

Whilst at one stage the undertaking to build a new school may have been given, the need now is to erect a new administration block, consisting of offices and a staffroom, a library and a canteen, a science classroom, and a power cut block. The installation of an electrical heating system, the turning of the sportsfield, effecting general repairs and painting the

**DEPARTMENT OF EDUCATION AND
CULTURE**

No. R. 1592 **5 July 1991**

EDUCATION AFFAIRS ACT (HOUSE OF
ASSEMBLY), 1988

AMENDMENT OF REGULATIONS RELATING TO
MANAGEMENT COUNCILS OF PUBLIC SCHOOLS,
EXCLUDING INDUSTRIAL AND REFORM SCHOOLS

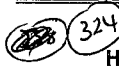
The Minister of Education and Culture has under sections 19 and 112 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), amended the regulations promulgated by Government Notice No. R. 690 of 30 March 1990, as set out in the Schedule.

SCHEDULE

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 690 of 30 March 1990, as amended by Government Notice No. R. 459 of 8 March 1991.

2. Regulation 14 of the Regulations is hereby amended by the substitution for subregulation (4) of the following subregulation:

"(4) The Minister may grant permission that in the case of a particular school only one election be held, in which case the provisions of subregulations (1) and (2) and of regulation 2 (2) shall not apply."

 **ADMINISTRATION:
HOUSE OF DELEGATES**

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 1563 **5 July 1991**

REGULATIONS UNDER THE INDIANS EDUCATION
ACT, 1965 (ACT No. 61 OF 1965)

The Minister of Education and Culture has, under section 33 (1) (g) of the Indians Education Act, 1965 (Act No. 61 of 1965), incorporated the measures contained in the personnel administration measures in respect of leave of absence of CS educators to form the regulations contained in the Schedule hereto.

SCHEDULE

LEAVE OF ABSENCE OF CS EDUCATORS WHO
ARE NOT NORMALLY REQUIRED TO DO DUTY
DURING PERIODS WHEN TUITION IS SUSPENDED

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 and, unless the context otherwise indicates—

"Administration" means Administration: House of Delegates;

"Director-General" means the Head of the Administration.

**DEPARTEMENT VAN ONDERWYS EN
KULTUUR**

No. R. 1592 **5 Julie 1991**

WET OP ONDERWYSAANGELEENTHEDE
(VOLKSRAAD), 1988

WYSIGING VAN REGULASIES BETREFFENDE BE-
STUURSGRADE VAN OPENBARE SKOLE, UITGE-
SONDERD NYWERHEID- EN VERBETERINGSKOLE

Die Minister van Onderwys en Kultuur, het kragtens artikels 19 en 112 van die Wet op Onderwysaangeleentheid (Volksraad), 1988 (Wet No. 70 van 1988), die regulasies afgekondig by Goewermenskennisgewing No. R. 690 van 30 Maart 1990, gewysig soos uiteengesit in die Bylae.

BYLAE

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermenskennisgewing No. R. 690 van 30 Maart 1990, soos gewysig by Goewermenskennisgewing No. R. 459 van 8 Maart 1991.

2. Regulasie 14 van die Regulasies word hierby gewysig deur subregulasie (4) deur die volgende subregulasie te vervang:

"(4) Die Minister kan toestemming verleen dat daar in die geval van 'n bepaalde skool, slegs een verkiesing gehou word, in welke geval die bepalings van subregulasies (1) en (2) en van regulasie 2 (2) nie van toepassing is nie."

**ADMINISTRASIE:
RAAD VAN AFGEVAARDIGDES**

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 1563 **5 Julie 1991**

REGULASIES KRAGTENS DIE WET OP ONDER-
WYS VIR INDIËRS, 1965 (WET No. 61 VAN 1965)

Die Minister van Onderwys en Kultuur het kragtens artikel 33 (3) (g) van die Wet op Onderwys vir Indiërs, 1965 (Wet No. 61 van 1965), die maatreëls in die personeeladministrasiemaatreëls ten opsigte van afwesigheidsverlof van KS-opvoeders ingelyf om die regulasies te vorm in die Bylae hietoe vervat.

BYLAE

AFWESIGHEIDSVERLOF VAN KS-OPVOEDERS
VAN WIE NIE NORMAALWEG VERWAG WORD OM
GEDURENDE TYDPERKE WAARTYDENS ONDER-
RIG OPGESKORT WORD DIENS TE VERRIG NIE

Woordomskrywing

1. In hierdie regulasies het 'n woord of uitdrukking waaraan in die Wet 'n betekenis geheg is, die betekenis aldus daaraan geheg en, tensy uit die samehang anders blyk, beteken—

"Administrasie" die Administrasie: Raad van Afgevaardigdes;

"Direkteur-Generaal" die Hoof van die Administrasie;

"Education Department" means the Department of Education and Culture in the Administration;

"Head of the Education Department" means the Head of the Department of Education and Culture in the Administration;

"Minister" means the Minister of Education and Culture in the House of Delegates as contemplated in the Republic of South Africa Constitution Act, 1983 (Act No. 110 of 1983).

Absence from duty to be recorded as leave

2. Leave of Absence shall be classified under one of the following headings:

- (1) (a) Vacation leave;
- (b) sick leave;
- (c) special sick leave;
- (d) special leave for study purposes;
- (e) special leave for military training;
- (f) special leave for examination purposes;
- (g) special leave for quarantine purposes;
- (h) special leave for participation in sporting and other cultural events;
- (i) special leave for urgent private affairs;
- (j) special leave for accouchement;
- (k) special leave for continuity of service; and
- (l) special leave in extraordinary circumstances.

(2) All unauthorised absence from duty shall be regarded as special leave in extraordinary circumstances.

Absence from duty not to be recorded as leave

3. In the following instances an educator shall not be regarded as being absent from duty:

- (1) When he must appear as a witness—
 - (a) in a criminal court case;
 - (b) in a civil court case (including a divorce case);
 - (c) in a court martial;
 - (d) in a misconduct case or in a misconduct investigation in terms of any law;
 - (e) before a commission or committee of inquiry appointed by the State or by an agency that derives its authority from a particular Act;
 - (f) at a judicial inquest;
 - (g) at a rent board inquiry, except when he is the person who initiated such inquiry.

(2) When he must appear as defendant or co-defendant in a civil court case arising from his official duties and in which the State or any statutory institution has a direct interest.

(3) When he is taken into custody or must appear in court on a criminal charge and is later discharged, or the charge is withdrawn.

"Minister" die Minister van Onderwys en Kultuur in die Raad van Afgevaardigdes soos bedoel in die Grondwet van die Republiek van Suid-Afrika, 1983 (Wet No. 110 van 1983);

"Onderwysdepartement" die Departement van Onderwys en Kultuur in die Administrasie;

"Onderwysdepartementshoof" die hoof van die Departement van Onderwys en Kultuur in die Administrasie.

Afwesigheid van diens wat as verlof aangeteken word

2. Afwesigheid met verlof word onder een van die volgende hoofde ingedeel:

- (1) (a) Vakansieverlof;
- (b) siekteverlof;
- (c) spesiale siekteverlof;
- (d) spesiale verlof vir studietoelae;
- (e) spesiale verlof vir militêre opleiding;
- (f) spesiale verlof vir eksamendoelae;
- (g) spesiale verlof vir kwarantynedoelae;
- (h) spesiale verlof vir deelname aan sport- en ander kultuurgeleenthede;
- (i) spesiale verlof vir dringende private sake;
- (j) spesiale verlof vir bevalling;
- (k) spesiale verlof ter wille van dienskontinuiteit; en
- (l) spesiale verlof in buitengewone omstandighede.

(2) Alle ongemagtigde afwesigheid van diens word geag spesiale verlof in buitengewone omstandighede te wees.

Afwesigheid van diens wat nie as verlof aangeteken word nie

3. 'n Opvoeder word in die volgende gevalle geag nie van diens afwesig te wees nie:

- (1) Wanneer hy moet verskyn as getuie—
 - (a) in 'n strafhofsaak;
 - (b) in 'n siviele hofsaak (insluitende 'n egskeidingsaak);
 - (c) in 'n militêre hofsaak;
 - (d) in 'n wangedragsaak of 'n wangedragondersoek ingevolge die een of ander wet;
 - (e) voor 'n kommissie of komitee van ondersoek deur die Staat aangestel of deur 'n instansie wat sy bevoegdheid aan 'n bepaalde wet ontleen;
 - (f) by 'n geregtelike doodondersoek;
 - (g) by 'n huurraadondersoek, behalwe as hy die persoon is wat die inisiatief tot sodanige ondersoek geneem het.

(2) Wanneer hy moet verskyn as verweerder of medeverweerder in 'n siviele hofsaak wat voortspruit uit sy ampspilte en waarby die Staat of enige statutêre instelling direkte belang het.

(3) Wanneer hy in hegtenis geneem is of voor die hof moet verskyn op 'n strafregtelike aanklag en hy later vrygespreek of die aanklag teruggetrek word.

(4) Where the services of an educator terminate and he is reappointed after a break in service, his service prior to such reappointment shall not be taken into account for leave purposes: Provided that the head of the education department may restore the leave credit of such educator to a maximum of 184 days notwithstanding the provisions of (7).

(5) A person who is appointed as an educator in the service of an education department without a break in service, and who prior to such an appointment held a post of educator in the same or another education department or a department of education in the Territory of South-West Africa, shall retain as leave credit in terms of these regulations the leave standing to his credit on the last day of his service with the same or his previous department, and such previous service shall be taken into account as service for leave purposes.

(6) A person who is appointed as an educator in the service of an education department without a break in service, and who prior to such appointment was employed by any State department (excluding an education department) of the Republic or a self-governing territory, the South African Transport Services, the Department of Posts and Telecommunications, the Administration of South-West Africa or any body or institution having a pension or provident fund administered by the State, shall retain the leave credit standing to his credit on the last day of his service with his previous employer, calculated at a maximum of 36 days per annum, reduced by the number of days of leave already granted: Provided that—

(a) where a person who had immediately prior to such appointment held a post at a school, college, technikon or university not attached to any of the education departments referred to in (5) and of which the pension or provident fund is administered by the State, his leave credit shall be calculated for leave purposes as if he had served the education department concerned for the period he was employed by such school, college, technikon or university; and

(b) such previous service shall, be reckoned as service for leave purposes.

(7) Subject to regulation 18 (d), leave cannot be claimed as a right, and when an educator leaves the service for any reason whatsoever his leave credit shall lapse on the last day on which he was in service and he cannot claim payment in respect of the cash value of leave credit not utilised: Provided that the payment of a leave gratuity shall not be precluded by this regulation.

General Leave Measurers

5. (1) The leave that is provided for in these regulations is a privilege with due regard to the exigencies of the education department.

(2) An application for leave shall be submitted in writing on the prescribed form and in the prescribed manner to the head of the education department.

(4) Waar die diens van 'n opvoeder eindig en hy na 'n onderbreking van diens weer aangestel word, word sy diens voor sodanige aanstelling vir verlofdoeleindes nie in aanmerking geneem nie: Met dien verstande dat die onderwysdepartementshoof ondanks die bepalings van (7) die verlofkrediet van sodanige opvoeder tot 'n maksimum van 184 dae kan herstel.

(5) Iemand wat sonder onderbreking van diens as 'n opvoeder in die diens van 'n onderwysdepartement aangestel word en wat voor sodanige aanstelling 'n opvoederspos in dieselfde of 'n ander onderwysdepartement of 'n departement van onderwys in die gebied Suidwes-Afrika beklee het, behou die verlofkrediet wat hy op die laaste dag van sy diens by dieselfde of sy vorige departement gehad het, as verlofkrediet ingevolge hierdie regulasies en sodanige vorige diens tel as diens vir verlofdoeleindes.

(6) Iemand wat sonder onderbreking van diens as 'n opvoeder in die diens van 'n onderwysdepartement aangestel word en wat voor sodanige aanstelling in diens was van enige Staatsdepartement (uitgesonderd 'n onderwysdepartement) van die Republiek of 'n self-regerende gebied, die Suid-Afrikaanse Vervoerdienste, die Departement van Pos- en Telekommunikasiewese, die Administrasie van Suidwes-Afrika of enige liggaam of inrigting wat 'n pensioen- of voorsorgfonds het wat deur die Staat geadministreer word, behou die verlofkrediet wat hy op die laaste dag van sy diens by sy vorige werkgewer gehad het, bereken teen 'n maksimum van 36 dae per jaar, verminder met die getal dae verlof wat alreeds toegestaan is: Met dien verstande dat—

(a) in die geval van 'n persoon wat onmiddellik voor sodanige aanstelling 'n pos beklee het aan 'n skool, kollege, technikon of universiteit wat nie aan een van die onderwysdepartemente genoem in (5) verbonde is nie en waarvan die pensioen- of voorsorgfonds deur die Staat geadministreer word, sy verlofkrediet vir verlofdoeleindes bereken word asof hy in die tydperk van sy diens by sodanige skool, kollege, technikon of universiteit diens by die betrokke onderwysdepartement gedoen het; en

(b) sodanige vorige diens as diens vir verlofdoeleindes tel.

(7) Behoudens regulasie 18 (d) kan verlof nie as 'n reg geëis word nie, en wanneer 'n opvoeder die diens om watter rede ook al verlaat, vervel sy verlofkrediet op die laaste dag waarop hy in diens was en kan hy nie eis dat die geldwaarde van ongebruikte verlofkrediet aan hom uitbetaal word nie: Met dien verstande dat die betaling van verlofgratifikasie nie deur hierdie regulasie belet word nie.

Algemene Verlofmaatreëls

5. (1) Die verlof waarvoor in hierdie regulasies voorsiening gemaak word, is 'n vergunning en word toegestaan met inagneming van die behoeftes van die betrokke onderwysdepartement.

(2) 'n Aansoek om verlof word skriftelik op die voorgeskrewe vorm en op die voorgeskrewe wyse by die onderwysdepartementshoof ingedien.

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(4) Where the services of an educator terminate and he is reappointed after a break in service, his service prior to such reappointment shall not be taken into account for leave purposes: Provided that the head of the education department may restore the leave credit of such educator to a maximum of 184 days notwithstanding the provisions of (7).

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(6) A person who is appointed as an educator in the service of an education department without a break in service, and who prior to such appointment was employed by any State department (excluding an education department) of the Republic or a self-governing territory, the South African Transport Services, the Department of Posts and Telecommunications, the Administration of South-West Africa or any body or institution having a pension or provident fund administered by the State, shall retain the leave credit standing to his credit on the last day of his service with his previous employer, calculated at a maximum of 36 days per annum, reduced by the number of days of leave already granted: Provided that—

(a) where a person who had immediately prior to such appointment held a post at a school, college, technikon or university not attached to any of the education departments referred to in (5) and of which the pension or provident fund is administered by the State, his leave credit shall be calculated for leave purposes as if he had served the education department concerned for the period he was employed by such school, college, technikon or university; and

(b) such previous service shall, be reckoned as service for leave purposes.

(7) Subject to regulation 18 (d), leave cannot be claimed as a right, and when an educator leaves the service for any reason whatsoever his leave credit shall lapse on the last day on which he was in service and he cannot claim payment in respect of the cash value of leave credit not utilised: Provided that the payment of a leave gratuity shall not be precluded by this regulation.

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(6) Iemand wat sonder onderbreking van diens as 'n opvoeder in die diens van 'n onderwysdepartement aangestel word en wat voor sodanige aanstelling in diens was van enige Staatsdepartement (uitgesonderd 'n onderwysdepartement) van die Republiek of 'n self-regerende gebied, die Suid-Afrikaanse Vervoerdienste, die Departement van Pos- en Telekommunikasiewese, die Administrasie van Suidwes-Afrika of enige liggaam of inrigting wat 'n pensioen- of voorsorgfonds het wat deur die Staat geadministreer word, behou die verlofkrediet wat hy op die laaste dag van sy diens by sy vorige werkgewer gehad het, bereken teen 'n maksimum van 36 dae per jaar, verminder met die getal dae verlof wat alreeds toegestaan is: Met dien verstande dat—

(a) in die geval van 'n persoon wat onmiddellik voor sodanige aanstelling 'n pos beklee het aan 'n skool, kollege, technikon of universiteit wat nie aan een van die onderwysdepartemente genoem in (5) verbonde is nie en waarvan die pensioen- of voorsorgfonds deur die Staat geadministreer word, sy verlofkrediet vir verlofdoeleindes bereken word asof hy in die tydperk van sy diens by sodanige skool, kollege, technikon of universiteit diens by die betrokke onderwysdepartement gedoen het; en

(b) sodanige vorige diens as diens vir verlofdoeleindes tel.

(7) Behoudens regulasie 18 (d) kan verlof nie as 'n reg geëis word nie, en wanneer 'n opvoeder die diens om watter rede ook al verlaat, vervel sy verlofkrediet op die laaste dag waarop hy in diens was en kan hy nie eis dat die geldwaarde van ongebruikte verlofkrediet aan hom uitbetaal word nie: Met dien verstande dat die betaling van verlofgratifikasie nie deur hierdie regulasie belet word nie.

Algemene Verlofmaatreëls

5. (1) Die verlof waarvoor in hierdie regulasies voorsiening gemaak word, is 'n vergunning en word toegestaan met inagneming van die behoeftes van die betrokke onderwysdepartement.

(2) 'n Aansoek om verlof word skriftelik op die voorgeskrewe vorm en op die voorgeskrewe wyse by die onderwysdepartementshoof ingedien.

(3) A school or college vacation that falls within a period of leave of the same type that is granted to an educator, shall not be regarded as forming part of such leave: Provided that where such vacation falls within a period of leave of the same kind, the conditions of remuneration for such vacation shall be the same as the conditions of remuneration for the last school or college day that immediately precedes such vacation.

(4) Any period of leave shall commence on the first day on which an educator is absent from duty and shall terminate on the last school or college day immediately preceding the day on which such educator must resume duty.

(5) A public holiday, Saturday or Sunday falling within a period of leave, or a school or college vacation falling within a period of leave granted without pay, shall be regarded as forming part of such leave and be taken into account as such: Provided that where the public holiday, Saturday and Sunday falls between two different kinds of leave, and such day or days and such leave form a continuous period, any such day or days shall not be regarded as leave.

(6) An educator who wishes to assume duty before the expiry of a period of leave granted to him in terms of these regulations shall not do so before having obtained the prior approval of the head of the education department.

(7) If an educator is granted in good faith more leave with full or half pay than he qualifies for at a particular stage in terms of these regulations, and such educator utilises such excess leave, such over-grant may be deducted from leave credit which subsequently accrues to him: Provided that, in the event of an educator resigning or his services being terminated before sufficient leave credit has accrued to him for the purpose of such deduction, that portion of the over-grant which exceeds his leave credit on the last day of his service shall be regarded as and overpayment of salary which must be either be recovered or written off in terms of Treasury instructions.

Vacation leave

6. (1) Subject to (4), vacation leave may be granted to an educator for a period as determined by the head of the education on the understanding that such educator has the necessary leave to his credit for the period concerned: Provided that—

(a) a maximum of 180 days or two consecutive school or college terms (whichever is the greater) and a minimum of 10 consecutive school or college days are granted;

(b) any application for vacation leave by an educator is received by the head of the education department at least 90 days before the date on which the vacation leave commences: Provided further that the head of the education department may also approve applications on shorter notice; and

(c) in exceptional cases, the head of the education department has the right to approve periods other than those prescribed in (a).

(3) 'n Skool of kollegevakansie wat binne 'n tydperk van verlof van dieselfde soort val as wat aan 'n opvoeder toegestaan is, word nie as deel van sodanige verlof beskou nie: Met dien verstande dat waar sodanige vakansie binne 'n tydperk van verlof van dieselfde soort val, die betalingsvoorwaardes vir sodanige vakansie dieselfde is as die betalingsvoorwaardes vir die laaste skool- of kollegedag wat sodanige vakansie onmiddellik voorafgaan.

(4) Enige tydperk van verlof neem 'n aanvang op die eerste dag waarop 'n opvoeder van diens afwesig is en eindig op die laaste skool- of kollegedag onmiddellik voor die dag waarop sodanige opvoeder diens moet hervat.

(5) 'n Openbare vakansiedag, Saterdag en Sondag wat binne 'n tydperk van verlof val of 'n skool- of kollegevakansie wat binne 'n tydperk van verlof sonder besoldiging val, word as deel van sodanige verlof beskou en as sodanig gereken: Met dien verstande dat waar 'n openbare vakansiedag, Saterdag of Sondag tussen twee verskillende soorte verlof val en sodanige dag of dae en sodanige verlof 'n aaneenlopende tydperk uitmaak, enige sodanige dag of dae nie as verlof gereken word nie.

(6) 'n Opvoeder wat diens wil aanvaar voor die verstryking van 'n tydperk van verlof wat ingevolge hierdie regulasies aan hom toegestaan is, mag dit nie sonder voorafverkreë goedkeuring van die onderwysdepartementshoof doen nie.

(7) As daar te goeder trou meer verlof met volle of halwe besoldiging aan 'n opvoeder toegestaan en deur hom gebruik is as waarop hy op daardie tydstep ingevolge hierdie regulasies geregtig was, kan sodanige oortoekenning afgetrek word van verlofkrediet wat hom later toeval: Met dien verstande dat as die opvoeder bedank of sy diens beëindig word voordat voldoende verlofkrediet vir die doel van sodanige aftrekking aan hom toegeval het, die gedeelte van die oortoekenning wat sy verlofkrediet op die laaste dag van sy diens oorskry, as 'n oorbetalings van salaris beskou word wat ingevolge Tesourie-instruksies of teruggevorder of afgeskryf moet word.

Vakansieverlof

6. (1) Behoudens (4) kan vakansieverlof aan 'n opvoeder toegestaan word vir 'n tydperk wat die onderwysdepartementshoof bepaal, mits sodanige opvoeder oor die nodige verlofkrediet vir die betrokke tydperk beskik: Met dien verstande dat—

(a) 'n maksimum van 180 dae of twee opeenvolgende skool of kollegekwartale (watter ook al die meeste is) en 'n minimum van 10 aaneenlopende skool- of kollegedae toegestaan word;

(b) 'n aansoek om vakansieverlof deur 'n opvoeder die onderwysdepartementshoof minstens 90 dae voor die datum waarop die vakansieverlof 'n aanvang neem, bereik: Met dien verstande voorts dat die onderwysdepartementshoof ook aansoek op korter kennisgewing mag goedkeur; en

(c) die onderwysdepartementshoof die reg het om in 'n uitsonderlike geval 'n ander tydperk as dié by (a) voorgeskryf, goed te keur.

(2) Vacation leave with full pay shall be granted to an educator: Provided that any period of vacation leave with full pay may be converted into vacation leave with half pay on the basis of two days with half pay for each day with full pay.

(3) The head of the education department may at any time require that an educator take part of or all the leave credit at his disposal as vacation leave: Provided that the maximum period of leave prescribed in (1) (a) shall not be exceeded.

(4) Where the services of an educator terminate and he is reappointed after an interruption of service with the restoration of leave credit in terms of regulation 4 (4), no vacation leave where the restored leave credit is used may be granted within two years after such appointment.

Sick leave

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7. (1) Sick leave shall accrue to an educator on the first day of a cycle, and with effect from the day of the full provision of the cycle concerned may be granted to him subject to the provisions of these regulations: Provided that unused sick leave prescribed for a particular cycle shall lapse at the end of that cycle and shall not be carried forward to the next cycle.

(2) A cycle mentioned (1) means a period of three years reckoned from 1 January 1959 and each ensuing period of three years: Provided that in the case of an educator who is appointed after 1 January 1959, and whose date of appointment does not coincide with the commencement date of a cycle, the period of his service from the date of his appointment to the date of commencement of the following cycle shall, for the application of these regulations, be regarded as a full cycle.

(3) An educator may be granted sick leave on account of his illness for 90 days with full pay and 90 days with half pay in the first cycle in which such educator renders service, which number of days' sick leave shall after the completion of each cycle, be increased by three days with full pay and three days with half pay up to a maximum of 120 days with full pay and 120 days with half pay: Provided that—

(a) such an educator may be granted sick leave without pay for any further period which the head of the education department may determine;

(b) where an educator retains his leave credit in terms of regulation 4 (5) and is appointed as an educator in the service of an education department, the date of commencement of his cycle in his previous department shall be regarded as the date of the commencement of his cycle in terms of this regulation; and

(c) an educator referred to in (b) shall not be granted more sick leave with pay during the unexpired period of the cycle in which he has thus been appointed in terms of regulation 4 (5) than that which could have been granted had all his service during such cycle been service in the education department.

(2) Vakansieverlof word met volle besoldiging aan 'n opvoeder toegestaan: Met dien verstande dat 'n tydperk van vakansieverlof met volle besoldiging omskep kan word in vakansieverlof met halwe besoldiging op die basis van twee dae met halwe besoldiging vir elke dag met volle besoldiging.

(3) Die onderwysdepartementshoof kan te eniger tyd vereis dat 'n opvoeder 'n gedeelte van of al die verlofkrediet tot sy beskikking as vakansieverlof neem: Met dien verstande dat die maksimum tydperk van verlof by (1) (a) voorgeskryf, nie oorskry word nie.

(4) Waar die diens van 'n opvoeder eindig en hy na 'n onderbreking van diens weer aangestel word met die herstel van verlofkrediet kragtens regulasie 4 (4), word, waar gebruik gemaak word van die herstelde verlofkrediet, geen vakansieverlof binne twee jaar na sodanige aanstelling toegestaan nie.

Siekteverlof

7. (1) Siekteverlof kom 'n opvoeder toe op die eerste dag van 'n tydkring, en met ingang van daardie dag kan, behoudens die bepalings van hierdie regulasie, die volle voorsiening vir die betrokke tydkring aan hom toegestaan word: Met dien verstande dat ongebruikte siekteverlof wat vir 'n bepaalde tydkring voorgeskryf is, aan die einde van die betrokke tydkring verval en nie na die volgende tydkring oorgedra word nie.

(2) 'n Tydkring in (1) bedoel, beteken 'n tydperk van drie jaar gereken vanaf 1 Januarie 1959 en elke daaropvolgende tydperk van drie jaar: Met dien verstande dat in die geval van 'n opvoeder wat ná 1 Januarie 1959 aangestel is en wie se datum van aanstelling nie met die aanvangsdatum van 'n tydkring saamval nie, die tydperk van sy diens vanaf die datum van sy aanstelling tot die aanvangsdatum van die eersvolgende tydkring vir die toepassing van hierdie regulasie as 'n volle tydkring beskou word.

(3) Aan 'n opvoeder kan weens sy siekte siekteverlof toegestaan word van 90 dae met volle besoldiging en 90 dae met halwe besoldiging in die eerste tydkring waarin sodanige opvoeder diens doen, en hierdie getal dae siekte verlof word na voltooiing van elke tydkring vermeerder met drie dae met volle besoldiging en drie dae met halwe besoldiging tot 'n maksimum van 120 dae met volle besoldiging en 120 dae met halwe besoldiging: Met dien verstande dat—

(a) aan sodanige opvoeder siekteverlof sonder besoldiging toegestaan kan word vir enige verdere tydperk wat nie onderwysdepartementshoof bepaal:

(b) in die geval van 'n opvoeder wat sy verlofkrediet ingevolge regulasie 4 (5) behou en wat as opvoeder in die diens van 'n onderwysdepartement aangestel word, die aanvangsdatum van sy tydkring in sy vorige departement beskou word as die aanvangsdatum van sy tydkring in gevolg die bepalings van hierdie maatregel; en

(c) aan 'n opvoeder in (b) bedoel, nie meer siekteverlof met besoldiging gedurende die onverstrekte tydperk van die tydkring waarin hy aldus kragtens regulasie 4 (5) aangestel is, toegestaan mag word nie as wat aan hom toegestaan kon word indien al sy diens gedurende sodanige tydkring diens by die onderwysdepartement was.

(4) Notwithstanding anything to the contrary in (3), additional sick leave may, after the completion of nine years continuous service and up to and including the end of the cycle in which the nine year period expires and in every three cycles thereafter, on the recommendation of a registered medical practitioner or a registered dentist, be granted to an educator up to a maximum of 90 days with full pay and 90 days with half pay: Provided that the additional sick leave with full pay follows immediately upon the sick leave with full pay referred to in (3).

(5) Any application for sick leave in respect of a continuous period of more than four days shall be supported by a certificate by a registered medical practitioner or a registered dentist, and the head of the education department may require that such medical certificate be submitted in support of any application for sick leave for a period of four days or less if he is of the opinion that circumstances warrant the submission of such certificate: Provided that—

(a) if the head of the education department is satisfied that in exceptional cases an educator's absence for a period not exceeding 14 days is bona fide owing to illness and if he is further satisfied that there are sufficient reasons for the non-production of a medical certificate, he may, in his discretion, dispense with the submission of a medical certificate;

(b) sick leave in respect of which a medical certificate as referred to in (a) has not been submitted, may be granted only for an aggregate of 10 days during any calendar year;

(c) any further absence without a medical certificate shall be covered by the granting of special leave for urgent private affairs; and

(d) the provision contained in the foregoing two provisions shall not apply to any period of absence in respect of which exemption from the submission of a medical certificate in terms of this regulation was granted.

(6) Sick leave shall not be granted to an educator in respect of—

(a) illness, indisposition or injury owing to the misconduct of the educator or his failure to take reasonable care or precautions; or

(b) neurasthenia, insomnia, debility or other similar ill-defined disease or condition of ill-health, unless the head of the education department is satisfied that—

(i) such educator is not in a fit state of health to perform his duties; and

(ii) the condition such educator is in could not have been avoided by reasonable care or precautions on his part or by utilising his vacation leave privileges.

(7) Where any sick leave is granted to an educator, the date on which such leave is deemed to have commenced and the date on which it is deemed to have ended shall, subject to the medical requirements of the case, be the dates determined by the head of the education department, who may, in determining the period of such leave, take into consideration the interests of any school or institution affected by the granting thereof.

(4) Ondanks andersluidende bepalings in (3) vervat, kan daar, na voltooiing van nege jaar aaneenlopende diens en tot en met die einde van die tydkring waarin die nege jaar verstryk en in elke drie tydkringe daarna aan 'n opvoeder, op aanbeveling van 'n geregistreerde geneesheer of 'n geregistreerde tandarts, bykomende siekteverlof van hoogstens 90 dae met volle besoldiging toegestaan word: Met dien verstande dat die bykomende siekteverlof met volle besoldiging direk op die siekteverlof met volle besoldiging bedoel in (3) volg.

(5) 'n Aansoek om siekteverlof ten opsigte van 'n aaneenlopende tydperk van meer as vier dae moet gestaaft word deur 'n sertifikaat van 'n geregistreerde geneesheer of 'n geregistreerde tandarts, en die onderwysdepartementshoof kan eis dat so 'n mediese sertifikaat voorgelê word ter staving van enige aansoek om siekteverlof vir 'n tydperk van vier dae of minder indien hy meen dat omstandighede die voorlegging van so 'n sertifikaat regverdig: Met dien verstande dat—

(a) indien die onderwysdepartementshoof oortuig is dat in uitsonderlike gevalle 'n opvoeder se afwesigheid vir 'n tydperk van hoogstens 14 dae bona fide te wyte is aan siekte en indien hy voorts oortuig is dat daar genoegsame redes bestaan waarom 'n mediese sertifikaat nie ingedien is nie, hy na goedgekeurde vrystelling van die indiening van 'n mediese sertifikaat kan verleen;

(b) siekteverlof ten opsigte waarvan 'n mediese sertifikaat in (a) bedoel, nie ingedien is nie, toegestaan kan word slegs vir altesaam 10 dae gedurende enige kalenderjaar;

(c) enige verdere afwesigheid sonder 'n mediese sertifikaat gedek moet word deur die bestaan van spesiale verlof vir dringende private sake; en

(d) die bepalings vervat in die voorafgaande twee voorbehoudsbepalings nie van toepassing is nie op enige tydperk van afwesigheid ten opsigte waarvan vrystelling van die indiening van 'n mediese sertifikaat kragtens hierdie regulasie verleen is.

(6) Siekteverlof word nie aan 'n opvoeder toegestaan nie ten opsigte van—

(a) enige siekte, ongesteldheid of besering wat toe te skrywe is aan die opvoeder se wangedrag of gebrek aan 'n redelike mate van sorg of voorsorg; of

(b) neurasthenia, slaapproloosheid, swakheid of dergelike minder goed omskrewe siekte of ongesteldheid, tensy die onderwysdepartementshoof oortuig is dat—

(i) sodanige opvoeder se gesondheidstoestand hom ongeskik maak vir sy werk; en

(ii) die toestand waarin sodanige opvoeder verkeer, nie deur 'n redelike mate van sorg of voorsorg van sy kant of deur gebruik te maak van sy vakansieverlof-voorregte, vermy kon geword het nie.

(7) Waar enige siekteverlof aan 'n opvoeder toegestaan word, is die datum waarop sodanige verlof geag word te begin het en die datum waarop dit geag word te geëindig het, met inagneming van die geneeskundige vereistes van die geval, die datums bepaal deur die onderwysdepartementshoof, wat by die vasstelling van die tydperk van sodanige verlof die belange van enige skool of inrigting wat deur die bestaan daarvan geraak word, in aanmerking kan neem.

(8) Notwithstanding anything to the contrary contained in these regulations, an educator may, at his written request, be granted vacation leave in lieu of any portion of sick leave granted with half pay or without pay: Provided that sick leave with half pay may be combined with vacation leave with half pay upon the request of the educator.

(9) In the event of an educator becoming ill while he is on vacation leave, the period during which he was ill may, subject to the provisions of (5), be converted into sick leave provided such educator applies for such conversions, in writing, within 30 days after resumption of duty.

(10) Notwithstanding the submission of a certificate as referred to in (5), the head of the education department may, on the grounds of further medical advice, refuse to grant sick leave with pay in respect of any absence from duty which the certificate relates, and such absence shall be regarded as special leave for urgent private affairs.

(11) Whenever the head of an education department has reason to suspect that the state of health of an educator is such that he is unfit to perform his duties as an educator in a satisfactory manner, the head of the education department may on a particular date call upon him to be examined at State expense by a medical practitioner nominated by the head of the education department, and whenever the head of the education department is satisfied that an educator is, owing to ill-health (including any mental or physical disability), unable to perform his duties as an educator satisfactorily, he may order such educator to take sick leave for a specific period.

Special sick leave

8. Notwithstanding anything to the contrary contained in regulation 7 (1), an educator who is absent from duty owing to an injury sustained in an accident arising out of and in the course of the performance of his duties, or owing to an illness contracted in the course of and as a result of the performance of his duties as an educator may be granted special sick leave with full pay for the period during which he cannot perform such duties owing to incapacity, or, if the case falls within the scope of the Workmen's Compensation Act, 1941, as amended, he may be granted special sick leave with remuneration equal to the difference between full remuneration and the compensation payable to him in terms of that Act; Provided that such leave shall not affect sick leave which may be granted in terms of any cycle: Provided further that such absence from duty is not attributable to misconduct by the educator or his failure to take reasonable care or precautions.

(8) Ondanks andersluidende bepalings in hierdie maatreëls vervat, kan daar aan 'n opvoeder op sy skriftelike versoek, in die plek van enige gedeelte van siekteverlof wat met halwe besoldiging of sonder besoldiging toegestaan is, vakansieverlof toegestaan word: Met dien verstande dat siekteverlof met halwe besoldiging gekombineer kan word met vakansieverlof met halwe besoldiging indien 'n opvoeder aldus versoek.

(9) Indien 'n opvoeder siek word terwyl hy met vakansieverlof is, kan die tydperk waarin hy siek was, behoudens die bepalings van (5), in siekteverlof omskep word, mits sodanige opvoeder binne 30 dae na dienshervatting skriftelik om sodanige omskepping aansoek doen.

(10) Ondanks die indiening van 'n sertifikaat in (5) bedoel, kan die onderwysdepartementshoof, op grond van verdere mediese advies, weier om siekteverlof met besoldiging toe te staan ten opsigte van enige afwesigheid van diens waarop die sertifikaat betrekking het, en sodanige afwesigheid word as spesiale verlof vir dringende private sake beskou.

(11) Wanneer 'n onderwysdepartementhoof rede het om te vermoed dat die gesondheidstoestand van 'n opvoeder sodanig is dat dit hom ongeskik maak om sy pligte as opvoeder op bevredigende wyse uit te voer, kan die onderwysdepartementshoof hom aansê om op 'n bepaalde datum op Staatskoste ondersoek te word deur 'n geneesheer wat deur die onderwysdepartementshoof benoem word, en wanneer die onderwysdepartementshoof oortuig is dat 'n opvoeder weens swak gesondheid (met inbegrip van enige geestelike of liggaamlike gebrek) nie in staat is om sy pligte as opvoeder op bevredigende wyse uit te voer nie, kan hy sodanige opvoeder aansê om vir 'n bepaalde tydperk met siekteverlof te gaan.

Spesiale siekteverlof

8. Ondanks andersluidende bepalings in regulasie 7 (1) vervat, kan aan 'n opvoeder wat van diens afwesig is weens 'n besering opgedoen in 'n ongeluk voortvloeiend uit en in die loop van die uitvoering van sy pligte as opvoeder, of weens 'n siekte opgedoen in die loop van of as gevolg van die uitvoering van sodanige pligte, spesiale siekteverlof met volle besoldiging toegestaan word vir die tydperk wat hy onbevoeg is vir sodanige pligte, of, indien die geval onder die Ongevalwet, 1941, soos gewysig, ressorteer, spesiale siekteverlof met die besoldiging gelyk aan die verskil tussen volle besoldiging en die vergoeding wat ingevolge genoemde Wet aan hom betaalbaar is: Met dien verstande dat sodanige verlof nie siekteverlof wat kragtens 'n tydkring toegestaan kan word, aantast nie: Met dien verstande voorts dat hierdie afwesigheid van diens nie toe te skryf is aan die opvoeder se wangedrag of gebrek aan 'n redelike mate van sorg of voorsorg nie.

Special leave for study purposes

9. (1) Special leave may be granted to an educator for a course of study and for a period approved by the head of the education department, on the following basis: In respect of each day of vacation leave with full pay which an educator uses for study, one additional day's of special leave for study purposes with full pay, or, at the written request of such educator, two additional day's special leave for study purposes with half pay may be granted, and in respect of each day's vacation leave with half pay which an educator uses for study, one additional day's special leave for study purposes with half pay may be granted.

(2) If special leave for study purposes is granted to an educator, the head of the education department may call for periodic progress reports and such educator shall enter into an agreement as set out in Annexure I with the education department, in terms of which he undertakes to serve an education department immediately after completion of the period of special leave for study purposes for a period (hereinafter referred to as the period) equal to at least the period for which special leave for study purposes with full pay in terms of (1) has been granted to him, or if special leave for study purposes with half pay has been granted, for a period (the service period) equal to half the period for which special leave for study purposes with half pay has been granted: Provided that if leave without pay has been granted to him during his service period, his service period shall be extended by the number of days for which leave without pay has been granted to him.

(3) Special leave for study purposes shall not be brought into account against the leave credit of the educator.

Special leave for military training

10. (1) Special leave for military training may be granted with full pay to an educator when such educator is required, in terms of the Defence Act, 1957, or any regulation promulgated thereunder, or the Police Act, 1958, or any regulation promulgated thereunder, to undergo continuous or interrupted training or thus do service, except in the case of his initial continuous compulsory national service, in which case special leave for military training shall be granted and his salary reduced by an amount determined from time to time by the Treasury with due consideration of the circumstances of individual educators.

(2) An educator who is called up for his initial continuous compulsory national service by the South African Defence Force, or who receives home-front training, shall enter into an agreement as set out in Annexure II with the education department in terms of which he undertakes to serve an education department for a period equal to the period for which special leave for military training has been granted to him.

Spesiale verlot vir studiedoeleindes

9. (1) Spesiale verlot kan aan 'n opvoeder toegestaan word vir 'n studiekursus en 'n tydperk wat die onderwysdepartementshoof goedkeur en wel op die volgende basis: Ten opsigte van elke dag verkansieverlot met volle besoldiging wat 'n opvoeder vir studie gebruik, kan een addisionele dag spesiale verlot vir studiedoeleindes met volle besoldiging of, op sodanige opvoeder se skriftelike versoek, twee addisionele dae spesiale verlot vir studiedoeleindes met halwe besoldiging toegestaan word, en ten opsigte van elke dag vakansieverlot met halwe besoldiging van 'n opvoeder vir studie gebruik, kan een addisionele dag spesiale verlot vir studiedoeleindes met halwe besoldiging toegestaan word.

(2) Indien spesiale verlot vir studiedoeleindes aan 'n opvoeder toegestaan word, kan die onderwysdepartementshoof periodiek vorderingverslae vereis om en moet sodanige opvoeder 'n ooreenkoms soos in Bylae I uiteengesit, met die onderwysdepartement aangaan, waarby hy onderneem om 'n onderwysdepartement onmiddellik na verstryking van die tydperk van spesiale verlot vir studiedoeleindes te dien vir 'n tydperk (hierna die dienstydperk genoem) gelykstaande met minstens die tydperk waarvoor spesiale verlot vir studiedoeleindes met volle besoldiging kragtens (1) aan hom toegestaan is, of, indien spesiale verlot met halwe besoldiging toegestaan is, vir 'n tydperk (die dienstydperk) gelykstaande met die helfte van die tydperk waarvoor spesiale verlot vir studiedoeleindes met halwe besoldiging toegestaan is: Met dien verstande dat indien verlot sonder besoldiging aan hom gedurende sy dienstydperk toegestaan word, sy dienstydperk met die aantal dae waarvoor verlot sonder besoldiging aan hom toegestaan is, verleng word.

(3) Spesiale verlot vir studiedoeleindes word nie teen die opvoeder se verlotkrediet verreken nie.

Spesiale verlot vir militêre opleiding

10. (1) Spesiale verlot vir militêre opleiding kan met volle besoldiging aan 'n opvoeder toegestaan word wanneer sodanige opvoeder ingevolge die Verdedigingswet, 1957, of enige regulasie daarkragtens uitgevaardig, of ingevolge die Polisiewet, 1958, of enige regulasie daarkragtens uitgevaardig, ononderbroke of onderbroke opleiding moet ondergaan of al-dus diens moet verrig, behalwe in die geval van sy aanvanklike onderbroke verpligte nasionale dienslig, in welke geval spesiale verlot vir militêre opleiding toegestaan moet word en sy salaris verminder word met die bedrag wat van tyd tot tyd deur die Tesourie, met inagneming van afsonderlike opvoeders se omstandighede, bepaal word.

(2) 'n Opvoeder wat vir sy aanvanklike ononderbroke verpligte nasionale dienslig deur die Suid-Afrikaanse Weermag opgeroep word of tuisfrontopleiding ontvang, moet 'n ooreenkoms soos in Bylae II uiteengesit, met die onderwysdepartement aangaan, waarby hy onderneem om 'n onderwysdepartement te dien vir 'n tydperk gelykstaande met die tydperk waarvoor spesiale verlot vir militêre opleiding aan hom toegestaan is.

(3) Written proof shall be submitted from the South African Defence Force, or the South African Police Force that the educator must undergo training or do service.

(4) Special leave for military training granted in terms of (1) may include any period actually and necessarily taken up in travelling for the purpose for which the leave is granted.

(5) Special leave for military training shall not be brought into account against the leave credit of the educator.

Special leave for examination purposes

11. (1) Special leave for examination purposes with full pay may be granted to an educator for each day on which he sits as a candidate in any approved examination: Provided that one additional day's special leave for examination purposes with full pay may be granted for each day such educator actually sits for the examination and that such additional days shall be taken before the last school or college day on which he writes the examination.

(2) Over and above the special leave for examination purposes contemplated in (1), the head of the education department may, once only, grant continuous special leave for examination purposes to an educator in his final year of an approved first degree or diploma for a maximum period of 16 school or college days.

(3) Special leave for examination purposes granted in terms of (1) may include any period actually and necessarily required for travelling in connection with such examination.

(4) Special leave for examination purposes shall not be brought into account against the leave credit of an educator.

Special leave for quarantine purposes

12. (1) Where an educator is compelled to take leave on account of the existence of an infectious or contagious disease in his family or at his place of residence or elsewhere, which warrants exclusion from a school or institution in terms of the provisions of law concerning public health, special leave for quarantine purposes with full pay may be granted to such educator.

(2) Any application for such leave shall be accompanied by a certificate of a registered medical practitioner stating the period of quarantine as well as the reasons necessitating such leave.

(3) Such leave shall not exceed the period required for the removal of the contagion or infection or for disinfection.

(4) Special leave for quarantine purposes shall not be brought into account against the leave credit of the educator.

Special leave for participation in sporting and other cultural events

13. General policy in this regard is still to be determined. In the meantime the appropriate dispensation as presently prescribed for teaching CS Educators, must be applied.

(3) Skriftelike bewys moet voorgelê word van die Suid-Afrikaanse Weermag of die Suid-Afrikaanse Polisie-mag dat die opvoeder opleiding moet ondergaan of diens moet verrig.

(4) Spesiale verlot vir militêre opleiding wat ingevolge (1) toegestaan word, kan enige tydperk insluit wat werklik en noodsaaklikerwys in beslag geneem word deur reise afgelê vir die doel waarvoor die verlot toegestaan word.

(5) Spesiale verlot vir militêre opleiding word nie teen die opvoeder se verlofkrediet verreken nie.

Spesiale verlot vir eksamendoeleindes

11. (1) Spesiale verlot vir eksamendoeleindes met volle besoldiging kan aan 'n opvoeder toegestaan word vir elke dag waarop hy as 'n kandidaat enige goedgekeurde eksamen aflê: Met dien verstande dat een addisionele dag spesiale verlot vir eksamendoeleindes met volle besoldiging toegestaan kan word vir elke dag waarop sodanige opvoeder werklik eksamen aflê en dat hierdie addisionele dae voor die laaste skool- of kollegedag waarop hy eksamen aflê, geneem moet word.

(2) Bo en behalwe die spesiale verlot vir eksamendoeleindes in (1) bedoel, kan die onderwysdepartementshoof eernmalig aan 'n opvoeder wat finalejaarsvakke ter voltooiing van 'n goedgekeurde eerste graad of diploma moet aflê, aaneenlopende spesiale verlot vir eksamendoeleindes vir 'n maksimum tydperk van 16 skool- of kollegedae toestaan.

(3) Spesiale verlot vir eksamendoeleindes wat kragtens (1) toegestaan word, kan enige tydperk insluit wat werklik en noodsaaklikerwys vereis word om in verband met sodanige eksamen te reis.

(4) Spesiale verlot vir eksamendoeleindes word nie teen die opvoeder se verlofkrediet verreken nie.

Spesiale verlot vir kwarantyn-doeleindes

12. (1) Waar 'n opvoeder verplig word om verlot te neem omdat daar 'n besmetlike of aansteeklike siekte in sy gesin of in sy tuiste of elders heers, wat uitsluiting uit 'n skool of inrigting regverdig ingevolge die wetsbepalings met betrekking tot openbare gesondheid, kan spesiale verlot vir kwarantyn-doeleindes met volle besoldiging aan sodanige opvoeder toegestaan word.

(2) Enige aansoek om sodanige verlot moet vergeleë gaan van 'n geregistreerde geneesheer waarin die tydperk van kwarantyn asook die redes waarom sodanige verlot nodig is, vermeld word.

(3) Sodanige verlot mag nie vir 'n langer tydperk wees as dié wat nodig is vir die verwydering van die besmetting of aansteeking of vir ontsmetting nie.

(4) Spesiale verlot vir kwarantyn-doeleindes word nie teen die opvoeder se verlofkrediet verreken nie.

Spesiale verlot vir deelname aan sport- en ander kultuurgeleenthede

13. Algemene beleid in hierdie verband moet nog bepaal word. Intussen moet die toepaslike bedeling soos wat dit tans vir onderriggewende KS-opvoeders voorgeskryf is, toegepas word.

Special leave for urgent private affairs

14. (1) With the approval of the head of the education department, special leave for urgent private affairs may be granted to an educator to attend to private affairs.

(2) Special leave for urgent private affairs shall be with full pay if the educator has the necessary leave to his creditor and shall be brought into account against such leave creditor or shall be without pay if the educator no longer has any leave to his credit.

Special leave for accouchement

15. (1) A married female educator may apply for special leave for accouchement without pay, and such application shall be submitted at least 90 days prior to the expected date of her accouchement.

(2) Special leave for accouchement will normally be granted from 60 days prior to the expected date of accouchement: Provided that with due consideration of the circumstances at the educational institution concerned as well as the state of health of the applicant, the head of the education department may approve a shorter or longer period.

(3) Special leave for accouchement normally terminates 90 days after the date of accouchement: Provided that, with due consideration of the circumstances at the educational institution concerned as well as the circumstances of the applicant, the head of the education department may approve a shorter or longer period.

(4) In the event of an illness unrelated to the pregnancy, sick leave may be granted during the period of special leave for accouchement, if the educator concerned applied therefor and her application is supported by a medical certificate.

(5) Special leave for accouchement without pay in the case of the adoption of a child may also be granted to a female educator for a period of 90 days: Provided that with due consideration of the circumstances at the education institution concerned as well as the circumstances of the applicant, the head of education department may approve a shorter or longer period.

(6) Notwithstanding anything to the contrary contained in these regulations, the educator concerned may request in writing that vacation leave in lieu of special leave for accouchement be granted to her to the extent that she has leave to her credit.

Special leave for continuity of service

16. Notwithstanding anything to the contrary contained in these regulations, the head of the education department may grant to an educator who is appointed in the service of his education department and who was previously employed by the same or another education department or a department of education in the Territory of South-West Africa as an educator, special leave for continuity of service without pay for the purpose of preserving the continuity of such educator's service from the first day following the date upon which such educator last received pay from his previous education department to the day preceding the date of assump-

Spesiale verlot vir dringende privaatsake

14. (1) Aan 'n opvoeder kan, met die goedkeuring van die onderwysdepartementshoof, spesiale verlot vir dringende private sake toegestaan word om aandag te skenk aan private sake.

(2) Spesiale verlot vir dringende private sake is met volle besoldiging indien die opvoeder oor die nodige verlofkrediet beskik en word teen hierdie verlofkrediet verreken of is sonder besoldiging indien die opvoeder nie meer oor enige verlofkrediet beskik nie.

Spesiale verlot vir bevalling

15. (1) 'n Getroude vroulike opvoeder kan vir haar bevalling aansoek doen om spesiale verlot vir bevalling sonder besoldiging, en sodanige aansoek moet ingedien word minstens 90 dae voor die verwagte datum van haar bevalling.

(2) Spesiale verlot vir bevalling word normaalweg toegestaan vanaf 60 dae voor die datum van die verwagte bevalling: Met dien verstande dat, met inagneming van die omstandighede aan die betrokke onderwysinrigting asook die gesondheidstoestand van die aansoeker, die onderwysdepartementshoof 'n korter of langer tydperk kan goedkeur.

(3) Spesiale verlot vir bevalling eindig normaalweg 90 dae na die datum van die bevalling: Met dien verstande dat, met inagneming van die omstandighede aan die betrokke onderwysinrigting asook die omstandighede van die aansoeker, die onderwysdepartementshoof 'n korter of langer tydperk kan goedkeur.

(4) Indien 'n sieketoestand ontstaan wat nie verband hou met die swangerskap nie, kan siekteverlot toegestaan word binne die tydperk van spesiale verlot vir bevalling, indien sodanige opvoeder daarom aansoek doen en haar aansoek gerugsteun word deur 'n geneeskundige sertifikaat.

(5) Spesiale verlot vir bevalling sonder besoldiging kan ook in die geval van die aanneming van 'n kind aan 'n vroulike opvoeder toegestaan word vir 'n tydperk van 90 dae: met dien verstande dat, met inagneming van die omstandighede aan die betrokke onderwysinrigting asook die omstandighede van die aansoeker, die onderwysdepartementshoof 'n korter of langer tydperk kan goedkeur.

(6) Ondanks andersluidende bepalings in hierdie regulasies vervat, kan die betrokke opvoeder skriftelik versoek dat vakansieverlof in plaas van spesiale verlot vir bevalling, in soverre sy oor verlofkrediet beskik, aan haar toegestaan word.

Spesiale verlot ter wille van dienskontinuiteit

16. Ondanks andersluidende bepalings in hierdie regulasies vervat, kan die onderwysdepartementshoof aan 'n opvoeder wat in die diens van sodanige hoof se onderwysdepartement aangestel word en wat voorheen by dieselfde of 'n ander onderwysdepartement of 'n departement van onderwys in die gebied Suidwes-Afrika as opvoeder in diens was, spesiale verlot ter wille van dienskontinuiteit sonder besoldiging toestaan vir die doel om die kontinuiteit van sodanige opvoeder se dienste te behou en wel van die eerste dag na die datum waarop sodanige opvoeder die laaste keer deur sy vorige onderwysdepartement besoldig is tot die dag

tion of duty at his present education department in terms of such appointment, if such period does not exceed 120 days: Provided that the limitation of 120 days shall not apply where the period concerned is from the day immediately following the last day of a school or college term to the day immediately preceding the first day of the school or college term after a full school or college term has elapsed.

Special leave in extraordinary circumstances

17. Where in the opinion of the head of the education department circumstances justify it, he may, notwithstanding anything to the contrary contained in these regulations, grant an educator special leave in extraordinary circumstances for any purpose or for any period he may determine, and such leave shall be without pay unless the Minister determines otherwise. Special leave in extraordinary circumstances shall not be brought into account against the leave credit of the educator.

Leave gratuities

18. A leave gratuity, calculated as set out in regulation 19, may be paid—

(a) to an educator whose service terminates as a result of retirement on pension: Provided that for this purpose the voluntary resignation of a temporary educator on or after attaining the age of 60 years shall also be regarded as retirement on pension;

(b) to an educator as a result of termination of service on account of—

(i) ill health that is not caused through his own fault, or owing to diminishing powers;

(ii) redundancy, abolition of a post or reorganisation;

(iii) incompetence that is not caused through his own fault (unlike misconduct); or

(iv) if he has been appointed on a contract basis, the expiry of his period of service or his voluntary resignation according to the provisions of the contract;

(c) where an educator dies, to the following person, persons or estate in the following order of precedence:

(i) The widow or widower of such educator;

(ii) the fully dependent children, including a stepchild or a lawfully adopted child, in equal shares;

(iii) the dependent parent or parents; and

(iv) the estate of the deceased;

(d) to an educator serving in a temporary capacity, whose service terminates after having completed at least five years' satisfactory service, unless special leave for continuity of service can be granted; and

(e) to an educator serving in a permanent capacity, on his written request, where such educator has the option of retiring on pension before attaining the compulsory retirement age, and does not retire before attaining such age.

voor die datum van diensaarvaarding by sy huidige onderwysdepartement ingevolge sodanige aanstelling, indien sodanige tydperk hoogstens 120 dae is: Met dien verstande dat die beperking van 120 dae nie van toepassing is nie waar die betrokke tydperk strek van die dag onmiddellik na die laaste dag van 'n skool- of kollegekwartaal tot die dag onmiddellik voor die eerste dag van die skool- of kollegekwartaal nadat een volle skool- of kollegekwartaal verloop het.

Spesiale verlof in buitengewone omstandighede

17. Waar die onderwysdepartementshoof van oordeel is dat omstandighede dit regverdig, kan hy, ondanks andersluidende bepalings in hierdie maatreëls vervat, aan 'n opvoeder spesiale verlof in buitengewone omstandighede toestaan vir enige doel en vir enige tydperk wat hy bepaal, en sodanige verlof is sonder besoldiging, tensy die Minister anders bepaal. Spesiale verlof in buitengewone omstandighede word nie teen die opvoeder se verlofkrediet verreken nie.

Verlofgratifikasie

18. 'n Verlofgratifikasie, bereken soos in regulasie 19 uiteengesit, kan betaal word—

(a) aan 'n opvoeder wie se diens eindig as gevolg van uitdienstreding met pensioen: Met dien verstande dat vir die doeleindes hiervan die vrywillige bedanking van 'n tydelike opvoeder by of na bereiking van die leeftyd van 60 jaar ook as uitdienstreding met pensioen beskou word;

(b) aan 'n opvoeder ten gevolge van diensbeëindiging weens—

(i) swak gesondheid nie deur eie toedoen veroorsaak nie of as gevolg van afnemende kragte;

(ii) oortolligheid, afskaffing van 'n pos of reorganisasie;

(iii) onbekwaamheid nie deur eie toedoen veroorsaak nie (in teenstelling met wangedrag); of

(iv) indien hy kragtens 'n kontrak aangestel is, die verstryking van die dienstrydperk of die vrywillige bedanking van die opvoeder ooreenkomstig die bepalings van die kontrak;

(c) waar 'n opvoeder te sterwe kom, aan die volgende persoon, persone of boedel in die volgende orde van voorrang:

(i) Die weduwee of wewenaar van sodanige opvoeder;

(ii) die ten volle afhanklike kinders, met inbegrip van 'n stiefkind of 'n wettige aangenome kind, in gelyke dele;

(iii) 'n afhanklike ouer of ouers, en

(iv) die boedel van die oorledene;

(d) by diensbeëindiging aan 'n opvoeder wat in 'n tydelike hoedanigheid aangestel is, na voltooiing van minstens vyf jaar bevredigende diens, tensy spesiale verlof ter wille van dienskontinuiteit toegestaan kan word; en

(e) aan 'n opvoeder wat in 'n permanente hoedanigheid in diens is op sy skriftelike versoek, indien sodanige opvoeder die keuse het om voor bereiking van die verpligte uitdienstredingsleeftyd met pensioen uit diens te tree, en nie voor bereiking van sodanige leeftyd uit diens tree nie.

Calculation of the number of days which may be converted into a leave gratuity

19. (1) A leave gratuity shall be payable to an educator whose service terminates in the circumstances set out in regulation 18 (1) (a) or (b) or (c), calculated against the total number of days' leave standing to his credit at the termination of his service.

(2) A leave gratuity up to a maximum of 184 days shall be payable to an educator contemplated in regulation 18 (1) (d) or (e).

(3) Leave credit over and above the number of days in respect of which a leave gratuity is paid, shall be retained by the educator.

Calculation of the amount of leave gratuity

20. The amount of the leave gratuity shall be calculated in respect of the number of days' leave that can be converted into the gratuity and at a rate equal to the total of the educator's basic salary plus any pensionable allowance payable on the date on which such gratuity is payable.

Payment of leave gratuity

21. If an educator applies for the payment of a leave gratuity and such gratuity has been paid to him, he shall not be allowed to refund such gratuity and to again apply therefor at a later stage.

Entrenchment benefits

22. Where more favourable conditions are applicable to an educator on the implementation of these regulations, such benefits shall be retained personally for as long as such educator remains in service without interruption.

Assignment of powers and duties

23. The Director-General may assign, either generally or in any particular case, any power or duty conferred or imposed upon him by or in terms of these Regulations, to any other officer in the Administration.

Berekening van getal dae wat in 'n verlofgratifikasie omskep kan word

19. (1) 'n Verlofgratifikasie is betaalbaar aan 'n opvoeder wie se diens eindig in die omstandighede in regulasie 18 (a) of (b) of (c) uiteengesit, bereken teen die totale getal dae wat hy by sy diensbeëindiging as verlofkrediet het.

(2) 'n Verlofgratifikasie tot 'n maksimum van 184 dae is betaalbaar aan 'n opvoeder bedoel in maatreëf 18 (d) of (e).

(3) Verlofkrediet bo en behalwe die getal dae ten opsigte waarvan verlofgratifikasie uitbetaal word, word deur 'n opvoeder behou.

Berekening van bedrag van verlofgratifikasie

20. Die bedrag van die verlofgratifikasie word bereken ten opsigte van die getal dae verlof wat in die gratifikasie omskep kan word en teen 'n tarief gelyk aan die totaal van die opvoeder se basiese salaris plus enige pensioengewende toelae op die datum waarop sodanige verlofgratifikasie betaalbaar is.

Betaling van verlofgratifikasie

21. Indien 'n opvoeder om die betaling van 'n verlofgratifikasie aansoek gedoen het en sodanige gratifikasie aan hom betaal is, word hy nie toegelaat om sodanige gratifikasie terug te betaal en op 'n later tydstip weer daarom aansoek te doen nie.

Verskansing van voordele

22. Waar gunstiger voorwaardes by die inwerking-treding van hierdie regulasies op 'n opvoeder van toepassing is, word sodanige voordele persoonlik behou solank as wat sodanige opvoeder sonder diensonderbreking in diens is.

Oordrag van bevoegdhede en pligte

23. Die Direkteur-generaal kan enige bevoegdheid of plig by of ingevolge hierdie Regulasie aan hom verleen of opgelê in die algemeen of in 'n besondere geval aan enige ander beampite in die Administrasie opdra.

**ANNEXURE I
AGREEMENT**

1. I,,
(Full name)

hereby undertake towards the head of the education department of the
(Name of education department)

immediately after expiry of the period of special leave for study purposes granted to me in terms of general education policy for the period to to serve in an education department (hereinafter referred to as my service obligation) for a continuous period of days.

- I hereby further undertake, during this leave, periodically and as determined by the head of my education department to obtain progress reports in respect of my study courses from the institution at which I am studying and to submit such reports to the head of my education department, and I understand that he retains the right on the basis of such progress reports to instruct me to resume service immediately and to renounce the privileges of this leave granted to me and to convert such leave into vacation leave or special leave in extraordinary circumstances and in the latter case to recover any excess payment from me which might have occurred as a result thereof, and to transfer such payment to the education department with which this contract has been concluded.
- I hereby declare that I understand that authorised leave with full or partial pay normally counts as service towards the fulfilment of my service obligation and that, if leave without pay is granted to me before my service obligation is fulfilled, my service obligation will be extended by the number of days equal to the periods for which leave without pay was granted to me.
- I hereby further undertake, if in any manner whatsoever, except in the event of my death, or as a result of my permanent disability not caused by me, fail to fulfil this agreement fully, irrespective of whether such failure is the result of discharge owing to misconduct, to repay on request the service bonus and salary which I received during the above-mentioned period of special leave for study purposes on a *pro rata* basis to the education department with which this contract has been concluded.

Signed at this day of 19.....

Witnesses:

-
-

.....
Signature of Educator

30 OCT 1991

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Vol. 316

PRETORIA, 25 OKTOBER 1991
OCTOBER

No. 13588

GOEWERMENSKENNISGEWINGS

ADMINISTRASIE: RAAD VAN AFGEVAARDIGDES

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 2501

25 Oktober 1991

WET OP ONDERWYS VIR INDIËRS, 1965

WYSIGING VAN REGULASIES BETREFFENDE
AFWESIGHEIDSVARLOF VAN KS-OPVOEDERS
VAN WIE NIE NORMAALWEG VERWAG WORD OM
GEDURENDE TYDPERKE WAARTYDENS ONDER-
RIG OPGESKORT WORD DIENS TE VERRIG NIE

Die Minister van Onderwys en Kultuur het kragtens
artikel 33 (1) (g) van die Wet op Onderwys vir Indiërs,
1965 (Wet No. 61 van 1965), die regulasies afgekondig
by Goewermenskennisgewing No. R. 1563 van 5 Julie
1991, gewysig soos uiteengesit in die Bylae.

BYLAE

1. In hierdie Bylae, tensy uit die samehang anders
blyk, beteken die uitdrukking "Die Regulasies" die
regulasies afgekondig by Goewermenskennisgewing
No. R. 1563 van 5 Julie 1991.

2. Regulasie 15 van die Regulasies word hierby
gewysig deur subregulasies (1) tot (6) deur die vol-
gende subregulasies te vervang:

"(1) 'n Getroude vroulike opvoeder kan vir haar
bevalling aansoek doen om spesiale verlof vir bevalling
en sodanige aansoek moet ingedien word minstens 90
dae voor die verwagte datum van haar bevalling.

(2) Spesiale verlof vir bevalling word normaalweg
toegestaan vanaf 60 dae voor die datum van die ver-
wagte bevalling: Met dien verstande dat, met inagne-
ming van die omstandighede aan die betrokke onder-
wysinrigting asook die gesondheidstoestand van die
aansoeker, die onderwysepartementshoof 'n korter of
langer tydperk kan goedkeur.

914—A

GOVERNMENT NOTICES

ADMINISTRATION: HOUSE OF DELEGATES

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 2501

324

25 October 1991

INDIANS EDUCATION ACT, 1965

AMENDMENT OF REGULATIONS RELATING TO
LEAVE OF ABSENCE OF CS EDUCATORS WHO
ARE NOT NORMALLY REQUIRED TO DO DUTY
DURING PERIODS WHEN TUITION IS SUSPENDED

The Minister of Education and Culture has under
section 33 (1) (g) of the Indians Education Act, 1965
(Act No. 61 of 1965), amended the regulations promul-
gated by Government Notice No. R. 1563 of 5 July
1991, as set out in the Schedule.

SCHEDULE

1. In this Schedule, unless the context indicates
otherwise, the expression "The Regulations" means
the regulations promulgated by Government Notice
No. R. 1563 of 5 July 1991.

2. Regulation 15 of the Regulations is hereby
amended by the substitution for subregulations (1) to
(6) of the following subregulations:

"(1) A married female educator may apply for spe-
cial leave for accouchement, and such application shall
be submitted at least 90 days prior to the expected
date of her accouchement.

(2) Special leave for accouchement will normally be
granted 60 days prior to the expected date of accouche-
ment: Provided that with due consideration of the cir-
cumstances at the educational institution concerned as
well as the state of health of the applicant, the head of
the education department may approve a shorter or
longer period.

13588—1

(3) Spesiale verlof vir bevalling eindig normaalweg 90 dae na die datum van die bevalling: Met dien verstande dat, met inagneming van die omstandighede aan die betrokke onderwysinrigting asook die omstandighede van die aansoeker, die onderwysdepartementshoof 'n korter of langer tydperk kan goedkeur.

(4) Indien 'n siektoestand ontstaan wat nie verband hou met die swangerskap nie, kan siekteverlof toegestaan word binne die tydperk van spesiale verlof vir bevalling, indien sodanige opvoeder daarom aansoek doen en haar aansoek gerugsteun word deur 'n geneeskundige sertifikaat.

(5) Spesiale verlof vir bevalling kan ook in die geval van die aanneming van 'n kind aan 'n vroulike opvoeder toegestaan word vir 'n tydperk van 90 dae: Met dien verstande dat, met inagneming van die omstandighede aan die betrokke onderwysinrigting asook die omstandighede van die aansoeker, die onderwysdepartementshoof 'n korter of langer tydperk kan goedkeur.

(6) In buitengewone omstandighede soos waar 'n opvoeder nie volgens die Huwelikswet getroud is nie maar volgens godsdienstige gebruike, kan die onderwysdepartementshoof spesiale verlof vir bevalling aan 'n ongetroude vroulike opvoeder toestaan.

(7) Ondanks andersluidende bepalings in hierdie maatreëls vervat, kan die betrokke opvoeder skriftelik versoek dat vakansieverlof in plaas van spesiale verlof vir bevalling, in soverre sy oor velofkrediet beskik, aan haar toegestaan word.

(8) Spesiale verlof vir bevalling is sonder besoldiging: Met dien verstande dat aan 'n opvoeder wat by die aanvang van sodanige verlof oor 12 maande ononderbroke diens beskik [insluitende aaneenlopende diens gelewer by instellings vermeld in subregulasies 4 (5) en 4 (6)], 'n maksimum van 84 dae met volle besoldiging (siekteverlof uitgesluit) per bevalling of aanneming van 'n kind toegestaan word, behoudens subregulasie (9) hieronder, beperk tot twee bevallings of aannemings per opvoeder.

(9) 'n Miskraam, 'n doodgebore kind, of die beëindiging van 'n swangerskap op mediese advies word nie in berekening gebring vir doeleindes van die beperking in subregulasie (8) hierbo nie: Met dien verstande dat die spesiale verlof vir bevalling op die datum van sodanige gebeurlikheid as beëindig beskou word terwyl siekteverlof, gerugsteun deur 'n geneeskundige sertifikaat, daarna toegestaan kan word."

(3) Special leave for accouchement normally terminates 90 days after the date of accouchement: Provided that, with due consideration of the circumstances at the educational institution concerned as well as the circumstances of the applicant, the head of the education department may approve a shorter or longer period.

(4) In the event of an illness ⁽³²⁴⁾unrelated to the pregnancy, sick leave may be granted during the period of special leave for accouchement, if the educator concerned applies therefor and her application is supported by a medical certificate.

(5) Special leave for accouchement in the case of the adoption of a child may also be granted to a female educator for a period of 90 days: Provided that, with due consideration of the circumstances at the educational institution concerned as well as the circumstances of the applicant, the head of the education department may approve a shorter or longer period.

(6) In exceptional circumstances where an educator is not married according to the Marriage Act, but according to religious custom, the head of the education department may approve special leave for accouchement purposes to an unmarried female educator.

(7) Notwithstanding anything to the contrary contained in these measures, the educator concerned may request in writing that vacation leave in lieu of special leave for accouchement purposes be granted to her to the extent that she has leave to her credit.

(8) Special leave for confinement is without pay: Provided that a maximum of 84 days with full pay (excluding sick leave) per confinement or adoption of a child is granted to an educator who at the commencement of such leave has rendered 12 months uninterrupted service [including continuous service at institutions mentioned in subregulations 4 (5) and 4 (6)], subject to subregulation 9 below, limited to two confinements or adoptions per educator.

(9) A miscarriage, a stillborn child or the termination of a pregnancy for medical reasons is not taken into account for the purposes of the limitation in subregulation 8 above: Provided that the special leave for confinement is regarded as cancelled on the date of such an occurrence while sick leave, supported by a medical certificate, can be granted thereafter."

DEPARTEMENT VAN FINANSIES

No. R. 2552

25 Oktober 1991

DOEANE- EN AKSYNSWET, 1964

WYSIGING VAN REGULASIES (No. MR/85)

Kragtens artikel 120 van die Doeane- en Aksynswet, 1964, word die regulasies gepubliseer by Goewermentskennisgewing No. R. 1770 van 5 Oktober 1973 gewysig in die mate in die Bylae hiervan aangetoon.

J. A. VAN WYK,

Adjunkminister van Finansies.

DEPARTMENT OF FINANCE

No. R. 2552

25 October 1991

CUSTOMS AND EXCISE ACT, 1964

AMENDMENT OF REGULATIONS (No. MR/85)

Under section 120 of the Customs and Excise Act, 1964, the regulations published in Government Notice No. R. 1770 of 5 October 1973 are amended to the extent set out in the Schedule hereto.

J. A. VAN WYK,

Deputy Minister of Finance.

TEACHERS - AFRICANS.

1992

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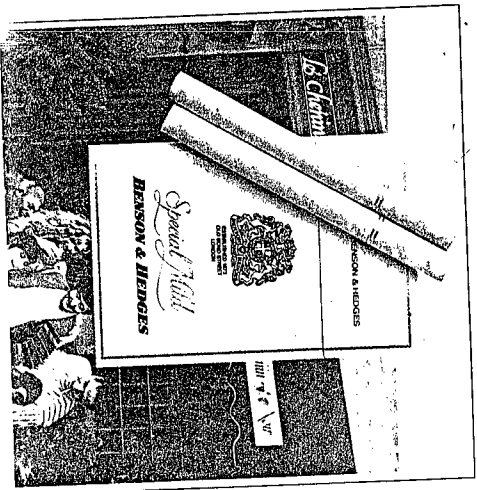
Spring is in the air

Nekogsgeng Mamoko (5) and Rachel Moshori (4) pupils at Entokozweni Early Learning Centre in Soweto bid farewell to winter and welcome the onset of spring in the light fashion - with brilliant flowers befitting the season.
PIC: PNI SEBOKO



FAIRYTALE ENDS

Princess Diana is demanding a legal separation, a huge settlement and threatens to sue for divorce **PAGE 6**



It's back to school

Spekman 1/9/92 (325)

NO STRIKE Teachers' union urges regions to call off intended strike after meeting the DET:

The SA Democratic Teachers' Union leadership was yesterday trying to get its regions to call of Sadur's intended strike. This was after the DET provisionally recognised it as a union representing teachers. Three of the six teachers Sadru wanted reinstated were also given their jobs back. The agreement between Sadru and the DET is to be signed in Cape Town on Friday, Education and Training Minister Mr Sam De Beer said yesterday at a Press conference he addressed with Sadru general secretary Randall van der Heever. Van der Heever said the leadership was trying to get teachers to abandon their strike as significant progress has now been made. **See story page 2**

Teachers' union recognised

8/10 am 11/9/92
GOVERNMENT had agreed to recognise the SA Democratic Teachers' Union (Sadtu), Education and Training Minister Sam de Beer said in Pretoria yesterday.

The announcement follows two years of discussions between the 50 000-strong union and education authorities.

The union had threatened a nationwide strike if its appeal for recognition was rejected.

But Sadtu general secretary Randall van den Heever said although Sadtu's national office had, in the light of the "historical breakthrough", called off the strike, Soweto teachers might still take action.

The Soweto branch, which is demanding the reinstatement of two dismissed colleagues, would decide at a meeting today whether to strike.

Van den Heever said the national office was working "around the clock" to resolve

KATHRYN STRACHAN

the dispute with the DET. The matter of dismissed teachers would be discussed in meetings between the union and the DET.

At a news conference yesterday, De Beer said recognition for Sadtu followed a recommendation by DET director-general Bernhard Louw, who had convinced him the union was sincere in its intention to work constructively with the department.

De Beer told Sadtu representatives the accord was a major achievement "in view of the many impediments militating against co-operation in the past two years".

De Beer went on to say that his department had at times witnessed "intolerant conduct" displayed by people who claimed to represent Sadtu — and appealed to the union to "keep its house in order".

To Page 2

Teachers

NOAM 11/9/92
With less than two months to go before year-end exams, De Beer asked teachers to make up for lost time. He acknowledged, though, that "little short of a miracle will be required".

Previous recognition talks have stumbled over teachers' demand that they be allowed to strike. According to Louw the accord was reached only after both parties agreed to put the contentious issue on hold.

325 From Page 1
The issue would be handled by a forum set up by the National Education Department.

Van den Heever said the union would continue to campaign for the inclusion of a collective bargaining agreement.

The union hoped to reach similar agreements with the Indian and coloured education authorities after meetings scheduled to begin today.

Sadtu in bid to avert the strike

325
Soweto 11/9/92
TEACHERS RECOGNISED Teachers' union

finally gets recognition of education authorities

By Monk Nkomo

THE South African Democratic Teachers' Union (Sadtu) was "working around the clock" to avert a strike planned for tomorrow following the union's recognition yesterday by the Department of Education and Training.

Sadtu's general secretary, Mr Randall van den Heever, said yesterday the recognition agreement was "a historic breakthrough by Sadtu".

The union's national executive was working hard to avert the strike because of the significant progress made in negotiations with DET officials during the past few days.

Speaking at a Press conference in Pretoria yesterday, Minister of Education and Training Mr Sam De Beer announced that the agreement setting out the DET's relationship with the teachers' organisation could not be signed yesterday because Sadtu president Mr Shepherd Mdladlane was not present.

He said the agreement could be signed in Cape Town on Friday.

De Beer handed his letter of intent to recognise Sadtu to Van den Heever and said: "It was particularly important that Sadtu have committed themselves in the agreement to negotiate and deal with disputes in an orderly fashion." He added that the new relationship would be enriching to both parties, education would benefit and every pupil would eventually benefit from the fruits of co-operation.

"It is my earnest wish that an immediate start be made by teachers to make up for teaching time lost," the minister said.

Asked about the threat by Soweto teachers to go on strike from tomorrow unless the DET met their demands, De Beer said: "So much progress has been made with Sadtu officials that I do not believe it would be fair to continue with the strike."

According to the DET, Sadtu now represents 10 000 of the 63 000 teachers within the DET.

However, Van den Heever said Sadtu had about 50 000 members in all education departments throughout the country including the homelands.

Teachers' union gets DET's formal blessing

By Mckeed Kotlolo
Pretoria Bureau

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STAR 11/9/92

The Department of Education and Training formally recognised the SA Democratic Teachers' Union (Sadtu) yesterday, but the signing of the agreement was postponed to later this week in Cape Town.

Education and Training Minister Sam de Beer made the announcement in Pretoria yesterday, shortly after his meeting with a Sadtu delegation led by secretary-general Randall van Heever. The signing of the agreement was postponed because Sadtu president Sheperd Mdladlane could not attend.

Mr de Beer said he agreed to recognise Sadtu after DET director-general Dr Bernhard Louw had advised him that he was convinced Sadtu was sincere in its desire to work constructively with the DET.

He said he trusted that the new relationship with Sadtu, which represents about 10 000 DET teachers — 16 percent of

the total number of 63 000 — would be enriching to both parties. "I also trust that education will benefit and, eventually, every pupil will benefit from the fruit of the co-operation."

Regarding the planned strike and the demand for reinstatement of "dismissed" teachers, the Minister said both issues were enjoying the attention of the department.

Mr van Heever said the agreement was only an interim one since the parties still had to finalise issues such as collective bargaining, among others.

Regarding the strike, he said it was restricted to the Soweto branch, and that good progress had been made on a number of issues to avert it.

He announced that Sadtu had successfully negotiated the reinstatement of three of the six expelled teachers — Samora Lefuo of the Free State, and Oupa Sebolai and Lucky Tsagae, both from Potchefstroom.

Negotiations over the others were continuing.

STAR 219192

Nod for teachers' union hailed

Labour Reporter

The Congress of South African Trade Unions has welcomed Monday's decision by the Department of Education and Training to finally recognise the SA Democratic Teachers' Union.

"It's a positive step towards resolving differences between teachers and the DET amicably," said Cosatu spokesman Keith Madonsela.

By recognising the union, the DET had accepted that teachers also had rights as workers. That set a precedent for other government departments, he said.

National Health and Welfare Minister Dr Rina Venter and the Transvaal Provincial Administration should take a leaf out of the DET book and legalise the National Education, Health and Allied Workers' Union, Mr Madonsela said.

5 000 teachers go on strike

Sowetan 2/9/92 328
■ **SOLIDARITY ACTION** Recognition agreement

by DET is not enough, says Sadtu:

By Mzimasi Ngudle

THE strike by Soweto teachers from today is on. They decided yesterday to go ahead with the "chalkdown" despite a recognition agreement to be signed with the Department of Education and Training.

The decision, taken at a mass rally at Regina Mundi Church in Soweto yesterday, was prompted by the DET's refusal to reinstate dismissed teachers unconditionally.

This is one of the demands by the SA Democratic Teachers Union to the DET, Sadtu assistant general secretary Mr Thulasi Nxesi said yesterday.

The strike will involve more than 5 000 teach-

ers.

Nxesi also said the Tembisa and Katlehong branches would meet today to consider "solidarity action" in support of the demands.

"The victimisation of teachers was a separate demand which had nothing to do with the recognition of the union. So far the DET has failed to address the issue to our satisfaction," he said.

Asked about the effect of the strike on pupils, Sadtu publicity secretary for the Soweto branch Mr Oupa Mpetha said: "We hope the DET will respond quickly to our demands and that the matter will be resolved as soon as possible".

During the strike teachers will report at Funda Centre and hold meetings to attempt to resolve the issue.

Sadtu has demanded the unconditional reinstatement of three teachers.

Teachers on strike

Sowetan 2/9/92

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■ **NO SCHOOL** Sadtu members decide to strike

because DET refuses to reinstate three teachers:

HUNDREDS of Soweto schools will grind to a halt for an indefinite period from today after members of the South African Democratic Teachers' Union decided to go on strike.

The strike action was decided on at a meeting by about 5 000 yesterday after the Department

of Education and Training refused the unconditional reinstatement of three dismissed teachers. The DET's offer to reinstate the teachers at schools other than those involved in the dispute, was rejected.

See story page

2

Teachers' strike arouses emotions

Soweto 21/9/92
■ EMOTIONAL

ISSUE Department

of Education and

Training is 'insensi-

tive and arrogant' -

union: (325)



Matakanye Matakanye.

Pics: SELLO MOTSEPE.

By Mathatha Tsedu and Ruth Bhengu

THE STRIKE TODAY by the South African Democratic Teachers' Union (Sadtu) has evoked strong emotions among the black community.

Most people have accused the teachers of acting against the interests of the black child.

But members of Sadtu insist that drastic actions such as strikes are the only means of getting the attention of the Department of Education and Training (DET).

The union describes their employer the DET as "insensitive and arrogant". Although parents and several political organisations have slammed the teachers for taking the decision to strike a few weeks before examinations, they maintain their union enjoys the support of the parents.

"It is not true that there is conflict between parents and members of Sadtu," says the union's media liaison person, Mr Oupa Mpetha.

"In all the meetings that we had with parents we found that parents sympathise with us.

"We have not asked them for permission to go on strike, but were consulting with communities which would be affected by the strike.

"We feel that the parents have also not been playing their part in trying to resolve the education crisis.

"We are informing the parents that here we have a problem and this is the method we have devised to solve it.

"One has no hope that at this late hour there is something that can be done to avert the strike," Mpetha said.

Referring to the attempts by parents to meet DET's director general, Dr Bernhard Louw, Mpetha said the move by the parents was welcome.

"If something comes out of this we would welcome it," said Mpetha.

Asked to comment on questions being posed that the end of year exams were near and that the strike would adversely affect the children, he said the union would improvise through conducting extra classes over weekends, and not closing for the September holidays.

How did Sadtu reconcile doing everything to help students catch up and dumping them in the same breath?

"We argue that even if teachers do not go on strike the results would still be poor," said chairman of the Soweto branch Mr Matakanye Matakanye.

He cited, among other things, the conditions of the classrooms and the violence which has disrupted schooling in many areas as factors that contributed to poor results.

"We have no regrets about the campaigns we have embarked on so far including the chalkdowns and mass action," said Matakanye.

"Our feeling is that something has to be done now. We should not wait for someone to come in the future and sort out our problems. Also our understanding is that the presence of a teacher at school is no guarantee that effective teaching and learning will take place.

"Even when the situation is supposed to be normal there is no effective learning anyway. So we might as well take up arms and fight so that the situation can be corrected.

"Also this action we have taken will make the communities aware of our plight."

Despite the reputation the union has earned as a "bunch of bullies" Sadtu maintains that one of its aims is to rekindle the culture of teaching and learning in black schools.

How does it hope to do that?

It will take all the parties involved in education to bring about this culture of learning and teaching," says Mr Madoda Madi.

"The department of education must provide the necessary equipment and resources to make learning possible. The parents must make sure that kids go to school, they behave as pupils, monitor the progress of their children, participate in management structures.

"Students must realise education is an important element of their lives and the teachers must avail themselves to teach," he said.

Could this strike, which will affect the education of over a quarter million pupils, eventually force black parents to stand up? **TOMORROW:** The fear and ignorance that rules Soweto.

Teachers ³²⁸ to launch chalk-down

By Phil Molefe
Education Reporter

More than 5 000 Soweto teachers will go on an indefinite "chalk-down" strike as from today to back their demands for the reinstatement of dismissed colleagues and the withdrawal of suspension notices against 127 educators.

"Enough is enough," said the teachers. "If the authorities do not make a positive move, we will wreak havoc."

Schools in the area are set to grind to a halt today as thousands of protesting teachers are expected to report to Funda Centre offices in Diepkloof.

The decision to go on strike was taken at an emotionally charged meeting attended by about 2 000 educators at the Regina Mundi church yesterday.

The teachers will decide during the course of the week whether to stay away from school altogether or report for duty but not offer lessons.

The decision comes at a crucial time — with 28 days before end-of-year examinations.

"We had no other choice but to go ahead with our plans," said a spokesman for the teachers, Oupa Mpetha.

The strike follows a decision by the Department of Education and Training to provisionally recognise the South African Democratic Teachers' Union, one of the strikers' demands.

A senior Sattu official said teachers in the East Rand townships of Katlehong and Tembisa would meet today to discuss what action to take in solidarity with their striking colleagues.

He said strike action was set to spread nationwide.

Some teachers, who did not agree to the strike action, told The Star they intended to defy the call and go on teaching.

Teachers' strike in the balance

Sowetan 3/9/92

CHALKDOWN Students are sent back home as

there is no schooling:

325

By Mzimasi Ngudle

THE Soweto teachers' strike hung in the balance last night as the Department of Education and Training (DET) and Sadtu were locked in crucial talks in a frantic bid to resolve the crisis.

The director-general of the DET, Dr Bernhard Louw, said the DET was prepared to continue the meeting "until consensus has been reached".

Earlier in the day, more than 2 000 teachers roared in applause at Soweto's Funda Centre when SA Democratic Teachers' Union (Sadtu) assistant general secretary Mr Thulasi Nxesi told them about the DET's urgent request for the meeting.

A six-man Sadtu delegation left immediately

around noon for Pretoria to meet DET deputy director-general Mr R du Preez and other officials.

Meanwhile in Soweto yesterday, pupils roamed the streets after principals and SRCs told them to go back home because there was no schooling.

Most pupils had reported for school but found that teachers were not present. Pupils could be found at libraries preparing for the examinations in about eight weeks' time.

St Matthews Catholic School in Rockville had a 100 percent attendance but the teachers were visibly scared to talk to *Sowetan* when asked to confirm reports that alleged Sadtu members had arrived and threatened them yesterday morning.

Schools deserted as teachers start strike

SCHOOLS in Soweto were deserted yesterday as thousands of teachers began a strike less than two months before year-end exams.

More than 5 000 teachers gathered at the Funda Centre in Diepkloof yesterday morning to protest against the Department of Education and Training's (DET) alleged victimisation of three colleagues.

An emergency meeting, which continued into the night, was held between the SA Democratic Teachers' Union (Sadtu) and the DET yesterday afternoon to try and resolve the situation.

But schoolchildren in the streets of Soweto expressed their anger at their teachers, who, they claimed, had abandoned them at the most critical time of the year.

"We are very worried about the exams. We are definitely going to fail because of the strike," a Bona High School matric pupil said. He said it was the third time this year teachers had disrupted classes.

A Std 7 pupil at the school said: "The teachers haven't thought about us. We want to go to school and progress to the next form — but now we are doing nothing. We are just sitting around smoking ganja."

A secretary at Ditau Primary School said pupils had arrived at school in the morning, but left when they found no teachers. She had been flooded with calls from angry parents trying to find out what was happening.

Solomon Tshabalane said he and many other parents did not know why teachers

B100M1 3/9/92 (325)
KATHRYN STRACHAN

were on strike, and added they were concerned about its effect.

A teacher at the Funda Centre gathering said the strike had to go ahead, and that any time of the year would be bad for

"We had no alternative," she said. the pupils.

Sadtu Soweto branch chairman Oupa Mpetha said before teachers could teach effectively, they first had to create normal conditions in the schools — which meant addressing the victimisation of teachers.

Soweto Education Co-ordinating Committee chairman David Maepa said teachers had planned their protest close to exams in the hope that parents would be concerned enough to become involved.

But parents had been frustrated in their efforts to resolve the situation when their request for a meeting with the DET was rejected, he said.

Sapa reports that Maepa said the SECC found it extremely irresponsible for the DET to "come out hand on heart with crocodile tears and say children will be hurt — the same children the DET has neglected throughout the years".

The Congress of SA Students called on Soweto pupils to return to school today despite the strike.

Cosas publicity secretary Bafana Twala said: "We urge the students to report to their different schools as usual because Cosas shall be arranging means for teaching and learning to continue."

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ANALYSIS Teachers fear for their lives ● Sadtu rejects transfer of teacher in dispute

Fear seals their lips

By Mathatha Tseudi and Ruth Bhengu
Soweto
Investigations Desk

Fear and ignorance were evident among teachers, parents and pupils in Soweto when questioned about the teachers' strike which began yesterday.

After walking and driving through Soweto last week, only two pupils, Octavia Lebosa and Leah Rammala, among the few who were prepared to talk, said we could use their pictures and names.

Teachers spoken to at schools were either hostile or frank enough to say that it was not safe to talk about such things as their colleagues would not like what they would be saying. Grow-ups were ignorant about the

about massive stoppage of schooling in

Soweto is not bliss:



3/9/92
■ NATIONAL 'GENOCIDE' Ignorance

matter and we were not able to find one who knew the issues that have now led to a massive stoppage of schooling in Soweto.

The people who spoke to us insisted on anonymity, saying it would not be safe to be quoted.

"You know what will happen, you are a black man and you must know," was the usual refrain.

We were trying to get ordinary people to speak out about what has been termed the national genocide of our times.

bringing schooling to a halt.

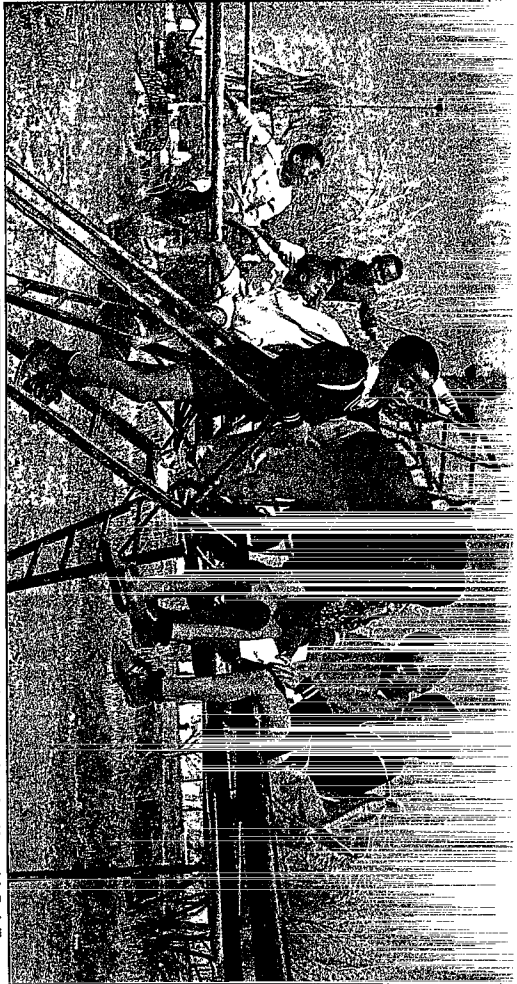
Sadtu official Mr. Cypa Mphetha has said that of the estimated 7 000 teachers in Soweto, only 2 700 were signed up members.

How did the other 4 300 feel about the strike?

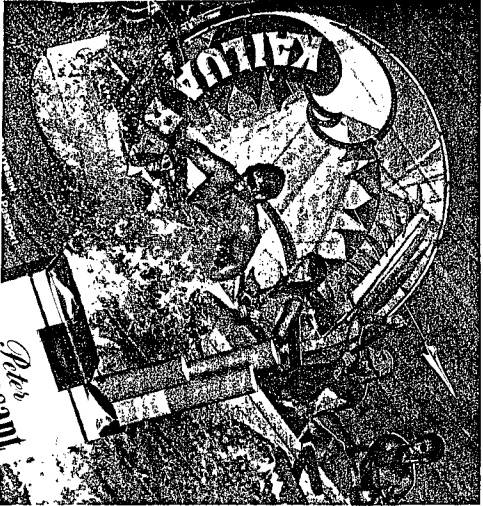
Sadly, we do not know. The few who spoke to us were not representative enough for us to say how the majority of teachers in Soweto feel about the matter. The ones who spoke feared for their lives.



Octavia Lebosa and Leah Rammala



All quiet, no work. These schoolchildren relax, play and read in Rockville, Soweto, yesterday. They earlier reported for school but were told to return home because their teachers are on strike.



Bid to end Soweto 3/19/92 (325) chalkdown

■ CRUCIAL TALKS DFT and teachers locked in crucial talks to end strike as schools are disrupted.

THE Soweto teachers' strike hung in the balance last night as the DFT and Sactu were locked in crucial talks in a bid to resolve the crisis.

The meeting in Pretoria was still in progress by the time *Sowetan* went to press last night. A six-man Sactu delegation left

immediately to meet DFT deputy director-general Mr R du Preez and other officials.

Meanwhile in Soweto yesterday, pupils roamed the streets after principals and SRC's told them to go home because there was no schooling.

See story page 2

Union linked to threat

■ School principal lives in fear after demonstrations:

Investigations Desk

325

A SOWETO school principal is living in fear after teachers' union allegedly threatened to petrol bomb her house.

Mrs Christinah Rwaxa, principal of Lekang Primary School, claimed that members of the South African Democratic Teachers' Union (Sadtu) threatened her and her family with violence.

The threat, she said, was connected to her ongoing dispute with a teacher, Miss Thoko Sehurutsho, who is also a member of the union.

According to Rwaxa, Sadtu members have been harassing her ever since Sehurutsho was suspended from work in September last year.

"I have had my windows smashed and my house damaged by members of the union. Now they are threatening to petrol bomb me and my family.

"I was informed by a reliable source who is also a member of Sadtu that something terrible was being planned by the union members," said Rwaxa.

"I had reason to take this seriously because the same union members vandalised the school's administrative offices a few months ago. What they choose to ignore is that Sehurutsho took herself out of work.

"For months she would come to work and sit and refuse to teach. She did exactly as she pleased and left whenever it suited her. And she still got paid.



Christinah Rwaxa

"It was only after eight months that she was suspended from work. Only when the department stopped paying her salary did she become hostile," said Rwaxa.

According to Rwaxa the dispute started when Sehurutsho decided she did not want a certain classroom because it was not suitable.

"I did not understand her objections because other teachers had used that classroom and not complained. I think the union was using her to stir trouble. They wanted a confrontation with the department of education," Rwaxa said.

All pupils urged: go to school

Sowetan 3/9/92
■ Cosas supports teachers' strike but wants to help students before exams: *325*

THE Congress of SA Students has called on Soweto pupils to return to school today despite the strike by the township's teachers.

Cosas publicity secretary Bafana Twala said: "We urge the students to report to their schools as usual because Cosas will be making arrangements for teaching to continue."

He said Cosas was not undermining the striking members of the South African Democratic Teachers' Union.

More than 5 000 Sadu members went on strike yesterday in support of demands for the unconditional reinstatement of three teachers.

"Cosas is only helping students as exams are around the corner," Twala said. "We want to make sure that students get to the examination rooms armed with knowledge. The Sadu strike does not mean we are not going to write the final exams."

Education authorities,

Soweto

STAR 31/9/92
325

By Phil Molefe
Education Reporter

Education authorities and teachers' bodies were locked in closed-door meetings yesterday in desperate efforts to halt the teachers' strike, which brought schooling to a halt in Soweto yesterday on the first day of a "chalk-down".

Thousands of Soweto teachers took to the streets in a massive stayaway set to exacerbate the crisis in black education — 27 days before the start of year-end examinations.

More than 200 000 pupils at the township's primary and high schools were left stranded as they were greeted by a widespread absence of educators when they reported to school.

Almost all the schools in the area — with the exception of five private institutions — ground to a halt.

The teachers have decided to go on strike to back their demands for the reinstatement of dismissed colleagues and the withdrawal of suspension notices against 127 educators.

The strike followed a watershed decision by the Department of Education and Training (DET) this week to provisionally recognise the South African Democratic Teachers' Union (Sadtu) — one of the strikers' demands.

Several important meetings were held last night in an attempt to find solutions to the problem.

Education and Training Minister Sam de Beer convened an urgent meeting with Sadtu members.

The Soweto Education Coordinating Committee was expected to consult with community structures to try

to resolve the dispute. In a letter addressed to Sadtu general-secretary Randall van den Heever, the DET said it was "prepared to continue the discussions until the matter has been resolved".

According to the DET, the meeting was expected to go on until very late last night.

The strike has been backed by the Congress of South African Students (Cosas) but criticised by the Democratic Party.

The ANC has remained mum on the issue, an indication of the matter's sensitivity. Despite repeated requests by The Star for ANC comment, there has been no response.

Cosas publicity secretary Bafana Twala said the organisation supported the strike, but urged pupils to continue to go to school and "develop means of learning", including holding group discussions.

DP education spokesman Roger Burrows condemned the teachers' decision to go on strike as a "highly irresponsible action".

"The Democratic Party does not believe that any government of South Africa — National Party, ANC or DP — would easily permit a total disruption of the education of its children," he said.

The West Rand region of the Pan Africanist Congress said while it agreed that the teachers' demands were legitimate, alternative strategies to the chalk-down had to be worked out.

Teachers resolved on Tuesday to continue with the strike until the DET addressed their demands.

Meanwhile, the northern Transvaal regions of the ANC and PAC yesterday offered to take part in efforts to avert a strike by Sadtu members in the area.

teachers meet in attempt to end 'chalk-down'
Schooling halted

It's back to class

Soweto 4/9/92
■ **STRIKE ENDS** Soweto teachers call off their
chalkdown after achieving demands: (325)

The Soweto branch of the South African Democratic Teachers' Union yesterday called off a two-day strike after the Department of Education conceded to its demands.

In what the union hailed as a victory, three teachers were reinstated to their jobs.

Teachers were told to report for duty today for the difficult task of preparing pupils for year-end examinations.

The DET said the agreement was an "extraordinary arrangement" and done out of concern for the future of pupils.

See story page 2

Pupils slam Sadtu strike

Soweto 4/9/92
**By Mathatha Tseu and
Ruth Bhengu**
Investigations Desk

(325)
■ **Most teachers won't speak for fear of intimidation:**

Now that the teachers strike has just ended, are its effects as limited as the duration of the stoppage?

Pupils that we interviewed before the strike had said the strike would cripple their efforts at doing well in the end of year examinations.

Two Standard 9 pupils at Mafore Mphahlele High School at Molapo, Soweto, last week during a street survey, spoke out about how the strike by members of the South African Democratic Teachers Union (Sadtu) would affect them.

The strike started on Wednesday and ended yesterday.

Miss Leah Rammala and Miss Octavia Letsosa, said their school had been spared many of the disruptions that have plagued Soweto schools this year.

"The only stoppages were in May during the week of action, and the recent mass action. At this time of the

year, if the strike goes ahead, there will be no hope for us and many students who have been more affected by disruptions than we have," the girls said.

Asked what the reasons for the strike were, the girls said they did not know. They did not expect their parents to know either, they added.

They said teachers often left school at noon for meetings leaving the children unattended.

A group of student teachers attending Vista University, who were at a school in Soweto doing practicals, said they understood the reasons why the teachers were going on strike but they also felt that the children should not be made to suffer.

None of the student teachers and working teachers wanted to be identified and this was the trend among all people we spoke to.

Said one student teacher: "The strike would be like the bomb going off. Already the pupils have little chance of passing their exams but a

teachers' strike will compound the problem.

"It will demotivate the pupils even further," said another student teacher.

"When classes are disrupted by the teacher's absence, the pupils do not carry on with their schoolwork. They do not attend school regularly and they leave when they please.

"Even if the teachers later return, the morale is low and there is no way the children can pick up. What is worse, they do not learn on their own or attend classes in town over weekends. They just sit there and wait for teachers, and now even these teachers are not there," the student said.

Sadtu decided on the indefinite strike to demand the unconditional reinstatement of dismissed teachers and the withdrawal of letters of pending disciplinary action.

DET on Wednesday agreed to the demands leading to the return to work today. The effects of the strike however have still to be assessed.

EDUCATION *Allegations against strike leaders*

Accusation of hypocrisy

By Ruth Bhengu and Mathatha Tsedu
Investigations Desk

■ OFFSPRING COSSETED Children of some leaders and teachers are not affected by the strike in Soweto:

WHAT there are people who support the strike by the Soweto branch of the South African Democratic Teachers' Union (Sadtu) there are those who accuse the union's leadership of hypocrisy.

Some teachers and parents, who would not be named for fear of reprisals, said the teachers were too ready to go on strike because their own children were in private and State schools in white suburbs and would not be affected.

Sowetan's investigations found that the chairman of the Soweto branch, Mr Matakanye Matakanye, is one teacher whose children are in private schools.

Both Matakanye's children Twiggy (10) and Kwame (5) are in expensive private schools, according to a reliable source close to the family. Matakanye's daughter Twiggy is a Standard 2 pupil at Bishop Bavin while Kwame is in Grade 0 at the Belgravia Convent Primary School.

Branch treasurer Miss Palesa Popi also has a child at Bishop Lavin while culture co-ordinator Mr Marks Setlhare has taken his children from Diepkloof to Polgietersrus where they attend school.

Sadtu has admitted that there are some teachers who have children outside Soweto.

"But it is silly to say that union leaders are doing this because their children are not affected. It would be defeating the whole aim of teaching," said Madoda Madi, who responded on behalf of the union.

"This questions the integrity of teachers. We dismiss the allegations as a method to discredit the union. At all the meetings that were held, union members who are teachers took the decision to strike themselves. It was not the union leadership who made



Matakanye Matakanye

the decision.

"Not one teacher at those meetings said: 'What about our children?' While there may be teachers with children outside Soweto, a great percentage of teachers have their children here.

"We are not prepared to say which of the union leaders have children in multiracial schools because it is not

the leaders who make the decisions.

"Even if there is a perception out there that the leaders are doing this, we are not prepared to dignify the accusation with a response," Madi said.

Matakanye, who was present when this point was raised with union leaders, did not respond. He and the other executive members were this week unavailable for comment.

Pupils slam Sadtu strike

By Mathatha Tsedu and Ruth Bhengu
Investigations Desk

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Sadtu scores a major victory

Stowet 4/9/72
BACK TO SCHOOL Four teachers get their

jobs back as strike ends:

By Sontl Maseko

SOVEREIGN TEACHERS today face the task of preparing pupils for the end-of-year examinations following their two-day strike which ended yesterday.

Thousands of pupils were on the hustle of preparing for the exams when the teachers went on strike on Wednesday.

Some are due to write as early as October 12. Matric pupils will sit for their exams on October 5.

Teachers were told to report for duty today. A spokesman for the South African Democratic Teachers Union, Mr Oupa Mpehla, yesterday said the decision to end the strike was a result of "a remarkable breakthrough" in negotiations

(S25)



between the union and the Department of Education and Training.

An agreement reached between the DET and Sadtu had been "accepted unanimously" by the teachers, Mpehla said.

He said the two parties would meet today to sign a recognition agreement.

DET said the agreement was an "extraordinary arrangement". It said the agreement was entered into because of concern for the future of thousands of pupils in Soweto.

DET communications director Mr Corrie Rademeyer said the department had made every effort to reach a settlement because education was being held to ransom by the circumstances in Soweto.

"We believe that we acted in the interests of education," he said.

ANC says

no to talks

Stowet 4/9/72
Mass action to be intensified:

By Ismail Lagardien

THE African National Congress has decided not to engage in multiparty talks involving the Government.

In making the announcement yesterday, ANC general secretary Mr Cyril Ramaphosa said mass action would again be intensified, saying it was a people's legitimate right which formed an important part of the organisation's strategy.

"We have come too far in the negotiations process for the people of our country to be lulled by continued delay and double-speak," Ramaphosa said.

The ANC's national executive committee endorsed proposals for the intensification of mass action.

- It said the focus of the campaign includes:
- Practical steps to deal with the violence;
- The immediate release of political prisoners and
- Free political activity in all parts of the country, including the homelands and self-governing territories.

situation had improved

like Baye.



PEOPLE'S LIVES *End the strike - too much has already been lost in the dark past*

A I am writing today's piece to teachers in Soweto are in a meeting deciding on whether to end their strike or not.

I'm praying that they do and if I had the chance I'd be at their meeting agitating that they go back to their classrooms.

I say this not because I don't care about their grievances but because I care more about the black child.

And that brings us to an issue that will be with us long after the labour dispute has been settled - that of the role of the media, among them *Sowetan*, as we gingerly feel our way towards a democratic South Africa.

Stirred emotions were expressed against *Sowetan* at the meetings of the South African Democratic Teachers Union in Soweto this week.

On Wednesday, our photographer Pa Soboko was manhandled by teachers who objected to our covering their meeting at the Prinda Centre.

At meetings earlier in the week there were chants against *Sowetan* and our posters were torn down.

Think of the children first



Sowetan
4/9/92
325
Joe Thloloe's Perspective

I can understand the anger last week I wrote about a tangible desperation all round and the violence in the very texture of our lives.

Everywhere I turn I sense anxieties that were not there a few months ago. The teachers' anger is understandable at that level.

It is also understandable that they will not listen patiently to criticism.

At the same time, the teachers' anger is understandable.

Teachers like journalists have chosen to work in the public domain. Parents have entrusted them with the education of their children, so teachers cannot be above public criticism.

When we made the choice to be teachers or journalists, we took on responsibilities that are certain a factory

does not carry.

Teachers are responsible for moulding young lives, for the very future of mankind. It is a daunting responsibility.

When we decided to be journalists we look on the responsibility of informing the public.

At *Sowetan* we have very basic borders which we always proclaim.

Our purpose as journalists is to inform, not to indoctrinate. We hold sacred our people's democratic right to know the truth. Therefore we must always be objective and unbiased.

We must never take sides with interest groups or political parties for if we do we will no longer be objective and unbiased.

The welfare of all our people, whether or not their beliefs are the same as ours, is our deepest concern. We must be compassionate. Above all, we must be fair.

When we criticise Sadrú for going on strike a few weeks before children are due to write their examinations, it is because we believe the child is more important than the issues raised during the strike.

We are saying teachers can inflict as much pain as they like on the Department of Education and Training, but for heaven's sake, the child must not be the victim.

Bantu Education has already crippled the black child. Let us not help it along.

In fact, teachers should be the ones who are rebuilding the nation by making the child their main concern.

If Sadrú differs with our opinion, it has the right to express his opinion through our columns. We always try to give all sides of a story.

Democracy is about debate. It is about giving the individual the right to choose after he has been given all the options.

We expect a democratic union to respect democratic principles.

Soweto teachers back at school

JOHANNESBURG. — Thousands of Soweto teachers returned to school today following a two-day strike that brought a halt to education in the township to a standstill.

They accepted an agreement reached between the S.A. Democratic Teachers Union (SADTU) and the Department of Education and Training (DET).

About 5,000 teachers who gathered at Ipelegeng Centre in Soweto yesterday resolved to abandon the strike when they accepted an agreement reached between the S.A. Democratic Teachers Union (SADTU) and the Department of Education and Training (DET).

SADTU Soweto branch general secretary Mr. Vellu Mnyandu said the DET after a seven-hour meeting on Wednesday had agreed to teachers' demands in the form of their demands for a moratorium on the dismissal of teachers and that a moratorium be placed on the disciplinary procedures facing 127 Soweto teachers.

A DET spokesman said the department had entered into the settlement as an "extraordinary arrangement" because of the volatile situation in Soweto.

● A new non-racial single system of education would most likely be in place within the next 18 to 24 months, Education and Training Minister Mr. Sam de Beer said yesterday.

Speaking at a meeting of the Conference of Ministers of Education, Mr. De Beer said that at a time of rapid political changes and progress in education, it was all the more crucial for all education departments to work towards a common goal. — Sapa

Agreement ends Soweto chalk-down

By Phil Molefe
Education Reporter

(325)

More than 5 000 Soweto teachers yesterday unanimously decided to call off the two-day chalk-down strike and return to school today after education authorities had agreed to meet their demands.

The decision follows a "comprehensive package of the agreement" that was signed by the Department of Education and Training (DET) and the South African Democratic Teachers' Union (Sadtu).

The DET agreed after seven hours of hard bargaining on Wednesday night to reinstate two dismissed teachers and place a moratorium on the pending cases of misconduct against Sadtu members in the

area. STAR 4/9/92

In return, the teachers' union agreed to conditions put forward by the DET that reinstated educators would have to abide by the rules and regulations laid down by the department and school councils.

The watershed agreement was the result of closed-door meetings between the DET and Sadtu in the wake of the teachers' strike this week.

DET spokesman Corrie Rademeyer said: "Negotiating teams came to a comprehensive settlement about all the reasons advanced by Sadtu for the ... teachers' strike in Soweto."

Soweto teachers hailed the agreement as a victory.

With a roar of approval at a well-attended meeting, they said: "We teach and we fight, we fight and we teach."

Publicity secretary Oupa Mpetha told a press conference:

"We emerge from this action stronger and more united than ever before.

"The pre- and post-strike incidents have clearly shown the strength and power of the teachers' union."

Champagne flowed at the homes of the dismissed and suspended teachers as the striking educators converged on their residences late yesterday to celebrate "victory".

Soweto schools were hit by a massive stayaway this week — 27 days before the year-end exams. The strike action led to the total collapse of almost all schools in the township as thousands of protesting teachers abandoned their classes and took to the streets to back their demands.

The action, however, was criticised by various political organisations, including the DP, PAC and Azapo.

Headmaster vanishes - missing cash investigated

A Soweto businessman has allegedly left scores of students and teachers stranded at Isisekelo Academy in Booyens near Johannesburg.

Teachers and students had to leave the school premises because they could not cope with the monthly rentals.

School funds

The group has now joined another private school, the New Dimension. But even this school was recently in the news after owner Francis Ramahuma, deserted it.

Isisekelo Academy started early this year with about 120 students paying R160 a month. According to the Parents Teachers Students Association (PTSA) chairperson, Mafu Khasuli, the problem started after R8 000 went missing from the R30 000 donation made by Allard Investment towards the Masakhane project on December 9 last year.

Khasuli, who is one of the teachers, said the academy's headmaster, Thula Nkosi, promised them salaries of R1 900.



Mafu Khasuli

He said this promise had however, never been honoured. They instead earned between R50 and R500. He said they were asked to be patient until overseas funding could arrive, and this did not happen.

In May, the landlord ordered students and teachers to leave the premises for falling to pay rent.

Khasuli said Nkosi then invited him to a meeting at the Johannesburg railway station. "When we met there, he briefed me about the crisis the college was facing. I advised him to seek help from 'the National Education Co-

ordinating Committee (NECC) which he did. The NECC offices, learnt from some officials that Nkosi was a troublemaker," Khasuli said.

Disappeared

He said he also accompanied Nkosi to some institutions where he hoped to raise funds but they were not successful. Eventually, Nkosi disappeared from the college - leaving the students and teachers stranded.

Khasuli said the PTSA then met with their counterparts at New Dimension and proposed to join hands with them. The union was expected to help normalise schooling at the two colleges. But the two parties indicated that they still find it difficult to fund their project. They are now appealing to the business community and individuals to aid them.

Various attempts to get Nkosi for comment did not yield any result. A police spokesperson said they were investigating the missing cash.

Pupils Forum [in New Nation]

4/9-10/7/92

CHALK

*Pupils Forum (in Ntshon)
The demand for
the reinstatement
of sacked teachers
sparks strike (325)*

down

Education in Mdantsane, Ciskei, has come to a halt following the dismissal of 27 teachers earlier this month.

The South African Democratic Teachers Union (Sadtu), Border region chairperson, Ntobeka Mathanda, told *NEW NATION* this week that all 400 primary and high schools have not been operating after teachers and students in the area demanded the reinstatement of the fired teachers.

Mathanda said the students felt "there was no reason for them to go to school when they were not going to be taught other subjects."

Inspection

He said the teachers were suspended from the schools after they had led a delegation to Ciskei's Department of Education and Culture (DEC) to demand that new inspection procedures be implemented.

Mathanda said "students felt they would not achieve anything in school until all the teachers were reinstated."

"Education has come to a standstill," he said. He predicted that the Mdantsane area could be faced with the worse failure rate in the country unless something was done to avert the situation.

"It is going to be worse because it does not only affect matric students but students at all levels of education," he said.

Boycott

The teachers in return have decided to stay away from school until their colleagues were reinstated, said Mathanda.

Meanwhile, Mathanda said the community of Mdantsane had decided to launch a consumer boycott in East London and Bisho.

"The community is calling for the boycott

as an alternative to a strike so that the teachers and students can go back to school," said Mathanda.

He said the boycott was launched to "force the South African government to intervene in the education crisis in Ciskei, which is their brainchild."

Defence

He added that the South African government was "already intervening in Ciskei through the defence force. Why are they not intervening in issues relating to education?"

In other related matters, Mathanda said the crisis of education had spilled over into other regions in the Eastern Cape. He said teachers in most schools had not covered the syllabus for the year because of disruptions this year.

Disaster

He added that immediate attention by all education structures in the Border region was needed to come up with some programmes that would help matric students in their preparations for the final exams.

"Time is not on our side," continued Mathanda. "We are heading for disaster unless something is done."

He also blamed students for the state of education in the region.

"They do not take classes seriously," he said.

"Something has got to be done to instil the learning culture" Mathanda stressed.

At the time of going to press both the Department of Education and Training (DET) in the Eastern Cape and the DEC in Ciskei had not responded to *NEW NATION* enquiries.



BACK TO SCHOOL: Teacher Rebecca Sahuji, of the J C Merkin School for the Disabled, is congratulated at the Ipelegeng Centre by friends after being reinstated.

Strike ends but classrooms empty

Star Staff

JOE LOUW

325

being demoralised by the endless turbulence and serious neglect by both the DET and the school teachers.

The principal, at whose school only 20 out of more than 300 matric pupils showed up for school yesterday morning, said he was relieved that the Sactu strike had been called off. But he attacked the 'paralyzing

nothing happens in Soweto where we have over half a million children, a meeting like the one we called last Sunday attracts hardly 800 parents.

issues will be settled at the negotiating table instead of in our schoolyards.

The DET has announced that 325 000 candidates are expected to sit for the Std 10 examinations in November. Of these, more than 13 000 will be candidates from Soweto's 410 schools.

But at least one high school principal, who would not be named, said the absenteeism was due to the students

he said, "Even when we call a meeting that would seriously discuss matters related to the whole future of children,

Sactu will act responsibly and bring some of its maverick members under control.

A mid-morning spot-check at Soweto schools by a Saturday Star team revealed many schools empty and deserted.

David Mapepa, spokesman for the Soweto Education Co-ordinating Committee, said "Project Excel", a volunteer programme that helps students revise the syllabus and teach examining techniques, would be intensified.

Soweto schools empty although strike is over

Weekend Argus
Correspondent

325
MUS 19/92
JOHANNESBURG. — Thousands of Soweto pupils have stayed away from school in spite of the end of a two-day strike called by the SA Democratic Teachers' Union.

School principals and teachers expressed surprise at the unexpected stayaway and blamed it on "poor communications".

But at least one high school

principal, who would not be named, said the absenteeism was due to the students being demoralised by the "endless turbulence and serious neglect by both the DET and the school teachers themselves".

The principal said only 20 of the more than 300 matric pupils showed up for classes yesterday.

He attacked the "paralysing apathy and inertia" on the part of parents who did not get involved with their children's education.

Sadtu's long walk to victory

By **THEMBA KHUMALO**

THE two-day strike by Soweto teachers ended dramatically last week, with the South African Democratic Teachers' Union emerging victorious.

A teacher said the 48-hour "chalks-down" strike had succeeded where the profession had failed in 48 years.

In addition to agreeing to reinstate three teachers, the Department of Education and Training undertook to recognise Sadtu.

The brief stand-off be-

tween the two parties revolved around Rebecca Sebudu, Reggie Moerane and Thoko, Sehurutse, who were either dismissed or suspended for insubordination and misconduct.

A Dube Primary School teacher who had not been paid for 19 months after a clash with authorities over his transfer agreed to be transferred to the Vaal Triangle.

The four teachers would be paid retrospectively, said Sadtu treasurer Palesa Papi.

Trouble started in July after the department had

fired Sebudu for failing to produce minutes of a parents' meeting held at JC Merkins two years ago.

Her dismissal added fuel to an already volatile situation involving Moerane and Sehurutse, who were fired and suspended respectively for misconduct at Lekang Primary School in White City Jabavu last year.

Sehurutse was alleged to have defied her principal's orders to teach, and for taking part in Sadtu's "chalks-down" strike last year.

The news of the agreement was received enthu-

siastically by the thousands of teachers who had gathered at Ipelegeng Community Centre. They danced and chanted slogans in appreciation of their victory. (375)

Sadtu publicity and information secretary Oupa Mpetha was buoyant when he read a media statement.

"We emerge in this conference stronger and more united than before. The pre-strike and post-strike era have clearly shown the strength and power of a teacher formation like Sadtu."

Principals' threat to disrupt

JOHN VILJOEN
Education Reporter

WESTERN Cape black school principals have threatened disruptions after the Department of Education and Training failed to meet their demands.

Principals from more than 50 schools held talks with DET regional director Dr Johan Brand this week, but left disappointed.

During the unscheduled meeting the teachers gave Mr Brand a memorandum stating their aim to be free of bureaucratic constraints and making 10 demands.

After the meeting the principals threatened to "jam" school administration because of the DET's failure to meet their demands.

"We could easily jam the ad-

ministration of schools in the whole Western Cape," spokesman Mr Solomon Makosana said. Although paperwork would be disrupted, tuition would continue during such action, he said.

The principals meet today to determine a strategy.

Dr Brand described the meeting as "not very fruitful" and said some of the demands involved DET policy over which he had no control.

Other demands were financial and the DET's ability to meet these was curtailed by the financial predicament of whole country, he said.

He believed pupils would be disadvantaged if principals elected to "jam" school administration.

Although Dr Brand told the

principals a unified education department would be in place "sooner than many of us believe", they rejected this.

Among the principals' demands were:

- That acting principals be given permanent positions;
- Sabbaticals for principals to improve management skills.
- That principal-inspector meetings be devoted to education problems and innovations and not "bureaucratic paperwork".
- An end to the platoon system.
- That the DET Western Cape area office be held accountable for the way it allocates budgets to schools and how needs of schools are met.

DET recognises union

By Mckeed Kottolo
Pretoria Bureau

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Heever. *SMC 9/9/92*

The Department of Education and Training and the South African Democratic Teachers' Union (Sadtu) yesterday signed a recognition agreement after 20 months of negotiations.

The agreement was signed by DET director-general Dr Bernhard Louw, his deputy Dr Dirk Meiring, Sadtu president Shepherd Mladlane and Sadtu secretary-general Randall van den

Mr Mladlane described yesterday's signing as "historic and a victory", and said his union did not believe in intimidating teachers to join. Sadtu's primary aim was a single education department. It was committed to the resolution of conflict at the lowest level.

Dr Louw said he believed the agreement would make the pupils winners. He also asked that problems be solved at the lowest level.

Science education in South Africa needs drastic and immediate remedial action, says Professor Jan Boeyens

We must lure lost teachers back to the classroom

SMC 10/19/72

325



SCIENCE education at the tertiary level in this country is in a parlous state. However, consideration of this issue becomes almost irrelevant factor unless the various authorities responsible for scientific research and education take decisive action now, away from the ossified thinking of the tired old advisers with whom they have chosen to burden themselves for decades.

That means moving away from the advice that inspired Bantu Education, a National Accelerator Centre, Mosses, the so-called space programme and other hare-brained schemes, carefully chosen to squander not only the riches of

this country, but also the scarce resources that should properly be deployed for scientific research and education.

While serious academic debate takes place about the relative merits of university research, teaching and academic support, or how to apportion the pitance available for science education, lavish spending continues to sustain, in the name of science and technology, those grandiose projects that even superpowers cannot afford without international collaboration.

To offset the spending on these technological howlers the only measure that the Government can apparently think of is to cut back

on the subsidy of tertiary education. This is the same brains trust that first inspired the network of ethnic institutions. Their hundreds of colleges are still to produce their first qualified science teacher.

At the end of all this, Bantu Education is still in place, albeit in a new guise. Because of this system that denied the right or ability of black people to study mathematics and science the school system is a wasteland. There are thousands of schools without a test tube, a matrix teacher or a blackboard. Despite brave words, there is no visible change.

Before the tertiary sector can

start moving, it is urgently necessary for some priorities to be established. Discussions about the public image of science, the scientific literacy of the citizenry, the development of syllabi, the role of research, teaching and the need of academic support are therefore issues of immediate importance.

The most important issue is surely the status of the science teacher. No country in the world can ignore this fact and still hope to maintain a technological edge, let alone a space capability. We dare not wait for our antiquated system to produce well-trained science teachers, if ever. We must buy them now. The tertiary sector is riddled with frustrated high-

school teachers who abandoned their calling for financial reasons. They can be recruited almost immediately by changing the spending on differential salaries.

The quality of matriculants is sure to improve almost overnight, while the need of academic support should diminish. The colleges of education will soon take their rightful place as respected centres of higher learning. The universities and technikon will find themselves in a position to make meaningful selections for their courses and to participate internationally on the important task of curriculum development.

The second, almost equally important issue is the design of

logical pattern for public funding of teaching, research and academic support. It is hopeless to expect all present universities and technikon to simply cater for identical needs in future.

If the waste of resources can be averted now, the future could be bright. In a few years, a body of science teachers with the confidence to develop relevant school syllabi to serve the needs of each community, will surely emerge. □

● Professor Boeyens is Dean of Science, Wits University. This is an edited version of the key-note address at the education workshop of the Wits School of Science Education and the S.A. Chemical Institute.

Sadtu now wants wider recognition

By Justin Pearce

325

South 1219-1619/92

FOLLOWING its recognition by the Department of Education and Training (DET), the South African Democratic Teachers' Union (Sadtu) now is scheduling meetings to finalise recognition agreements with the Department of Education and Culture in the House of Delegates, and the education departments of KwaNdebele, Gazankulu, and Lebowa.

The DET, the largest of South Africa's 18 fragmented education departments, announced this week it will recognise South Africa's biggest teachers' union.

Sadtu greeted the recognition by the DET as an "historic landmark in the establishment of democratic labour rights for teachers in South Africa".

The relationship between the DET and the union has till now

been tense, with Sadtu accusing the DET last month of victimising union organisers.

"We'd like to think this represents a change of heart on the part of the DET," said Sadtu general secretary Mr Randall van den Heever. "Since the announcement that Sadtu would be recognised there has been very good co-operation between the union and the DET."

But he cautioned: "We hope that this is not just a honeymoon phase."

Minister of Education and Training Mr Sam de Beer described the agreement as beginning "a significantly new relationship and understanding because I will in future be able to consult Sadtu on educational matters".

Sadtu represents 45 000 teachers countrywide, 10 000 of them

employed by the DET.

Formed in October 1990, the union has sought recognition with the DET since January 1991. Van den Heever accused the state of initially adopting "a deliberate ploy to retard the process".

"When we began negotiating, the DET put a 30-page agreement in front of us. None of the existing unions had been recognised in terms of such an agreement — they were recognised in terms of a one-page letter.

"The delays have been caused by various disputes and deadlocks resulting from this document."

De Beer said the DET had not been prepared to recognise Sadtu until the department was satisfied with the union's constitution, code of conduct and proof of membership.

Activist teacher fired from school

SPTimes 13/7/92

By SHARON CHETTY (325)

A TEACHER and ANC activist who played a key role in organising consumer boycotts in Messina and Louis Trichardt has been fired from the school where he taught.

The Department of Education and Training has asked Mr Abram Luruli, 25, chairman of the Messina Civic Association, to vacate his post at the Kranenburg Farm School after complaints about his performance.

His arrest a month ago after organising a march in Messina and a speech he made at a public meeting are two of the reasons given by the DET for asking Mr Luruli to withdraw from his post.

Kranenburg school manager Hendrik Pretorius said he was dissatisfied with Mr Luruli's performance as a teacher.

"Mr Luruli would take days off from work to attend marches and meetings, which meant he could not do his job properly," he said. "I felt this was not good for my pupils."

Mr Luruli, who has taught Std 4 and 5 pupils for the past two years, has slammed the move as "further harassment".

The DET says it will place Mr Luruli at another school as soon as there is a vacancy.

Soweto Area 18/19/72

DET implements agreement

THE Department of Education and Training has begun to implement the agreement reached earlier this month with the South African Democratic Teachers Union (SADTU) (SADTU)

On Wednesday Soweto teachers received a circular from the department announcing the reinstatement of teachers whose expulsion and suspension led to the recent two-day "chalks-down" strike.

Besides the DET's recognition of Sadtu, the agreement includes a two-month moratorium on pending cases concerning misconduct and the restructuring of certain academic activities.

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Sadtu two jet out for

London 23/9/92
TRANSKEI'S general secretary of the South African Democratic Teachers Union (Sadtu), Mr Mkhangeleni Matomela, and another Sadtu member leave on Monday for a two-week study tour of Japan.

Transkei region Sadtu spokesman Mr TT Nongaga said Matomela would be accompanied by Miss Jean September of Cape Town.

"The objective is to provide opportunities for secondary school teachers and administrators from Africa, Asia, Europe, Oceania, North and South America to observe first-hand Japanese education, culture and society," he said.

● Tsakane teachers down tools

Tsakane schools at a standstill

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Secton 24/9/92
■ About 400 Sadtu members go on strike against class overcrowding:

SCHOOLING came to a standstill in Tsakane, East Rand this week when about 400 teachers went on strike to protest against overcrowding.

A spokesman for the Department of Education and Training, Mr Levy Tshethlo, yesterday said pupils in all 19 Tsakane schools were sent home on Monday while a teachers' delegation went to seek a response to their demands from the area office.

"We gave them our response and they said they were still studying it," he said.

The South African Democratic

Teachers Union (Sadtu) reportedly said the decision to embark on strike was taken after an emergency meeting with the DET failed to resolve the problem.

However, Tshethlo accused Sadtu of negotiating in bad faith, saying that his department last month assured the union that overcrowding was "receiving urgent attention". He said Sadtu's grievances which included salaries, housing loans, marking of exam scripts and secondment of teachers should be addressed through grievance procedures adopted in terms of a recognition agreement.

Sadtu was not available for comment.

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Tsakane schools at a standstill

Section 24/19/92
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■ About 400 Sadtu members go on strike against class overcrowding:

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Sadtu was not available for comment.

Soweto - out of service

ESSENTIAL services in Dobsonville, Soweto, have ground to a halt after the dismissal of council employees three weeks ago.

While the battle for their reinstatement continues, residents have to contend with blocked drains and heaps of garbage in the township. Former mayor Mr Steve Kgama said yesterday: "For almost eight weeks now I've tried to get the council to unblock our drains."

The 270 workers were sacked on September 3 after complaining about their safety following the killing of two colleagues due to violence in the area.

Town Clerk Mr Tony Roux confirmed yesterday that the workers had been dismissed but denied that Inkatha members had replaced the fired workers.

Teachers suspend strike

A chalkdown strike by teachers in Tsakane on the East Rand has been suspended, a spokesman for the local branch of the SA Democratic Teachers Union said yesterday.

Sadtu's education secretary for the Tsakane branch, Mr Eldridge Matane, said some teachers returned to work yesterday.

- Schooling came to a standstill earlier this week when about 400 teachers went on strike in protest against overcrowding.

Councillor slain in home

A Soweto councillor was stabbed to death at his Orlando East home on Wednesday night after an argument with a group of men. Mr Hector Kuncene died on his way to hospital. - *Sowetan Reporters*.

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Sadtu to empower members

Learning Nation (in New Nation) (325) 2519-111019 Z
THE South African Teachers Democratic Union (Sadtu) is planning to conduct workshops aimed at preparing all its affiliates for effective nego-

tiations in resolving disputes at all levels of education.

Sadtu's general secretary, Randall van den Heever, said if these workshops were successful, strikes and chalk downs would not be necessary.

Explaining the latest move, Van der Heever said despite the recognition agreement Sadtu signed with the Department of Education and Training (DET),

there were still a number of strikes looming in various areas. But he said he was confident that Sadtu would resolve the disputes through negotiation.

"It is the intention of the union to attempt to resolve

potential areas of dispute and conflict timeously, before they escalate into a major crisis which may disrupt education," Heever concluded.

He said the workshops were expected to empower teachers with skills for dealing with negotiations and helping bridge the gap between the DET and Sadtu.

Teachers on strike over pay

C/1000 27/1/92 (325)

By THEMBA KHUMALO

TEACHING at six Tsakane high schools on the East Rand has come to a standstill after members of the SA Democratic Teachers' Union clashed with authorities over the delay in payment of salaries.

Teachers downed tools on Monday after they alleged that a local schools inspector responded "contemptuously and unsatisfactorily" to their grievances.

Sadtu is demanding that:

- Newly appointed teachers be timeously paid;

- Teachers be allowed free access to the regional office in Springs;

- Principals and teachers acting in promotion posts be appointed permanently;

- Study leave and housing loans be granted without prejudice; and

- Marking opportunities for Std 10 final examinations be opened to Tsakane teachers.

The six schools have been deserted since Monday after the local branch of Cosas asked pupils to stay away in sympathy with the teachers.

However, some pupils and parents interviewed at random were unhappy with the teachers' action because it came barely three weeks before the end-of-the-year examinations.

A pupil said: "I don't think I'll pass exams because of the school disruptions since January. Classes have been disrupted almost every month."

A teacher said although Sadtu's timing was wrong, several teachers had worked without pay for too long. No one could teach effectively on an empty stomach.

DET furious over five 'absent' principals

By ELIAS MALULEKE 325

THE ink has barely dried on a recognition agreement between the DET and the SA Democratic Teachers' Union and the two are lashing out at each other again.

At the heart of the war of words are five out-of-work Mamelodi primary school principals.

They spend their days twiddling their thumbs at the DET's Mamelodi Teachers Centre in Mamelodi East.

Vastly differing reasons are being hurled around to explain the absence of the top men.

The DET says the five were "sacked" by Sadtu for taking disciplinary action against absent teachers.

Sadtu says the five "walked" out on their own accord.

Now some of the principals say they are living in fear of their lives following death threats to them and their families.

They also claim that they were frogmarched from their schools by members of Sadtu and the pupils' organisation, Cosas, after being accused of "spying" for the DET.

The DET strongly denies this, saying the principals were filing bona fide "reports".

Sadtu claims the principals walked out in a rage after teachers "demonstrated" against their "dictatorial behaviour".

The principals are from Ndima, Gamelodi, LM Msizani, Moretele and Dr Monare in Mamelodi West.

They left the schools earlier this month.

Claims have been made that some teachers and pupils at the schools are now a law unto themselves and that school inspectors have been prevented from doing their duties.

Some parents said they feared that there was lit-

tle or no learning taking place at the schools.

It has also been alleged that teachers at schools in other parts of Pretoria have been adopting a "domineering" attitude towards beleaguered principals.

It is said that some teachers openly defy instructions and tell principals "where to get off".

Principals were spending their days holed up in their offices.

DET spokesman Thomas Kekana said the absence of the five was affecting the running of the schools.

He said the principals were targeted after making reports to the DET about teachers who failed to report for work during the ANC's mass-action campaign last month.

He said the five officials were chased from their schools - despite the fact that they had acted on departmental instructions.

"They forwarded the names of the teachers who did not attend their classes and who failed to report for duty between August 3 to 22, and on May 21 to 22 this year," said Kekana.

Sadtu general secretary TJ Ngoma accused the DET of "union bashing", saying the department had intimidated Sadtu members despite the signing of the recognition agreement with Sadtu earlier this month.

Ngoma accused the DET of:

■ Promoting principals who had "misappropriated funds"; and

■ Going against the spirit of the recognition pact by considering charges of misconduct against Sadtu members following the debacle over the principals.

Teachers and pupils at the schools said the principals were not indispensable and that the schools were carrying on happily regardless.

PRETORIA WELCOME FOR TSHIDO



HAPPY TRIO: Paul and Jeanne-Marie with Tshido Papo Picture: ANDY KATZ

TWO weeks ago student teacher Tshido Papo, 24, was nervous about stepping into a Std 5 classroom at a white government school.

But his fears that the 12-year-olds would turn the classroom at Pretoria's Waterloof Primary School into a black-board jungle proved groundless.

"I found myself in a new world. The children were so excited, they wanted to know all about the school I had attended and what it was like to grow up in Soweto," said Mr Papo, one of 10 trainee teachers from the privately funded Promat College.

"And I couldn't believe the facilities at Waterloof. I never saw a biology lab or a computer when I was at school," said the Department of Education and Training alumnus.

He was also astonished at the wide range of career opportunities cited by the Waterloof pupils. "I asked a group of 10 children what they wanted to do when they left school. They were all quite clear that they were going to university to become mechanical engineers, doctors, businessmen or lecturers.

"When I was at school, all we thought about doing was becoming a teacher, a nurse or a traffic cop," said Mr Papo.

Enthusiasm

One pupil, Paul McKeaveney, 13, said he couldn't understand why anyone would make a fuss about a black teacher.

"Some of the pupils at our school are black, and when the students came, they helped us as teachers, just like anyone else would have done. It really doesn't matter whether they are black or white," said the teenage boy.

"My parents thought it was a good idea to bring the black teachers in because, eventually, all schools will have both black and white teachers. So we have an early oppor-

Hi teach!

What's it

like at

home in

Soweto?

21/9/92
27/9/92

By HEATHER ROBERTSON

tunity to get used to the idea.

Jeanne-Marie Moore, 13, found Mr Papo's enthusiasm for biology infectious.

"Funny enough, the only pupils who didn't enjoy leaving the Promat teachers at our school were the immigrants.

"There's this Russian boy in my class who doesn't like black people. I think it's because he didn't grow up with black people around him," she said.

Mr Papo's supervisor, Miss Annette Lingemfelder, said she found him eager to learn.

"Having black students here is a new experience for the school, but they were no different from other student teachers."

Mathematics teacher Mr Philip Niemann said he enjoyed working with the students because they were particularly keen to learn new teaching methods.

The school's principal, Mr Will Bowker, said he

thought Promat's request that students be exposed to the running of a Transvaal Education Department school was a "great idea".

"It was a good learning experience for us all. The students fitted in comfortably and behaved professionally with regard to punctuality and relations with the rest of the staff."

Student teacher Kenneth Khatlde said he felt pupils at a much better grounding than the DET schools.

Hosted

"Pupils are surrounded by real objects and visual stimuli. I used an encyclopaedia for the first time at tertiary level, but at Waterloof children as young as seven know how to use reference books," he said.

Other schools that hosted Promat students are Arcadia Primary in Pretoria, Bronkhorstspruit Primary, Sacred Heart College and Rhodan Primary in Johannesburg.

NEWS 357 out of 374 teachers entitled to full compensation for deductions during strike

Payouts for teachers could reach R1-m

Sowetan Correspondent

HUNDREDS of thousands of rands will have to be paid by the Lebowa education department to teachers whose salaries were cut back because they participated in a strike.

The Pretoria Supreme Court yesterday ordered the minister of education of Lebowa to repay withdrawals and deductions made from salaries of Lebowa teachers in September last year.

It was estimated that the payouts could be as much as between R500 000 and R1 million. The deductions were made to sala-

Teachers absent during strike to be paid out by Lebowa education department rules Supreme Court:

Some teachers were absent from work for up to 28 days.

Mr Justice McCreath ruled in an application brought by the unregistered South African Democratic Teachers Union (Sadtu) and 374 teachers who were all members of the union, that the deductions were unlawful.

The court ruled, however, that on

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the facts only 357 teachers were entitled to their full pay.

He said the teachers were not granted an opportunity to state to the department why their attitude of "no work no pay" should not be followed.

The court also found that some of the teachers may have been intimidated not to go to work and could therefore not be punished.

According to legal representatives for the minister, an application for leave to appeal against the ruling will be launched in the next few days.

focus on education

Swetlan 2/10/92

The South African Democratic Teachers Union can count among its achievements a recognition agreement with the Department of Education and Training - but its Northern Transvaal region does not attach much importance to this "achievement".

Since the beginning of the year, Sadtu's Northern Transvaal region has been involved in a war of words with its employer bodies, particularly Lebowa's department of education, Gazankulu and to a lesser degree Venda.

The region's relationship with these departments can hardly be termed cordial. Venda's education department created a compliant relationship by recognising the union before it issued its strike threat.

While pupils are busy with last minute preparations for examinations, Sadtu has dropped a bombshell: stop misconduct, lift suspensions on teachers and reinstate dismissed teachers or we go on strike on October 6.

The impending strike could not have come at a more inconvenient time. Examinations for all pupils, including matriculants, are less than three weeks away. Having gone through disruptions due to mass action activities, pupils could be facing year-end examinations ill-prepared.

The union's regional executive committee held numerous council meetings this year in an attempt to sort out issues that have plagued them for the better part of the year. Among these, in particular, is the constant claim that teachers are being harassed and victimised by the Lebowa education authorities because of their union activities.

The union this year adopted several resolutions designed to pressurise Lebowa into agreeing to recognition terms but all in vain. Some measures included eviction of "reactionary" principals and inspectors, boycotts of businesses owned by "unsympathetic" cabinet ministers and a threatened "chalkdown" when schools reopened in July.

In retaliation, Lebowa's Legislative Assembly passed a resolution stating that its Public Service Act and Education Act did not provide for the recognition of a teachers trade union.

Venda became the second homeland to recognise Sadtu. Transkei was the first. After the union gained recognition from the homeland's department of education, regional organiser Mr Western Mkazi was optimistic that Lebowa had no choice but to recognise the union's Northern Transvaal region.

Since February, after the Giyani summit on exclusion and admissions at tertiary institutions, Sadtu, together with Sasco and NECC, have been involved in a war of words with Lebowa and Gazankulu's education authorities. The authorities were condemned for the closure of colleges and were labelled as intransigent and

Sadtu this has been embroiled in a war of words with the education departments of Lebowa and Gazankulu. With examinations rapidly approaching, a strike is threatening in Lebowa. **Don Seokane** looks at the issues involved in the dispute:



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The crunch will come on October 6 when it will be seen whether Lebowa can avoid the embarrassment of a strike and all the accusations that will come out of it.



Mr Nelson Ramodike

uncaring about the education of the black child.

Lebowa's education authorities retaliated by branding Sadtu part of a serious educational problem for denying children the right to an education through its stayaway actions. For its part, Lebowa said it remained committed to its policy of "no work, no pay" popularised by Chief Minister Nelson Ramodike as "chequedown".

In a hard-hitting statement, the homeland's education department said it wished to advise Sadtu that if the union wanted to actively participate in politics, it should look for a convenient political forum such as Codesa. However, Lebowa's education department has since changed its position and indicated its willingness to recognise the teachers union and Gazankulu has already scheduled a meeting to discuss recognition and other demands.

Lebowa's change of heart meant that pupils

could heave a sigh of relief. The shift, it was thought, would avert a strike since union officials had previously stated that a signed recognition agreement would make it easier to negotiate other demands.

The rope tightening around Lebowa and Gazankulu was expected to be slackened pending the outcome of a meeting on October 5. Instead, the union reiterated its threat of a "chalkdown" on October 6.

Union officials disclosed that members were not happy with the union being granted recognition while some teachers were serving suspensions, others were being charged with misconduct and some had been dismissed.

Since then, the union's aim has been diverted from simply acquiring recognition to demands that charges against teachers be withdrawn and suspensions lifted before any agreement with Lebowa can be signed.

But the crunch will come on October 6 when it will be seen whether Lebowa can avoid the embarrassment of a strike and all the accusations that will come out of it. Last year Sadtu went on a marathon strike and a "chequedown-chalkdown" policy was implemented.

Now it remains to be seen whether teachers can still make sacrifices for their pay-packets.

NEWS Union wants to start with a c

Sadtu threatens to go on indefinite strike

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■ Demand for reinstatement before signing of agreement:

By Don Seokane

THE Northern Transvaal branch of the SA Democratic Teachers Union yesterday warned that their strike might be indefinite unless Lebowa imposes a moratorium on suspensions and misconduct charges.

During their rally, Sadtu president Mr Shepherd Mdladlana said the union had to start with a clean slate in dealing with the Lebowa education authorities. No recognition agreement would be signed before dismissed teachers were reinstated.

Meanwhile, lawyers acting on behalf of the Lebowa education authorities

have threatened to take legal action to force Sadtu to return to classes.

In a letter sent to Sadtu secretary Mr Benny Boshielo, education authorities said the strike was illegal and unjustified and said the union's handling of disputes was unreasonable.

Responding to the threatened legal action, Mdladlana said "the bantustan has declared war on us" without regard to the education of the child.

"We are concerned about our school-children. People not concerned are those who dismiss and suspend teachers and then fold their arms expecting children to teach themselves," he said.

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Sadtu 'irresponsible'

LEBOWA's department of education has deplored as insensitive and irresponsible the strike by the Northern Transvaal region of the SA Democratic Teachers' Union. (325)

The department has accused Sadtu of "shifting the goalposts" because the union has been fighting for recognition and when their demand was to be granted they included "other issues".

Spokesman Mr SF Seroka said the department viewed the signing of the recognition agreement and the resolution of remaining issues as two different matters. Spokesman 12/10/92.

PRINCIPAL POWER:
Principals occupy a corridor in the offices of the Department of Education and Training on the Foreshore.
Picture: DOUG PITHEY, The Argus.



Black principals' sit-in continues

HENRIËTTE GOLDENHUY'S
Staff Reporter

ABOUT 60 black school principals are occupying the offices of the Department of Education and Training on the Foreshore to protest against shortages of funds and resources in black education.

The principals, members of the Western Cape Black Principals' Forum, began their sit-in yesterday morning.

They said they would leave if they could meet the Minister of Education and Training, Mr Sam de Beer, earlier than November 1, the date he had set for a meeting with the chairman of the forum and principal of Luzauko primary school in Guguletu, Mr George Mvambi.

Since the forum was formed in August principals had been campaigning for clerks, night watchmen, labourers and "decent" recreational and cultural facilities at black schools in the Peninsula, said Mr Mvambi.

They demanded control over finances and restructuring measures, leave to improve management skills and an end to the "platoon" system of shared classrooms, he said.

Western Cape DET director Dr Johan Brand and deputy director of administration Mr Louis Smit have vowed to stay with the protesters until they leave.

Dr Brand, asked by the forum to leave his office because he was "indifferent and insensitive to black aspirations", said: "I don't really take that too seriously. I would say I am as much in touch with black aspirations as I possibly could be.

"They are against me, probably in the first place, because I am white. They've objected to the appointment of white people from the start."

"I have been in black education longer than many of these people. They just want to appoint anybody as principal.

"To them, I represent 'the system' which they don't recognise. It is part of our problem that the DET has very low legitimacy in the eyes of its members," said Dr Brand, a former professional adviser in the Kwazulu Department of Education.

"We all know the expenditure on a white and coloured child is much more than on a black child. But it's a historical imbalance, which you cannot get rid of overnight," he said.

Mr Bill Staude, DET chief director in the Western Cape, said in a faxed message to Dr Brand yesterday he was prepared to meet dissatisfied principals tomorrow.

Two teachers expelled for DET participation

■ Ten girls thrown out for playing in netball tournament

By Sonté Maseko

TWO Soweto teachers were "expelled" and chased out of their school, allegedly by members of the Congress of SA Students for participating in sports activities organised by the Department of Education and Training.

About 10 other pupils at the school, Aurora Girls' High School, who went to a netball tournament in Durban with the teachers, have also been "expelled".

One of the teachers, Mr Fezile Neku, said he narrowly escaped serious injury when a knife-wielding group of boys from surrounding schools in Zola North chased him out of the school last week.

An accountancy teacher Neku said from his Rockville home yesterday that he was warned by a large group of boys

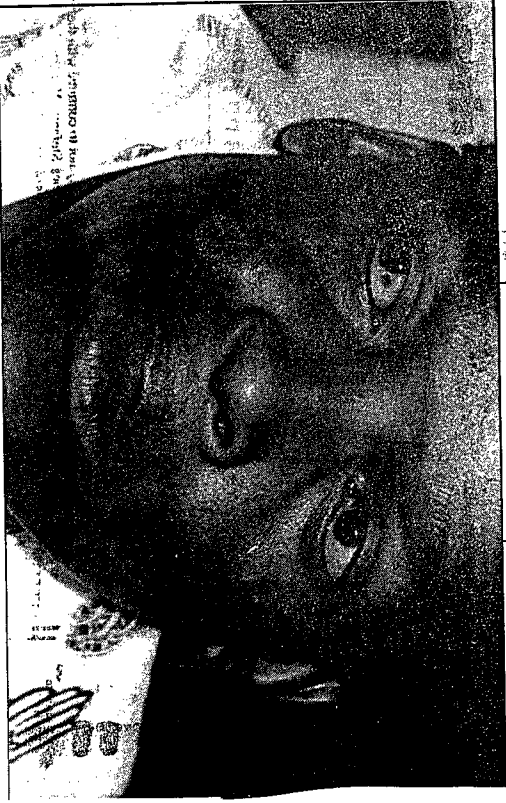
claiming to be Cosas members never to set foot at the school again.

He and his colleague Miss Balelwa Gayana were "convicted" by pupils for participating in a netball tournament organised by the DET's School's Sports Council.

Neku said Cosas members and members of the SA Democratic Teachers Union had rejected the SSC and formed their own Soweto Schools Sports Congress.

On their return from the tournament last Tuesday, they were "expelled" from the school. When he expressed concern about his classes, he was told "other Seditu teachers would take over".

Neku has reported the incident to the DET and has had a charge of assault with the Soweto police.



Fezile Neku ... chased by boys carrying knives.

to observe bannings

Exams hit by teacher strike

■ Sadtu members on strike following
dispute with education department:

By Russel Molefe

THE end-of-year examinations at Sekhukhune College of Education in Lebowa have been cancelled because of a strike by members of the South African Democratic Teachers Union (Sadtu) in the homeland.

Students Representative Council president Mr John Mokgotho said the exams which were to start tomorrow were cancelled because the majority of lecturers were on strike.

The few non-striking teachers, he said, would not be able to conduct the exams.

Student representatives met education authorities in Lebowaqomo on Thursday in a bid to resolve the dispute with Sadtu so that exams could be written.

But the students were told there was nothing the department could do, Mokgotho said.

Sadtu members went on a "chalkdown" strike to put pressure on the authorities to accede to their demands.

Tension mounts as exams start

Sowetan 20/10/92

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■ **UNCERTAINTY PREVAILS** Pupils and teachers march

on Lebowa parliament as judge declares Sadtu strike illegal:

AS THE COUNTRY'S 325 000 matric pupils prepare to write their exams today, tension and uncertainty prevailed in Lebowa and Soweto.

In Lebowa, members of the South African Democratic Teachers Union yesterday vowed to defy a court order imposed by a Pretoria judge at the weekend outlawing their chalkdown action against the Lebowa Education Department.

In an apparently bid to circumvent a court order, Sadtu said although they would "respect the court interdict as a structural organisation" its members would continue with the strike until all their demands were met.

Yesterday, about 200 teachers - and some pupils - defied the order and marched on Lebowa's parliament demanding a resolution to the dispute between Sadtu and the home-

land's education department.

Sources yesterday reported that there had been no lessons at six schools in Diepkloof, Soweto, since last week.

The affected schools are Bopa Senatla, Fidelitas, Diepdale, Namedi, Madibane and Fons Luminis.

Pupils in the area were reportedly demanding the unconditional release of their classmates arrested by police for undisclosed offences before they could sit for their exams.

However, these reports could not be confirmed by a spokesman for the Department of Education and Training. He said a number of schools had indicated that preparations for the exams were well underway.

Today 1 800 pupils will sit for the typing paper and November 18 a total of 136 papers would have been written.

Teacher exams at old Cape Corps base

JOHN VILJOEN
Education Reporter

215

POLICE have agreed to allow trainee teachers from the Good Hope College of Education to write their year-end examinations at the old Cape Corps Base at Faure.

The police Internal Stability Unit took over the base last month although the college has campaigned to use it as temporary accommodation.

Police spokesman Gys Boonzaaier said the students would be

ARC 23/10/92
given the use of two halls when their exams started on November 2. The halls seated 800 people, he said.

As the base was a restricted area, the offer was subject to two conditions:

- No cars, except those belonging to examination invigilators, would be allowed into the base.

- Students writing examinations would have to produce identification.

Miss Thembeke Banda, a col-

lege lecturer and member of the Good Hope College Campaign Committee, said the Khayelitsha community would appreciate the fact that police were helping Department of Education and Training student teachers.

But a spokesman for the committee said allowing the college the use of the Cape Corps base to write examinations was a short term solution.

The issue of suitable accommodation for the student teachers remained.

Principals confront minister

JOHN VILJOEN
Education Reporter

A DELEGATION of Western Cape principals has told House of Representatives Education Minister Mr Abe Williams they reject his proposed rationalisation measures and will not implement them.

During a meeting at parliament yesterday, principals demanded detailed plans by next Friday, a spokesman for the delegation said.

They rejected Mr Williams's explanation that the rationali-

ation measures were designed to meet a budget deficit.

The principals told the minister that even though they had not been consulted about the plans, they were bearing the brunt of criticism from staff, pupils and parents.

● Mr Awie Muller, chief executive director of education in the House of Representatives, has denied the existence of a document on retrenchments allegedly leaked to the SA Democratic Teachers' Union.

(27) (325) AUG 23 1992

'Chaos' warning from black sit-in principals

JOHN VILJOEN
Education Reporter

BLACK principals who held a sit-in lasting more than 24 hours in Department of Education and Training offices on the Foreshore say their protest was a success.

They have also threatened to step up action to render education "chaotic".

Western Cape Black Principals' Forum spokesman Mr Solomon Makosana said yesterday: "Never in the history of the Western Cape have the administrators of the schools taken such a drastic step."

He was speaking after more than 50 principals, who had spent the night in the DET offices, left the building.

The principals had sent a signal to DET regional director

Dr Johan Brand that they were capable of surprising him with even more radical tactics, Mr Makosana said.

During the protest, the principals were invited to a November 1 meeting with Education Minister Mr Sam de Beer to discuss their grievances.

Mr Makosana said principals would report back to a meeting of the governing councils of Western Cape schools at the weekend. It was the governing councils who would decide whether to take up Mr De Beer's invitation.

Asked if this meant a threat to year-end examinations, he replied: "We have said from the onset we would not do anything that would have a negative effect on the education process. But we cannot guarantee that permanently."

Old Cape Corps base to be used for exams after march

By JESSICA BEZUIDENHOUT

STEINER teachers at the Good Hope College of Education in Khayelitsha have been given permission to use the Old Cape Corps base as a temporary examination centre for the present being used by the Internal Stability Unit.

The decision came after the students were forced to vacate the college after the primary school pupils occupied it this week. The Internal Stability Unit — formerly the Riot Squad — took over the base last month in spite of a campaign by the college to use it as temporary accommodation.

The unit's request for this week special arrangements had been made to accommodate the students from November 2 to December 1, after they had submitted details of times, dates and the number of candidates who

would write exams there.

Mr Mawethu Penza, secretary of the Student Representative Council (SRC), said the Khayelitsha community was not happy that the police were only a short-term solution. The problem of suitable accommodation remained.

The Good Hope College, formerly the Government Primary School, was to have temporarily accommodated the college until alternative premises could be found.

Children at the school were transferred to other schools in the area in 1987. But this week Good Hope students had to have classes in the street after primary school children occupied the premises, demanding that the Department of Education and Training (DET) speed up the process for suitable premises for the college, because they neglected the school.



OUT IN THE COLD — students at the Good Hope College in Khayelitsha attend classes in the street after the college was occupied by primary school pupils this week. Picture: JACK LESTRADE

▼ Fear: Financially strapped First National College hit by funds scandal ▼

College's future

remains uncertain

The future of 450 pupils and 21 teachers is in the balance following allegations of the misuse of funds at the First National College in Ophirton in Johannesburg.

Teachers and parents fear the college may close at the end of the year if its financial problems are not solved before the end of the year.

When approached for comment, the headmaster, Sandile Seth Mazibuko told Puprus' Forum it would be a futile exercise to pursue this matter for publicity as the "media would do nothing to tarnish my image" because he is well connected.

Further attempts to contact him were unsuccessful and his deputy said the school's telephone had been disconnected by

Leanne Nakasa in Not Ophirton

Telkom for almost two months, due to outstanding arrears.

Deputy-principal Michael Thage said: "Since the beginning of 1992, teachers' salary advise slips have shown tax deductions. Yet we do not have income tax numbers. 39/10 - 5/11/92

Salaries

"The deductions are in respect of the Unemployment Insurance Fund (UIF) and Pay As You Earn (PAYE). Furthermore, we have no medical aid or pension fund."

Three other teachers alleged the staff had not received salaries for August and September and one of them, John Motau, produced a salary cheque which the bank refused to honour.

The deputy added that a cheque for R34000 paid to a hotel

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in Hillbrow for a school function as well as those issued to some teachers had also bounced.

"Two teachers have resigned and 11 others dismissed.

"Fifty pupils have been expelled by the headmaster for outstanding school fees. The students argued that they had paid up but were not issued receipts," said Thage.

He said the headmaster was planning to raise funds in France this week, but the college had no fund-raising number.

He added that his office was inundated with queries by parents about the outcome of the matter.

"However, we have promised parents the best of our efforts to see the children through examinations despite the prevailing circumstances," said Thage.



Vice-principal Michael Thage

Sadtu claims victory for teachers

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Sowetan & Radio Metro

Talkback

By Luukma Ludi

WHILE the South African Democratic Teachers Union was committed to the negotiations, the union reserved the right to employ other trade union strategies if negotiations failed, a senior Sadtu official said last night.

Speaking on the Sowetan/Radio Metro Talkback Show, Sadtu general secretary, Mr Randall van den Heever, said he bore 10 (coloured) teachers who took part in a two week action protest against nationalisation measures announced by the Department of Education and Culture in the House of Representatives last week.

With Tim Modise



Mr. Ans. Williams withdrawing the measures.

"We regard his retractions as the greatest victory for the teachers. The department totally missed the situation and thought by choosing the examination (to announce the measures) there would be no backlash from teachers and parents," he said.

While some callers supported the teachers' actions, others came out against them.

"I'm crying for our children. Are there no other ways other than the boycotting of classes.

Jerry Kheswa; Tembisa

"I'm concerned because some teachers have not finished their syllabi and I think it would be unfair to expect children to cope (with the workload) in such a short space of time."

Shenay Hendricks, Emmedale

"I want to know why you are telling us to put our suits down. If there's a battle there should be a winner and a loser."

Riccardo Newcare

"The minister has to give us an assurance that temporary teachers would be granted permanent posts and newly qualified teachers should have posts guaranteed as well."

Thomas; Randourler

"As parents we've taken a back seat for a long time. I think things are beginning to shape up now. Keep up the good work."
John, Eldorado Park

Row may delay matric results

By THEMBA KHUMALO

The early announcement of matric results for black pupils may be delayed following a threat by Johannesburg teachers to boycott the marking of examination papers unless the Department of Education and Training addressed their grievances.

The teachers, known as the Markers Adhoc Committee (Machoc), want DET regional director Richard Motau to explain why his department chose to decentralise marking centres without consulting teachers.

Inconvenience

Among others, Machoc said decentralisation would inconvenience teachers as they would not be provided with accommodation at the marking centres.

While Johannesburg matriculants' papers would be marked at the Rand Afrikaanse University, markers would not be housed at the university and would be shuttled between Soweto and RAU.

Motau said the DET's decentralisation policy was in line with the department's attempt to hasten the announcement of results.

However, Machoc members rejected the new system because they felt they were being used like "white mice" in a laboratory experiment.

Machoc said the DET's transport arrangements were unrealistic. The teachers would be picked up at Funda Centre in Soweto at 6:45 am and brought home after 9 pm when there were no taxis to take them home.

The teachers accused the DET office in Johannesburg of not following the guidelines agreed upon by Machoc and education authorities in Pretoria last year.

The standard of marking would be compromised by the appointment of teachers who were favoured by the DET because of the department's attitude towards the S.A. Democratic Teachers' Union (Sadtu).

The teachers further alleged that some of those

Teachers want DET to scrap marking plan

Cl/Nov 8/11/92

appointed for marking were primary school teachers who were not familiar with matric subjects.

Machoc demanded that teachers be allowed to monitor the processing of marks because there were widespread fears that the department's office in Johannesburg might avenge this year's teachers' strike by manipulating the results so that parents blamed a high failure rate on the strike.

The committee further demanded that decentralisation be scrapped immediately in favour of centralised marking in Pretoria.

Recriminations

DET public relations officer in Johannesburg, Sol Moshokoa, said two meetings held between Machoc and the DET on Monday and Thursday could not agree on essential issues and it was characterised by recriminations.

Despite attempts by DET area managers to explain the appointment of the disputed markers, Machoc maintained that the appointments smacked of nepotism and corruption, Moshokoa said.

However, the department would call for another meeting to facilitate the speedy marking of exam papers, he said.

results

Racists insult DET markers

CP Correspondent

^{Apr 20 18/11/72}
A GROUP of white men broke windows, urinated on the bedding of black teachers and shouted insulting racist remarks this week at the University of the Orange Free State where the teachers were marking examination papers.

Two DET teachers,

William Maile and David Lenong, said they heard a noise when they and other teachers were working in the university hall.

When they went to their room, they saw white men preparing a braai on the stoep of the building. The whites called them "kaffirs" and smashed a window.

³²⁵ Maile said the gang then took his bedding outside and urinated on it.

Dr T.J. Terblanche, regional chief director of DET in the Free State, said the teachers initially refused to proceed with the marking of the papers. However, the situation is back to normal.

Police are investigating.

Political comment and news items by K Sibya, headlines and sub-editing by B Keswa, both of 2 Herb St, New Doornfontein, Johannesburg.

the nation

Shooting protest ³²⁵

STUDENTS gathered in angry protest at the Indumiso Teachers Training College in Maritzburg yesterday after one of their colleagues was shot and killed by a security guard.

The shooting happened after an argument on Monday between a group of students and two security guards. A shot was fired and the student was hit. The student has been identified as Mr Alton Mkhwanazi.

Sa. 16/11/72

Promat confident of high matric passes

Learning Nation in New Nation

325

Promat College which has five colleges registered under the Department of Education and Training (DET), said this week it was expecting matric examination pass rate of at least 90 percent this year.

Promat said it was confident that its 88 percent pass rate last year should reach the 90s this time.

Co-ordinator Brenda Page said the good team work between teachers and students would be the main reason for their pass rates.

She said Promat students had shown an impressive commitment to their studies since the beginning of this year.

"I actually have no doubt that our pass rate will be higher than last year," said Page.

Meanwhile, the college has appointed Michael Gardiner as rector from January next year.

Following his appointment, Gardiner said he regarded the



Michael Gardiner will be Promat's rector next year

Promat initiative as particularly important at this time in South Africa's political, social and educational history.

"It represents determination by the community, assisted by the private sector to find ways of building a society which itself takes the initiative in providing appropriate education to its members," he said.

Gardiner also observed that the Promat initiative will provide the community with the first opportunity countrywide to become engaged in the debate over what they want for education and from education.

"This debate is not academic as it is about survival within this country, in Africa and in the international community," he said.

According to Gardiner, the major factor in the struggle for survival and fulfilment is the generation of educational policies and programmes by people of this country.

"These will both purge our society of apartheid and provide the process of transformation with education and enable communities, who will be capable of determining their destinies," he said.

On the decision by Promat to incorporate in-service teacher education next year, Gardiner said: "As important as it is to provide new teachers for schools, renewed teachers are essential.

Established teachers, especially from the rural primary schools, are in great need of opportunities to reflect on their current practices, to reorient their approaches at conceptual and practical level and to enhance their expertise.

"Not only will this reconstruct what happens in schools, but will also make schools more receptive to progressive developmental possibilities as embodied in newly qualified teachers."

Matrics to play waiting game

sdwefw 23/11/92
■ Teachers complain about
marking of papers:

By Josias Charle *325 1002*

THE marking of the Department of Education and Training's 325 000 matrics' examination papers has started, but results will not be released before Christmas.

DET deputy director-general Dr Dirk Meiring said at the weekend that the department could not say when the results would be made available.

"However, it has been planned that statistical information will be available by the end of December and individual students' results by about January 4 1993," he said.

About 10 500 markers will work on more than five million scripts.

Meiring said partial decentralisation, a process which started in 1990, would mean that about 30 percent of the candidates' scripts would be marked on a regional basis.

Teachers object to their principal

325

Sowetan 25/11/92
TROUBLE MAY BE looming at the Phillip Kushlick School for the mentally disabled in Soweto over the reinstatement this week of a controversial staff member who left the school amid charges of gross misconduct.

Two weeks ago teachers demonstrated against Dr Thulani Mkhize because they were not prepared to work with him. He was back at the school yesterday while the SA Democratic Teachers Union investigates complaints against him.

The discontented staff, who were asked by Sadu to allow Mkhize to remain at the school until the end of the term, said they would meet the union "to try and make them see reason".

Serious allegations, mostly of sexual harassment of the female staff and mismanagement of the school's funds, have

■ **LADIES' MAN** Staff won't tolerate alleged sexual harassment by doctor:

been levelled against Mkhize by the staff.

At least one staff member confided to *Sowetan* that she was contemplating resigning from the school.

Mkhize was forced to stay away from the school in June after working there for only a month.

The staff had threatened to go on strike if a commission of inquiry was not instituted to investigate complaints against him by staff.

The staff decided against working with Mkhize after he responded, when confronted with allegations by the school's governing board, by saying the

school was "a hotbed of sexual activity".

His attitude to charges of sexual harassment were that the female staff had enticed him because he was single and educated.

He allegedly referred to himself as an "isoka" (a ladies' man) and saw nothing wrong in making advances to women.

However, when approached for comment, Mkhize referred inquiries to his lawyer.

Several female staff members at the school said they were afraid to be alone with Mkhize because of his alleged sexual harassment.

Troubled head sacks five teachers

FIVE teachers from the trouble-torn First National College at Ophirton, near Johannesburg, were last week dismissed after going public on the financial problems faced by the school.

Thabo Mohlabi told New Nation that he, together with Mike Thage, Dumisane Ncube, Nthabe Mlotso and Phetelo Mthupl, were given dismissal letters when they fetched their salaries from the principal's secretary. Other teachers remaining at the school and parents



First National College headmaster, Seth Mazibuko

27th - 31st 1992
fear that the school may now close before the end of the year if its financial problems are not solved.

As a result of the sackings, the balance of 450 pupils is in the hands of the headmaster, Seth Mazibuko, who has been blamed for the school's problems, has not announced plans to replace the teachers.

Reports that over 50 pupils have been suspended has fuelled speculation about the possible closure of the school. The suspended pupils claim they had paid

their fees but had not been issued with receipts.

Deputy principal, Michael Thage said his office was inundated with queries by parents regarding the issue.

In the meantime, Mohlabi said when he attempted to defy his expulsion by going back to the school, police were called to remove him.

Pupils' Forum visited the college this week and Mazibuko was not there. According to one of the teachers, who refused to be named, Mazibuko rarely visits the college.



Exam results hoarded

By JETHRO SEREISHO

MORE than 20 000 pupils at eight schools in the western Transvaal will not be getting their end-of-year exam results because teachers have decided to withhold them.

Teachers, parents and principals in Carletonville and Fochville are locked in a dispute with the DET.

The row, which threat-

ened to explode into violence, has resulted in the DET inspector for the region, Margaret Sandlana, fleeing the area for Bekkersdal on the West Rand.

SA Democratic Teachers' Union (Sadtu) Carletonville official Molefi Ntshala said all the members of his organisation who took part in the teachers' mass action in

May this year had been served with letters notifying them of deductions in their salaries.

The deductions were, according to the circuit inspector, made on a "no work, no pay" basis.

But Ntshala insists teachers were on duty!

"We only participated in the demonstrations after lunch. It is the principals who have unfairly reported to the authorities that we were absent," he said.

Sadtu received community support this week.

Now they will not release the exam results until they get their salaries in full - and the principals have released the schools' financial statements.

A Sadtu meeting with DET failed to resolve the problem.

Ntshala said Sadtu's meetings with the DET had been no help.

Inspector Sandlana said she knew of the problem.

"I received a report from principals that there are teachers who have submitted their marking schedules and results, and some have not. The deadline for submission is November 30. We will see if they are still withholding them," she said.

the nation in brief

Sadtu decries harassment

THE Sekhukhune branch of the SA Democratic Teachers Union has accused the Lebowa department of education of not honouring their record of agreement by harassing teachers. 325 (22/11/92)

The union claimed that its Sekhukhune branch members were being victimised by conservative principals. Sowetan 30/11/92

Branch chairman Sello Modiga said they were shocked to find that Sekhukhune circuit office did not even have a copy of the agreement.

Education spokesman Mr Seroka was yesterday reported to be attending a course in Port Elizabeth and unavailable for a response.

Taxi shooting victims buried

THE funerals of victims of the Pietersburg taxi shooting proceeded without any incidents on Saturday, but the planned joint burials failed. Sowetan 30/11/92


Speakers at Mr John Pholo's funeral condemned the shooting and appealed to people not to solve their problems by killing one another. Other burials of victims of the taxi shootings that claimed eight lives were held at Seshego and Zebediela on the same day.

Inquest into Malele's death

THE inquest hearing into the death of a victim of alleged Gazankulu police brutality resumes at Hlanganani Magistrate Court tomorrow. (22/11/92)

The family of Mr Edward Booi Malele, who was arrested on December 26 last year and allegedly severely assaulted by police until he died, had on November 10 successfully applied for an exhumation order so that another post-mortem examination could be done. Results of the further post-mortem are expected during this hearing. Malele, exhumed two weeks ago, had been buried on January 8 this year. Sowetan 30/11/92

Another year down the drain?

(press 20/12/92) 
THE disruption of classes in black schools since January do not augur well for the end-of-year results of most students, especially in areas hit by political violence.

Classes were also disrupted by students and teachers who protested against the DET. Spearheading the protests were Sadtu and Cosas.

Despite an impassioned plea by ANC President Nelson Mandela that 1992 be dedicated to effective learning, from January to June a typical school day in Soweto was characterised by class attendance between 8am and 11am.

Thereafter students either went home or stood in groups at street corners waiting for "targets", a common term for looting delivery vans.

The situation worsened during the mass action week called by the ANC tripartite alliance in August in which workers were called upon to strike for five days and students and teachers for two. Taking advantage of the mayhem, students extended their absence from school to five days. Teachers also stayed away, saying they could not "teach empty desks".

A two-day strike by at least 7 000 Soweto teachers in September - called by Sadtu to demand the reinstatement of suspended colleagues and the recognition of the union - divided the community right down the middle.

Subsequently, a frank tete-a-tete between Education and Training Minister Sam de Beer and the Sadtu leadership resulted in a formal recognition of the union and the reinstatement of suspended teachers.

However, the strike was condemned by the Azanian Students' Movement (Azasm) and the Pan Africanist Students Organisation (Paso).

And, ANC education head John Samuels said the movement was "deeply concerned about the implications of the strike".

THE DET this week announced that the end-of-year results for black matric students will be announced on January 4. Will the results be any different from the poor performance of the past few years? THEMBA KHUMALO reviews the crisis in schools this year.

Sadtu, however, maintained that as part of the working class it was within its rights to strike.

The blame for poor results should be put at the door of DET for its intransigence to deal with the students' and teachers' grievances timeously. The department did not deliver prescribed text books and other required stationery in time. Where they were delivered it was too late and at least six children had to share a book, said Curtis Nkondo, former president of the National Education Union of SA.

In Katlehong on the East Rand the white principal of Kairos Technical College died in May, after being set alight by a group calling itself the Revolutionary Watchdogs.

The incident shocked many educationists and the assailants threatened to kill all white teachers in black schools if they did not withdraw to give way to their unemployed black counterparts.



Be that as it may, hopes are running high for better results among the pupils in rural areas and other regions where schools were not affected.

The same cannot be said about pupils in the areas hardest hit by violence. These include the Natal Midlands, southern Natal, the five Vaal-Triangle townships, Soshanguve and Mamelodi in Pretoria and most Soweto schools.

In Soweto and Natal, disruptions were also caused by ANC and Inkatha supporters fighting each other.

Schools in Botshabelo near Bloemfontein also came under the spotlight in October after about 300 Sadtu members went on a five-day strike.

The MINISTER OF NATIONAL HEALTH:

- (1) (a) R460,244 million and 
- (b) (i) R185,551 million and 
- (ii) R 18,087 million;
- (2) Department itself R409,920 million
- local authorities and R204,640 million
- other agencies R 18 153 million

Please note that the Department's budget was reduced due to the fact that the Chief Director are Pensions was transferred to the Department of Finance with effect from 1 September 1990.


SAR: current strength

59. Mr A J LEON asked the Minister of Law and Order: (a) What is the current strength of the South African Police Force; (b) how many persons have joined the Police Force for the first time since 1 June 1991 and (c) in respect of what date is this information furnished?

The MINISTER OF LAW AND ORDER: B147E

- (a) 96 947
- (b) 4 581
- (c) 6 February 1992.

Wendy Or Interdict: settlements

66. Mr E. V. TRANT asked the Minister of Law and Order:  With reference to the out-of-court settlements resulting from civil actions taken against the Minister of Law and Order and the South African Police following disclosures relating to what was commonly known as the Wendy Or Interdict, what were the (a) amounts paid to each applicant; (b) costs paid by the State as compensation for the legal costs of the applicants; and (c) State's costs in this matter?

B156E

The MINISTER OF LAW AND ORDER:

- (a) R120 500,00 was paid to 82 applicants. Compensation varies between R200,000 and R8 000,00 per applicant.
- (b) R21 993,71 (provisionally).
- (c) R8 425,00 (provisionally).

The MINISTER OF EDUCATION AND CULTURE:

74. Dr W J SNYMAN asked the Minister of Home Affairs:  How many births were registered in respect of the White population group in each calendar year from 1960 to 1991?


The MINISTER OF HOME AFFAIRS:

Year	White population group: births	Home Affairs:†
1960	75 300	78 813
1961	75 725	73 808
1962	76 581	77 889
1963	75 569	73 070
1964	76 781	74 470
1965	77 342	79 658
1966	79 426	81 179
1967	81 635	81 189
1968	84 100	81 524
1969	85 758	79 853
1970	88 568	77 955
1971	88 368	76 431
1972	89 115	69 189
1973	89 965	70 964
1974	83 224	69 649
1975	79 811	

Not available. (Since the repeal of the Population Registration Act, 1950, statistics in this regard are not kept on the basis of population groups.)

Over Affairs:

Teachers/promotion staff: services terminated

- 4. Mr R M BURROWS asked the Minister of Education and Culture:  (1) Whether any teachers and/or promotion staff falling under his Department had their services terminated with effect from 31 December 1991; if so (a) how many and (b) for what reasons;
- (2) whether any of the above persons received additional pension benefits as a result of having their services terminated by his Department; if so, (a) what additional benefits; (b) who funded the additional benefits; and (c) what total sum is involved;
- (3) whether he will make a statement on the matter? *cont*


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The MINISTER OF EDUCATION AND CULTURE:

5. Mr R M BURROWS asked the Minister of Education and Culture:  (1) How many pupils at schools falling under the control of his Department (a) wrote, (b) passed, (c) failed, and (d) obtained matriculation exemption in, the 1991 National Senior Certificate examinations;

- (2) how many of these pupils obtained (a) A, (b) B, (c) C, (d) D, (e) E, (f) F and (g) other aggregate symbols in these examinations;
- (3) how many of these pupils passed in (a) Mathematics and (b) Physical Science in the above-mentioned year? B49E


The MINISTER OF EDUCATION AND CULTURE:

6. Mr R M BURROWS asked the Minister of Education and Culture:  (1) Whether any schools owned or controlled by his Department are unutilised or utilised for purposes other than education; if so, (a) how many as at the latest specified date for which information is available and (b) for what other purposes were they being utilised?

(2) Yes.

(3) no.

National Senior Certificate examinations: results

5. Mr R M BURROWS asked the Minister of Education and Culture:  (1) How many pupils at schools falling under the control of his Department (a) wrote, (b) passed, (c) failed, and (d) obtained matriculation exemption in, the 1991 National Senior Certificate examinations;

- (2) how many of these pupils obtained (a) A, (b) B, (c) C, (d) D, (e) E, (f) F and (g) other aggregate symbols in these examinations;
- (3) how many of these pupils passed in (a) Mathematics and (b) Physical Science in the above-mentioned year? B49E

The MINISTER OF EDUCATION AND CULTURE:


7. Mr A GEBBER asked the Minister of Education and Culture:  Whether any non-White teachers have been appointed at schools under the control of his Department; if so, (a) at what schools; (b) how many and (c) in respect of what date is this information furnished?

- (1) (a) 509,
- (b) 383,
- (c) 126,
- (d) 22;
- (2) (a) 0,
- (b) 6,
- (c) 45,
- (d) 163,
- (e) 219.

The MINISTER OF EDUCATION AND CULTURE:

- (1) 43,
 - (2) 33;
 - (3) (a) 174,
 - (b) 95.
- * Higher Grade, Standard Grade and Lower Grade included. Information refers to full-time candidates only.

Departmental schools utilised for other purposes

6. Mr R M BURROWS asked the Minister of Education and Culture:  Whether any schools owned or controlled by his Department are unutilised or utilised for purposes other than education; if so, (a) how many as at the latest specified date for which information is available and (b) for what other purposes were they being utilised?

- (a) 11 as on 11 February 1992,
- (b) ten schools are presently in the process of being alienated. One school is being considered for education purposes.

B50E

The MINISTER OF EDUCATION AND CULTURE:

7. Mr A GEBBER asked the Minister of Education and Culture:  Whether any non-White teachers have been appointed at schools under the control of his Department; if so, (a) at what schools; (b) how many and (c) in respect of what date is this information furnished?

- (a) Dale College Boys' Primary School (King William's Town)
- (b) Ronderbosch Boys' High School
- (c) The Settlers High School (Bellville)
- (d) The Grange Primary School (Pretoria)
- (e) North Crest Primary School (Durban)

B61E

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) 509,
- (b) 383,
- (c) 126,
- (d) 22;
- (2) (a) 0,
- (b) 6,
- (c) 45,
- (d) 163,
- (e) 219.

Tweesprint Secondary School
 Malvern Primary School
 Orange Grove Primary School
 Troysville Primary School

(b) 18.
 (c) 30 January 1992.

*Seconded from the Department of Education and Training.

Various schools' number of pupils

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

(Signature)

THE MINISTER OF EDUCATION AND CULTURE:

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

* Approval granted, but models have not necessarily been implemented.

Model D schools
 9. Mr A GERBER asked the Minister of Education and Culture:

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

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

THE MINISTER OF EDUCATION AND CULTURE:

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

Rent-controlled premises: Hillbrow constituency and Works:

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

THE MINISTER OF HOUSING AND WORKS:

- (1) On 31 December 1991 there were still 775 units, comprising of 6 dwellings and 769 flats, subject to rent control;
- (2) two blocks of flats comprising of 41 units were conditionally exempted from rent control during 1991 subject to the granting of control of protection to the tenants thereof if and for as long as such tenants comply with the prescribed requirements for continued protection.

(3) Yes
 (a) John Court
 23 Edith Cavell Street
 Hillbrow
 Tsimbi Heights
 or Cain and Koch Streets
 Hillbrow

(b) 14 units
 27 units

Departmental schools closed

13. Mr K M ANDREW asked the Minister of Education and Culture:
 Whether any schools falling under his Department were closed down in, or at the end of 1991; if so, (a) which schools, (b) where were they situated and (c) what was the combined (i) pupil enrolment in 1991 and (ii) potential capacity of these schools?

THE MINISTER OF EDUCATION AND CULTURE:

- (a) Middlebopos Primary School
 Golden Valley Primary School
 Middlebopos Commercial High School
 Greyshite Primary School
 Copperton Primary School
 Parfiumus Restana Primary School
 Fingert Primary School
 Bakofentien Primary School
 Thornon High School
 Thornon Park Primary School
 Madakomwen Primary School
 Kange-Sentral Primary School
 Bantloek Primary School
 Jura Primary School
 J.J du Preez High School
- (b) Middlebopos
 Somerset East District
 Cradock
 Cradock District
 Copperton
 De Aar
 Knysna District
 George District
 Cape Town District
 East London District
 Madakomwen
 Qudushoorn District
 Qudushoorn District
 Qudushoorn District
 Qudushoorn District
 Parow

Verdeviel Primary School
 Travell Primary School
 Ter Krans Primary School
 Spuitriet Primary School
 Southwell Primary School
 Thornhill Primary School
 Emyl Valentine Primary School
 Rebeck East Primary School
 Sevenfontains Primary School
 Kransberg Primary School
 Cassoold Primary School
 Compagna Primary School
 Louisa Primary School
 Bhuobospan Primary School
 Descurtner Primary School
 Worcester East High School
 Die Bron Primary School
 Hoerskool Spanwerk School
 Neudonk Park Primary School
 Klip Senua Primary School
 Keate Street Junior Primary School
 Forest Hills Junior Primary School
 The Grange Primary School
 Bavier Primary School
 Pletowen Valse School
 Jansdorp Primary School
 Senaar Rante Skool
 Hoerak Gert Maritz
 Vryheid Conception Primary School
 North Crest Primary School

Cook
 Durban

will not work. This may sound like a political statement, but it will not get us any further. Of course, there is agreement that we have suffered for their pain if it is at all possible. However, this must be done in a way which is legally sustainable and that is what I emphasise in my reply. I appreciate what has been put forward here, but there are no short cuts in doing that kind of work. We do not want to engage in any activity which will redound to the detriment of this House and not be to the credit of the people who are working here. That is very important.

Debate concluded.

QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

Chairman:

Representations: second access road to

Chassworth

*1. Mr K CHETTY asked the Chairman of the Ministers' Council:

- (1) Whether, subsequent to his reply to Question No 1 on 15 May 1990, he, any members of the Ministers' Council and/or the Administration, House or Delegates has made any representations or further representations to the (a) Minister of Transport and (b) Durban Municipality concerning the second access road to Chassworth, if not, why not; if so, (i) when and (ii) with what results;
- (2) whether he will make a statement on the matter?

D/76E

THE CHAIRMAN OF THE MINISTERS' COUNCIL:

- (1) (a) Yes.
- (b) Yes.
- (2) (a) 3 October 1991 and 21 October 1991.

HOUSE OF DELEGATES

- (1) Whether the post of Chief Executive Director of Education and Culture in the Administration: House of Delegates has been filled; if not, (a) why not and (b) when is it anticipated that it will be filled; if so, (i) when and (ii) by whom;
- (2) whether he will make a statement on the matter?

D/73E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No.

(a) The Commission for Administration directed in terms of section 30(d)(e)(f) of the Public Service Act, 1994, that the post be re-advertised with an explicit indication of the duties and requirements of the post.

(b) The post had been re-advertised in national newspapers and within the Public Service. This seems applicable up to 21 April 1992. Thereafter candidature of suitable candidates will be submitted to the Commission for Administration for a recommendation according to the Public Service Act's directives. An appointment is, therefore, not expected before these procedures have been completed with.

- (i) falls away.
- (ii) falls away.

- (2) No.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister's reply, in accordance with the procedure in this country for the past 50 years, did he make a recommendation to the Cabinet through the Ministers' Council and, if no, why not?

THE MINISTER: Mr Chairman, since the Commission for Administration was involved in this matter and since the Director-General is responsible for personnel and administration, it was left to the Director-General to expedite this matter.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising out of the hon the Minister's reply, is he not aware of the

fact that the commission deals only with ratings, and that it is the political arm that has to make a recommendation on the advice of the commission? Why was such a recommendation not made?

THE MINISTER: Mr Chairman, that information is only to the hon the Leader of the Official Opposition. As far as we are concerned, the Director-General in the House of Delegates is responsible for its administration. The Commission for Administration was given that type of recommendation by the Director-General, and the Ministers' Council left it in their hands to expedite this matter.

Mr MRALAB: Mr Chairman, further arising out of the hon the Minister's reply, am I to assume that the Ministers' Council made absolutely no recommendation with regard to the filling of this post?

THE MINISTER: Sir, the Ministers' Council was briefed by the Director-General and recommended that this position should be filled expeditiously.

Mr MRALAB: Mr Chairman, further arising out of the hon the Minister's reply, did the Ministers' Council recommend the name of one particular individual who, in its wisdom, it felt should have been appointed?

THE MINISTER: Sir, the Ministers' Council did not make a specific request for the appointment of any specific individual, because we wanted to leave it to the Director-General to make an objective decision.

Appointments for new council, University of

Durban-Westville

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

Whether any appointments have been made for the new council of the University of Durban-Westville; if not, why not; if so, what appointments?

D/79E

THE MINISTER OF EDUCATION AND CULTURE:

Yes, as follows:

1. Dr Y Mny
2. Prof. G C Oonhuizen

HOUSE OF DELEGATES

Col 4

▷

Mr H J Coetsee, and representatives of the National Executive Committee of the ANCO on 30 June 1991. It was agreed that, with regard to prisoners imprisoned within the RSA, finally has now been reached in terms of the process of release set out in the Groote Schuur and Pretoria Minutes. It was also agreed that the results of the process were acceptable to both sides.

It was also agreed that no further applications for the release of prisoners in terms of the Groote Schuur and Pretoria Minutes received after 15 July 1991 would be considered. This was because the number of applications, especially those submitted by prisoners direct, has already diminished considerably. Most of these direct applications in any event do not qualify for the application of the categories and guidelines relating to political offences. However, applications submitted after 15 July 1991 will be considered if the delay was not due to the fault of the prisoner or his representative.

Prisoners whose applications for release have been refused by the Government will still have the right to approach the Advisory Body of Judges, established in terms of the Groote Schuur and Pretoria Minutes, for further advice to the Government.

The release programme in terms of the Groote Schuur and Pretoria Minutes has now virtually run its course, resulting in the release of more than 1 040 prisoners. The Government is confident that other issues such as prisoners in neighbouring independent countries could suitably be discussed amongst responsible parties. The Government is prepared to play an intermediary role.

2. The second announcement deals with a general special remission of sentence for the broad spectrum of prisoners. The release programme which had followed upon the Groote Schuur and Pretoria Minutes benefited only a specific category of prisoners. This brought about an in-



balance, and a more even-handed approach is called for.

I have therefore decided to grant a third remission of sentence to all sentenced first offenders who were serving sentences on 1 July 1991. This remission will, however, not apply to persons serving the sentences, sentences for sexual offences, child abuse and molestation and a few other exceptions. On release, all relevant factors will be taken into consideration, such as reintegration into the community, the possibility of recidivism and the prospects for rehabilitation. Thus the safety and interests of the public will also receive adequate attention.

In appropriate cases parole will also be considered. Where the seriousness of the crime however justifies it and the prisoner has not yet served a significant part of his sentence—longer than normal parole periods—up to 5 years—will apply and also stricter conditions will be set.

These measures will take effect immediately and will be administered by the Department of Correctional Services. The effect of the special remission will be spread over an extended period. A substantial number of prisoners will, however, benefit immediately or in the near future, by way of release and/or parole. I am also considering further proposals to what may be done, if anything, in respect of second and further offenders. The Government believes that it has now reached an equitable solution to all outstanding questions relating to the release of prisoners.

I wish to emphasize that justice will continue to take its course and that all offenders, especially those involved in violence, can expect to be prosecuted and punished in accordance with the law.

Issued by the Office of the State President
Pretoria
1 July 1991

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister's reply, in respect of the 47 349 that were released on parole, is the hon the Minister

able to let us know how many of them were convicted of drug-related offences. THE MINISTER OF CORRECTIONAL SERVICES: Mr Chairman, I am not sure, but I shall check on this. I am not sure whether or not they qualify in terms of the amnesty qualifications. However, I shall check on this and let the hon member know.

Own Affairs:
Questions standing over from Wednesday, 4 March 1992:

Land for schools: House of Delegates

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

- (1) Whether any land originally acquired by the Administration: House of Delegates for the building of schools is no longer needed for this purpose; if so, what is to become of this land;
- (2) whether he will make a statement on the matter?

D32E

THE MINISTER OF EDUCATION AND CULTURE:

- TURE:
- (1) Yes. The Chief Director of the Department of Local Government, Housing and Agriculture has been requested to relinquish the State-owned sites that are no longer required by this Administration.
 - (2) As the Minister of Education and Culture I have instructed my Department to advise the Chief Director of the Department of Local Government, Housing and Agriculture to request Treasury to deposit the culture to request Treasury to deposit the money generated thereby into the State Revenue Account but reserved for the execution of the Administration's urgent Capital Works Project.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister's reply, is he able to let us know whether land is going to be released to other education departments for educational purposes or housing, or whether consideration was given to these sites being given to other communities that had been deprived of schooling accommodation?

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, if any department specifically requests any site that we have and we do not need for building schools, we shall meet that request if it is a fundable one.

Regarding residences, there are certain areas that we shall reserve for residences for teachers, as that was requested by the Department. We have 18 school sites that will have handed over for housing or other purposes for which they are necessary in this country.

Mr M MOHANTALLI: Mr Chairman, further arising out of the hon the Minister's reply, will be return this land which was occupied or owned by members of a particular community to that community or will he deprive them of that opportunity?

THE MINISTER: Mr Chairman, I do not want to deprive anybody of land that they had previously, and historical imbalances may be redressed if such a request is made. My department has received a request with regard to a specific area in Umgentso South near Durban, namely site no. 8 at Palmiet, which is State-owned and reserved for a school. It has been requested by a particular family that owned it previously. This will be considered most sympathetically.

Mr M MOHANTALLI: Mr Chairman, further arising from the hon the Minister's reply, I did indicate to the hon the Minister in previous debates that the same applies to the site in Clare Road and Barton Place. That land should also be returned to the original owners.

THE MINISTER: Mr Chairman, that aspect is being looked at by the Department and finally will be reached when a suitable site can be agreed upon.

Retired person appointed as school principal
2. Mr K PANDAY asked the Minister of Education and Culture: (324)

- (1) Whether a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, was brought back from retirement to act as principal of a school; if so, (a) why, (b) what is his first name and (c) to which school was site appointed;
- (2) whether he will make a statement on the matter?

D32E

THE MINISTER OF EDUCATION AND CULTURE: (324)

- (1) No.
- (a), (b) and (c) Fall away.
- (2) Yes.

Mrs. Nair, the former principal of St Anthony's Primary School retired on 19/1/2011.

On the recommendation of the Board controlling St Anthony's School the Department appointed Mr. A B Augustine as nominated principal of the school. He took up his post on 16 January 1992.

According to Mr Augustine, Mrs Nair on her own initiative spent a few days at the school, assisting with the organization and also finalising the handing over to her successor.

Investigation of sale of Havenside shopping complex

*3. Mr M RAJAB asked the Minister of Housing:

- (1) Whether a committee has been appointed to investigate the sale of the Havenside shopping complex; if so,
- (2) whether this committee has made any recommendations; if not, when is it expected to do so; if so, what are these recommendations;
- (3) whether his Department has implemented any of these recommendations; if not, why not; if so, which recommendations?

THE MINISTER OF HOUSING: D37E

(1) A Committee, which was appointed during August 1991, furnished its final report on 27 September 1991.

(2) That Committee recommended that:

- (i) The Minister of Housing should formulate a fixed policy regarding the sale of shopping complexes that are owned by the Housing Development Board and that in the formulation of such a policy due consideration be given to the policy adopted by the former Department of Community

THE MINISTER OF HOUSING: D38E

- (1) Whether his Department has repossessed any houses that are alleged to have been obtained fraudulently; if not, why not; if so, what are the relevant details;
- (2) whether he will make a statement on the matter?

THE MINISTER OF HOUSING: D38E

(1) Yes.

It has come to the notice of the Department that in the Lotus Gardens project in Pretoria certain individuals have been allocated houses based on false information supplied by these applicants and that certain individuals to whom houses were allocated are subletting without the Housing Development Board's permission. The Department is in a process of taking steps against these individuals in terms of the agreement signed by them.

- (2) Yes. Where applicants choose not to mention the fact that they are property owners on their applications for housing and are then allocated housing on the strength of such incorrect information, it is not easy to trace and establish beyond any doubt their ownership of property. The Department is however investigating ways and means whereby this essential screening process can be simplified and expedited.

Question standing over from Wednesday, 11 March 1992.

Admission age of pupils: Indian schools

*1. Mr K PANDAY asked the Minister of Education and Culture: (324)

Whether the admission age of pupils to Indian schools is the same as is the case in other education departments in the Republic; if not, (a) why not and (b) how does it differ from the others?

D34E

THE MINISTER OF EDUCATION AND CULTURE:

Yes, as in the case of schools under the control of the House of Assembly.

- (a) Falls away.

- (b) My Department has relaxed the minimum age requirement for admission into Class one, bringing it in line with the policy obtaining at schools under the control of the House of Assembly. The relevant regulations governing the admission age of pupils of the other race groups obtains. Mr P NANDOO: Mr Chairman, arising from the hon. Minister's reply, I should like to know the cost implication of this dispensation holds for the Department.

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I do not have the specific figures. I shall have to get them from my Department. If the hon member puts his question in writing, I shall answer him.

If we take the extra children using the date of 30 September 1992, we shall be taking 3 950 extra students. If this date was 31 July, it would have been 1 336. We are therefore taking 2 619 extra students for 1992. [Interjections.]

New questions:

Overcrowding: Unit 3B, Westville

*1. Mr. K CHETTY asked the Minister of Housing:

- (1) Whether any overcrowding is being experienced in respect of the flats in Unit 3B, Westville; if so, to what extent;
- (2) whether any steps are being taken to alleviate this problem; if not, why not; if so, what steps;
- (3) whether he will make a statement on the matter?

THE MINISTER OF HOUSING: D48E

(1) This is a local authority project. Although it can be accepted that overcrowding may exist due to the natural growth in family sizes over the years, the Durban City Council is not aware of any large scale overcrowding.

(2) Thus far, representations in this regard by individual lessees have been considered by the relative City Council.

(3) Yes. The Minister has asked the Administration to investigate two areas in Chatsworth, with a view to identifying suitable land for the construction of low cost dwellings.

and (b) what is the total net annual cost of such transport, in each province in 1991;

(2) what is its Department's policy regarding the transportation of pupils? D54E

THE MINISTER OF EDUCATION AND CULTURE:

(1) None, the Department does not provide subsidized school buses, but 14 333 pupils were transported on State Contract Buses.

(b) The total cost of providing State Contract bus services for 1991 was R6 202 5411. A breakdown per province is, as yet, not readily available.

(2) The existing policy of the Department requires a levy of R25,00 per term per pupil on a strict affordability basis. This policy of providing a State Contract bus service is being revised whereby a transport allowance will be given only to indigent pupils who qualify through a means test.

Free textbooks/prescribed books cost

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

What was the cost of providing free textbooks and prescribed books in (a) primary and (b) secondary schools under the control of his Department in the latest specified financial year for which information is available?

D56E

THE MINISTER OF EDUCATION AND CULTURE:

Figures available for the latest financial year (1990/1991) are as follows:

	Inspection and advisory services		Psychological services		Education planning		Tand	
(i) PL 4 to PL 5	23	4	5	32				
(ii) PL 5 to PL 6	15	2	7	24				
(iii) PL 6 to PL 7	5	1	2	8				
(iv) PL 7 to PL 8	2	-	2	4				

(1) Promotion/grading of professional personnel in the Department of Education and Culture—House of Delegates since 1 January 1988 to 29 February 1992

(a) (b) (c)

(a) R1 321 631
(b) R2 837 774

Refunding of amount for use of telephone

11. THE LEADER OF THE OFFICIAL OPPOSITION asked the Minister of Local Government and Agriculture:

Whether he, in his capacity as Minister of Local Government and Agriculture, has at any time been required to refund any amount for the use of the telephone, if so, (a) what was the amount and (b) (i) for what purpose and (ii) to what Department was the refund made? D61E

THE MINISTER OF LOCAL GOVERNMENT AND AGRICULTURE:

No.

(a) Falls away.

(b) (i) Falls away.

(ii) Falls away.

Upgrading of posts

12. Mr. K. PANDAY asked the Minister of Education and Culture:

(1) How many (a) superintendents of education, (b) psychologists and (c) education planners had their posts upgraded from (i) Level 4 to Level 5, (ii) Level 5 to Level 6, (iii) Level 6 to Level 7 and (iv) Level 7 to Level 8 during the period 1 January 1988 up to the latest specified date for which figures are available?

(2) whether he will furnish the House with the names of the incumbents of the posts affected by these upgrades; if not, why not; if so, what are their names? D62E

THE MINISTER OF EDUCATION AND CULTURE:

324

(2) (a) Superintendents of Education

Promoted from Level 4 to Level 5

1. Mr G S Ebrahim

2. Mr J Goverder

3. Mr P Naidoo

4. Mr P Goverder

5. Mrs A C Janssen

6. Mr M A Pradyachee

7. Miss V Ramall

8. Mr H B Singh

9. Mr I Rawatall

10. Mr R Valjee

11. Miss F R David

12. Mrs F Laban

13. Mr R P Goverder

14. Mrs P Naidu

15. Mrs M Persad

16. Mr R Maharaj

17. Mrs S Balkisson

18. Mrs D D Naidoo

19. Mrs J Fakir

20. Miss S Ismail

21. Mrs D L Naidoo

22. Mrs S Pillay

23. Mr D M Moodaly

Promoted from Level 5 to Level 6

1. Mr I Kathrada

2. Mr S E Majam

3. Mrs E Buys

4. Mr M H Aboobaker

5. Mr L V Pillay

6. Mr A I Ismail

7. Mr R L Beharee

8. Mr N M Moodley

9. Mrs E S Somers

10. Mrs M Walters

11. Mr A D Pradyachee

12. Mr P A Naidu

13. Mr V Naidoo

14. Mr M M Moodley appointed on Level 5 on 1/2/91

15. Mr H Raneeshr

Promoted from Level 6 to Level 7

1. Mr P J Venier

2. Mr G Khadaroo

3. Mr M Narainasamy

4. Mr J Pillay

5. Mr V R Goverder

Promoted from Level 7 to Level 8

1. Mr L R Naidoo

2. Dr C G Shah

3. Mr P M Goverder

4. Mr P Naidoo

5. Mr S G Moodley

6. Mr V Naidoo

7. Mr P Naidoo

8. Mr P Naidoo

9. Mr N R Singh

10. Mr J Narainasamy

11. Mr P B Singh

12. Mr P B Singh

13. Mr P B Singh

14. Mr P B Singh

15. Mr P B Singh

16. Mr P B Singh

17. Mr P B Singh

18. Mr P B Singh

19. Mr P B Singh

20. Mr P B Singh

21. Mr P B Singh

22. Mr P B Singh

23. Mr P B Singh

24. Mr P B Singh

25. Mr P B Singh

26. Mr P B Singh

27. Mr P B Singh

28. Mr P B Singh

29. Mr P B Singh

30. Mr P B Singh

324

cont'd

Howser
7. Mr. P. B. Peters was transferred and appointed on Level 6 on 1/7/91 *(324)*

Promoted from Level 6 to Level 7

1. Mr. G. Pather
 2. Dr. M. Naidoo
- Promoted from Level 7 to Level 8
1. Mr. R. L. Pienaar
 2. Mr. B. M. Moodley

Urdu/Tamil/Hindi/Arabic as matriculation courses *(16)*

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

- (a) How many secondary schools fall under his jurisdiction and (b) how many of these schools

offer (i) Urdu, (ii) Tamil, (iii) Hindi and (iv) Arabic as a matriculation course? *(16)*

D64E

THE MINISTER OF EDUCATION AND CULTURE:

- (a) 147
(b) (i) Urdu: None
(ii) Tamil: None
(iii) Hindi: 1
(iv) Arabic: 5

It must be noted that although the above-mentioned languages and others such as Telugu, Gujarati, Zulu, etc. are on offer to the matriculation level at all secondary schools, pupils do not take them beyond the primary school level. Only Arabic is studied by a small number of pupils in the final school phase.

Howser
HOUSE OF ASSEMBLY

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Unit cost per prisoner

145. Mr. D. J. DALLING asked the Minister of Correctional Services: *(16)*

What was the unit cost per prisoner per day in the 1990-91 financial year?

B340E

THE MINISTER OF CORRECTIONAL SERVICES:

VICES:

R28, 85

Prisons: visits by judges/magistrates

171. Mr. D. J. DALLING asked the Minister of Correctional Services: *(16)*

- (1) (a) On how many occasions in 1991 was each prison visited by a (i) judge of the Supreme Court and (ii) magistrate and (b) on what dates did each of these visits take place at each such prison;
- (2) whether he took any action as a direct result of reports submitted to him pursuant to such visits; if so, what action on each occasion?

B404E

THE MINISTER OF CORRECTIONAL SERVICES:

VICES:

Reply bound in Annexures of House—see M226-1992

Correctional Services: staff shortages

172. Mr. D. J. DALLING asked the Minister of Correctional Services: *(252)*

Whether his Department is experiencing staff shortages, if so, (a) what is the extent of the

shortages and (b) what is being done to remedy the situation? *(16)*

B405E

THE MINISTER OF CORRECTIONAL SERVICES:

- (a) Yes. Shortages are being experienced in the following occupational groups:

- Disciplinary personnel
- Artisan personnel *(16)*
- Work Study personnel

— Computerized Information System personnel

— Musicians

— Nurses

— Social Workers

— Psychologists

— Pharmacists

Due to a cut-back of 3,6% in its Budget, the Department will be able to keep a maximum of 23 397 men/boys financial payment during the 1992/93 financial year. Essential services from the main staff will this number of men/boys, but in under-provision of funds will result in 1,275 posts for the operational utilization of inter alia new/under-utilized prisoners, correctional and parole officers, and the officers of Regional Commissioners not being filled without reorganization.

In addition, it is also expected that in consequence of an amendment of the policy regarding the paroling of prisoners, a greater number of prisoners will be detained, resulting in a need for a further 800 posts.

(b) The Department continues to attempt to perform essential services effectively by means of rationalization of functions, replacement of members and the scaling-down of functions with a lower priority. Furthermore, continued efforts are made to fill especially critical posts in the specialized occupational groups, but due to a general under-supply in the labour market, this is not always possible.



THE MINISTER OF NATIONAL HEALTH:
 Notified cases of each notifiable medical condition
 Republic of South Africa, 1991
 as on 23 March 1992

Disease	Indian	Black	Coloured	White
Cholera	0	2	0	0
Typhoid fever	16	1 045	35	20
Food poisoning	0	74	1	30
Brucellosis	0	3	0	12
Leptosy	0	21	0	0
Diphtheria	0	9	3	0
Meningococcal infections	4	385	271	36
Tetanus	0	61	5	1
Legionellosis	0	7	2	4
Polioomyelitis	0	1	0	0
Malaria	25	1 791	0	143
Mesles	0	0	129	3
Haemorrhagic fevers of Africa	0	5	0	2
Rabies	0	0	0	0
Trachoma	0	1	1	0
Typhus fever	0	1	1	140
Measles	0	4 194	8	0
Congenital syphilis	0	64	19	0
Acute rheumatic fever	4	14	12	5
Tetanus neonatorum	0	7	0	0
Lead poisoning	0	0	0	0
Peritardial poisoning	0	9	0	2
Tuberculosis	1	73	43	7
Arthritis	521	47 233	18 534	748
Paratyphoid fever	34	757	421	1 188
Plague	0	0	0	0
Paratyphoid fever	0	0	0	0
Smallpox	0	0	0	0
Yellow fever	0	0	0	0

Livingstone Hospital: beds

183. L-Gen R H D ROGERS asked the Minister of National Health: (a) What, in respect of the Livingstone Hospital, was the (a) total number of beds, and (b) number of beds not utilized, in 1991? B434E
THE MINISTER OF NATIONAL HEALTH:
 (a) 793 beds and
 (b) none.

Own Affairs:

Subsidized school buses
 40. Mr R M BUIROWS asked the Minister of Education and Culture: (a) How many pupils were transported daily in subsidized school buses, and (b) what HOUSE OF ASSEMBLY

was the total net annual cost of such transport, in each province in 1991 and (b) what is each provincial education department's policy regarding the transportation of pupils? B53E
THE MINISTER OF EDUCATION AND CULTURE:

	(a)	(1)	(f)
Cape	9 493	R6 501 120	
Natal	6 692	R6 520 000	
Orange Free State	3 145	R3 565 665	
Transvaal	54 382	R49 062 660	

(b) All provinces are moving towards a self-supporting school bus transport system. At present, preference is given to pupils who live farther than 3 km from their nearest school and where public transport or hostel accommodation is not available.

HOUSE OF DELEGATES

QUESTIONS
 Indicates translated version.

For written reply:
 Own Affairs:

5. Mr M RAJAB asked the Minister of Education and Culture: (324)
 What is the estimated cost to the State of training a teacher at (a) university and (b) teacher-training college on a non-residential full-time basis for four years?
DZE

THE MINISTER OF EDUCATION AND CULTURE:
 The lowest estimated cost to the State of training a teacher on a non-residential full-time basis for four years is as follows:
 (a) at a University, say University of Durban Westville, the State subsidy of R7 371,30 p.a. x 4 which is R29 484,50 (minimum),
 (b) at a teacher-training college, say Springfield College of Education, R11 283,39 p.a. x 4 which is R45 133,56 (minimum).

Mass protests: Indian schools

6. Mr M RAJAB asked the Minister of Education and Culture: (324)
 (1) Whether teachers in Indian schools staged any mass protests during 1991; if so, (a) when, (b) where, (c) why and (d) what amount of teaching time was lost as a result;
 (2) whether he will make a statement on the matter? D43E

THE MINISTER OF EDUCATION AND CULTURE:
 (1) Yes
 (a) From 5 February 1991 to 8 February 1991.
 (b) Staged "sit-in/chalk down" in most schools.

(c) Protest against implementation of rationalization of staff as per E.C. Circular 2 of 1991. (324)
 (d) Approximately eight hours in total per school in 90% of the schools. The "chalk down" was spread over four days.

(2) No.
Teachers: retrenched/made redundant/retired early (324)
 7. Mr M RAJAB asked the Minister of Education and Culture:
 (1) How many qualified teachers were made redundant, retrenched or retired early because of a shortage of teachers during or at the end of 1991;
 (2) How many teachers who qualified at the end of 1991 were unable to obtain posts from the beginning of 1992;
 (3) (a) how many Indian student teachers have bursaries from the State at present and (b) (i) what is the annual cost to the State of such bursaries and (ii) in respect of what year is this information furnished? D44E

THE MINISTER OF EDUCATION AND CULTURE:

(1) There are no surplus teachers according to the needs of the Department. However, in terms of the SANEP formula, the basis on which funding for Education is provided, 2 745 teachers were regarded as additional to the establishment. 509 Educators were granted early retirement in terms of rationalization measures adopted by the Department.
 (2) 22—declined to take up posts away from home districts.
 (3) (a) 574
 (b) (i) R1 524 400
 (ii) 1992 (as at 4 March).

Subsidized school buses

8. Mr M RAJAB asked the Minister of Education and Culture: (a) How many pupils attending schools falling under his Department were transported daily in subsidized school buses, *COV*
HOUSE OF DELEGATES

HOUSE OF DELEGATES

QUESTIONS

Indicates translated version

For written reply:

General Affairs:

Films censoring age restrictions

26. Mr. M RAJAB asked the Minister of Home Affairs:

- (1) How many (a) English, (b) Afrikaans and (c) Indian-language films were submitted to the Directorate of Publications for censoring during the latest specified period of 12 months for which figures are available;
- (2) how many films in each of the above categories (a) were rejected and (b) had age restrictions imposed on them?

D119E

The MINISTER OF HOME AFFAIRS:

- (1) (a) 988
 - (b) 1
 - (c) 476
 - (2) (a) 114
 - (b) 527
 - (c) 5
- Africans Indian

Information is for the period 1 January to 31 December 1991.

Own Affairs:

Education expenditure: amounts spent

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

- (a) What amount was spent by his Department in 1991 on (i) salaries of teachers and principals, (ii) salaries of administrative staff, (iii) salaries of inspectorate and executive officials, (iv) salaries of any other specified staff, (v) capital expenditure, (vi) supplies and services, (vii) equipment and (viii) other items and (b) what percentage of the total education expenditure by his Department in 1991 does each of the above amounts constitute?

D71E

The MINISTER OF EDUCATION AND CULTURE:

- (a) (i) R895 938 458 100 %
- (ii) R22 294 243 2,48%
- (iii) R14 650 248 1,57%
- (iv) R4 851 917 0,54%
- (v) R12 825 861 1,43%
- (vi) R148 878 043 16,59%
- (vii) R6 601 605 0,74%
- (viii) Nil

The above are provisional figures in respect of expenditure up to 29 February 1992 of the 1991/1992 financial year. The final figures for the entire financial year will only be available after the finalization of the appropriation account. Figures are not maintained in terms of a calendar year.

The revised requirement for financial year 1991/92 was R1 005 261 000.

Springfield/Transvaal College of Education: consultants

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

Whether councils and/or senates have been established at the (a) Springfield and (b) Transvaal College of Education; if not, why not; if so, (i) when, (ii) what are the (aa) names and (bb) qualifications of the persons appointed to these councils and/or senates, and (iii) what procedure was followed in appointing these persons, in each case?

D111E

The MINISTER OF EDUCATION AND CULTURE:

- (a) and (b): Yes.
- (i) On 15 April 1988 (both Colleges).
- (ii) Refer to Annexures.
- (iii) Council: The appointments in terms of regulation 3(1)(c), (d) and (g) were

automatic. The appointments in respect of:

3(1)(a), (c), (h) and (i) were done after nominations were received from the Councils of the Colleges concerned and EXCO of the Department. Recommendations were then made by the Chief Executive Director to the Minister for approval of the appointments.

3(1)(e) were effected after the officials were identified by EXCO and their names were recommended by the Chief Executive Director to the Minister for appointment as nominated members on the Councils. The officers were chosen to represent specific divisions of the Department;

3(1)(j) was effected after the M.L. Senior Technicians submitted nominations and on the advice of EXCO, the Chief Executive Director recommended the appointment to the Minister;

The appointments in terms of regulations 8(1)(a), (c), (d), (e), (i) and (g) are self explanatory.

The appointments in terms of: 8(1)(b) was effected after the Chief Executive Director had designated one of the Vice-Rectors to be the Vice-Chairman;

8(1)(h) was effected after the Chief Executive Director had appointed two members who are in the employ of the Department.

SPRINGFIELD COLLEGE OF EDUCATION: COUNCIL MEMBERS APPOINTMENTS IN TERMS OF REGULATION 3(1):

(i)	(ii)	(iii)	(iv)
Name	Qualifications	(aa)	(bb)
(a) Prof L E Peters (Chairman)	BA, BSc, UED, MED		
(b) Prof P Reddy (Vice-Chairman)	MSc, UED		
(c) Dr D Baygandeen	PHD, BED		
(d) Prof T H Bennett	Pr Eng, BSc (Eng), MSc, PhD (London)		
(e) Prof M Moodley	BSc(H), BED, UED, MED, DED		
(f) Mr J A Louw	Bachelor of Military Science		
(g) Mr M M Moodley	BA(H), BED		
(h) Mr B M Moodley	BA, BED		
(i) Mr S T Enoch	BSc(H), BED, NTSC, NTS D		
(j) Two vacancies exist w e f 1992-03-01 in view of the dissolution of the recognized teachers' association (TASA).			
(a) Dr T Isaac	BSc, DED		
(b) Mr M Mahpath	MA, BED, UED		
(c) Mr M Mha	Matric		
(d) Mr T Singh	BA, BED		
(e) Mr S Zuma	BA, Dip. in Tertiary Education		
(f) Mr J N Singh	BA(Nat), LLB(Wits)		
(g) Prof R Sont	BA(H), LLB(Nat), LL.D(SA)		

~~House~~ ~~House~~
 SPRINGFIELD COLLEGE OF EDUCATION: SENATE MEMBERS

(ii) (aa)

(bb)

Name	Qualifications
1. Prof P Reddy (Chairman)	MSc, UED
2. Mrs V John	BA, BED
3. Dr D Bagwandeen	PhD, BED
4. Mr B Budree	B Comp, BED, NTD
5. Mr T Isaac	BSc, DEd
6. Mr M Dayaram	B Comm(HON), MEd
7. Mr M Mahipath	MA, BED, UED
8. Mr H Sayed	BA, BED, UED
9. Mr S Moodley	BA(H), BED
10. Mr M Mogamary	BSc(H), BA, UHDE
11. Mr J Naidoo	BA(H), UED, BED
12. Mr P Pillay	BSc, BED, LSTD
13. Mr G H Suleman	BA, BED, UED
14. Mr S Thulakanam	BA, BED, NTSO
15. Mrs K Singh	MA, BED
16. Mr R L P Gordon	BA(H), BPhil, BED, UED
17. Mr T Reddy	MA, UED
18. Mr C G Baines	MSc(H), MSc(Neal), MSc(LEOR)
19. Prof A R P Hamblin	BComm, BTL, MBL, DBL, CAB
20. Prof G Naidoo	BSc(H), UED, MSc, PhD
21. Prof P Pillay	BSc(H), MSc, PhD
22. Prof A Ramphal	BA(H), BEd, MEd, DEd, AIE
23. Prof M Sanakar	BSc(H) MSc, PhD, UED, MSA Chem I
24. Prof G F Schoombee	BA(H), MA, DPhil
25. Prof J B Brain	BA(H), MA, DLit et Phil, UED
26. Prof G du T De Villars	BA(H), MA, PhD, UED
27. Prof B F Nel	BA(H), BEd, MEd, DEd
28. Prof G Urbant	BA(H), MEd, DEd
29. Mr E Osman	BA, NTD
30. Mr M M Moodley	BA(H), BED
31. Mr T Singh	BA, BED

One vacancy exists for a Council representative vice Mr K Karim (TASA representative who is no longer on the Council with the dissolution of TASA), senate/cn

HOUSE OF DELEGATES

~~House~~ ~~House~~
 TRANSVAAL COLLEGE OF EDUCATION: COUNCIL MEMBERS
 APPOINTMENTS IN TERMS OF REGULATION 3(1):

(ii) (aa)

(bb)

Name	Qualifications
1. Mr H Du B Kemp (Chairman)	BA, MSc, BEd, TED
2. Mr A A Gani (Vice-Chairman)	BSc(H), BEd, TTD
3. Mr R Rughanaran	BSc(H), BPaed
4. Mr S Joshi	BComm, BSc, Dip, in Dataometrics
5. Mr S H I Younsuf	BSc, BEd, DIS
6. Mr A Mohamed	UED
7. Mrs M A Patel	BA(H), UED
8. D D Soma	BA(H), DIS
9. Mr J M Naidoo	BPaed, BEd
10. Miss S K Saloojee	BComm, DIS
11. Mr M H Noordin	BSc, LSED
12. Mrs C Parsard	BSc, UED, BEd
13. Miss M Ismail	BA, BEd

(i) Two vacancies exist with effect from 1992-03-01 in view of the dissolution of the recognized teachers' association (TASA).

(a) Mr D D Soma
 BSc, BEd, DIS

(b) Mr S H I Younsuf
 BSc, BEd, DIS

(c) Mr E Osman
 BA, NTD

(d) Mr S T Enoch
 NTSO, NTSO, BSc(H), BEd

(e) Mr S Veerasingh
 MEd, DEd

(f) Prof D J Greyling
 BA(H), MEd, DEd

(g) Mr E Osman
 BA, NTD

(h) Mr S T Enoch
 NTSO, NTSO, BSc(H), BEd

(i) Mr J Pillay
 MEd, DEd

(j) Two vacancies exist with effect from 1992-03-01 in view of the dissolution of the recognized teachers' association (TASA).

(a) Mr D D Soma
 BSc, BEd, DIS

(b) Mr S H I Younsuf
 BSc, BEd, DIS

(c) Mr O H S Ebrahim
 D.N. Paedycratic

(d) Mr A S Dockett
 BA, TIKOS

(e) Mr E E Patel
 BComm

(f) Prof R Souti
 BA(H), LLB(Neal), LLD (SA)

~~House~~ ~~House~~
 TRANSVAAL COLLEGE OF EDUCATION: SENATE MEMBERS

(ii) (aa)

(bb)

Name	Qualifications
1. Mr H Du B Kemp (Chairman)	BA, MSc, BEd, TED
2. Mr A A Gani (Vice-Chairman)	BSc(H), BEd, TTD
3. Mr R Rughanaran	BSc(H), BPaed
4. Mr S Joshi	BComm, BSc, Dip, in Dataometrics
5. Mr S H I Younsuf	BSc, BEd, DIS
6. Mr A Mohamed	UED
7. Mrs M A Patel	BA(H), UED
8. D D Soma	BA(H), DIS
9. Mr J M Naidoo	BPaed, BEd
10. Miss S K Saloojee	BComm, DIS
11. Mr M H Noordin	BSc, LSED
12. Mrs C Parsard	BSc, UED, BEd
13. Miss M Ismail	BA, BEd

HOUSE OF DELEGATES

TRANSVAAL COLLEGE OF EDUCATION: SENATE MEMBERS (continued)

(1) Name	(2a) (b)	(b)
14. Mrs R B Noor Mahomed	— MA, HED	
15. Mrs K Pillay	— BA, BEd, TTD	
16. Mr H A Jomana	— BA, TTD	
17. Mr A H Baggio	— BSc(H), DIS	
18. Mr A D Padayachee	— BSc(H), UHDE, BEd	
19. Mr E E Patel	— BA, TIKOS	
20. Mr J Pillay	— NTSC, BA(H), HED	
21. Prof H J Sautte	— MA	
22. Prof H Kruger	— MSc, PhD	
23. Prof P G Jooste	— MA, DPhil	
24. Prof W J Fraser	— BSc, MEd, DEd, MTD	
25. Prof J F Stuart	— BA, MEd, DEd, THOD	
26. Prof D J Greyling	— BA(H), MEd, DEd	
27. Prof M Pistorius	— MSc	
28. Prof E R Reynhardt	— MSc	
29. Prof W H Louw	— BA, BEd, MEd, DEd, THOD	
30. Prof M Skuy	— DLit et Phil (UNISA) MA, BA(H)	
31. Prof E R Harry	— MA, DLit et Phil	
32. Prof S J R Vorster	— BSc, PhD	

Subsidies to societies

(1) 24. Mr M RAJAB asked the Minister of Education and Culture:	(2) Whether his Department made any grants or subsidies available to any societies for cultural reasons during the 1990-91 financial year; if so, (a) to which societies, (b) what was the amount in each case and (c)(i) on what conditions and (ii) on whose recommendations was each such grant or subsidy made available?	(3) R12 810	(4) R1 680	(5) R6 935	(6) R11 139	(7) R1 470	(8) R2 559	(9) R5 198
Nearl Tamil Vedic Society								
Sri-Chit-Amanada Temple Society								
Nearl Gujarati Parishad								
Islamic School Council								
Gleadow Cultural Council								
Varulam Kalsey Kazhagam								
Nearl Indian Cultural Organization								

THE MINISTER OF EDUCATION AND CULTURE:

- DT13E
- (c) (i) Grants-in-aid are subject to the following conditions:
1. *Constitution*
- An organization applying for the first time must include a copy of its constitution with its application. Should the constitution be amended, the Department must be supplied with an amended copy.

2. *Office Bearers*
- The names and addresses of the Chairman, Secretary and Treasurer must be furnished to the Department with each application. The Department must be notified immediately of any change which may occur during the year.
3. *Members*
- A record of members and a proper attendance register of meetings attended by Committee members must be kept.
4. *The organization's annual report*
- 4.1 A detailed report of the general activities of the organization must be enclosed with the assistance. This report should cover the same period as the audited financial report.
- 4.2 *Financial report*
- 4.2.1 An audited Statement of Income and Expenditure and a balance sheet of the previous year must be enclosed with a first application.
- 4.2.2 Within 3 months after completion of the project(s) for which a grant was received the organization must submit to the Department an audited Statement of Income and Expenditure.
- 4.2.3 If the grant received is R1 000 or more then a Statement of Income and Expenditure in respect of the project(s), drawn up by a practicing auditor or Chartered Accountant, must be submitted to the Department.
- 4.2.4 If the grant is less than R1 000 then a Statement of Income and Expenditure certified by the Chairman, Secretary and Treasurer of the organization may be submitted.
- 4.2.5 Organizations that receive a grant for more than the project must within 3 months after completion of the last financial statement submit an audited financial statement. Please refer to paragraphs 4.2.3 and 4.2.4.
5. The Department retains the right to have a grantee's activities monitored by someone appointed for that purpose.
6. *Amendment of conditions*
- The Department is entitled to add, amend or delete conditions, as and when necessary.
7. *Acknowledgement to the department*
- 7.1 Organizations which receive grants from the Department must indicate this clearly as follows in their financial statements:
- 7.1.1 In their financial statement: "Received as a grant from the Department of Education and Culture."
- 7.1.2 All programmes and advertising material "Prepared with the assistance of the Directorate of Cultural Affairs of the Department of Education and Culture, Administration: House of Delegates."
8. *Provisos*
- 8.1 The grant must be used for the purpose for which it was requested within the financial period for which it was awarded.
- 8.2 If it should appear that a project is not being carried out to the satisfaction of the Department or that the grant is being utilized for the purposes that have not been approved or that one or more of these conditions have not been complied with, the Department may withhold all further assistance and if necessary demand a refund of the full amount already paid out or a portion of it.
- 8.3 Should the organization be dissolved, the grant or unused portion thereof, must be refunded immediately.
- (c) (ii) Recommendations made by the Chief Executive Director for approval by the Minister of Education and Culture.
- University of Durban-Westville, M. L. Sultan
Technikon
25. Mr M RAJAB asked the Minister of Education and Culture:
- (1) How many (a) Whites, (b) Coloureds, (c) Indians and (d) Blacks were registered as students at the (i) University of Durban-Westville and (ii) M. L. Sultan Technikon in 1989, 1990 and 1991, respectively?

HOUSE OF DELEGATES

QUESTIONS

Indicates translated version

For written reply:

General Affairs:

Films: censoring/large restrictions

26. Mr M RAJAB asked the Minister of Home Affairs:

- (1) How many (a) English, (b) Afrikaans and (c) Indian-language films were submitted to the Directorate of Publications for censoring during the latest specified period of 12 months for which figures are available;
- (2) how many films in each of the above categories (a) were rejected and (b) had age restrictions imposed on them?

D119E

THE MINISTER OF HOME AFFAIRS:

- (1) (a) 988
- (b) 1
- (c) 476
- (2) English Afrikaans Indian
- (a) 114 — —
- (b) 527 — —
- (c) — — 5

Information is for the period 1 January to 31 December 1991.

Own Affairs:

Education expenditure: amounts spent

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

- (a) What amount was spent by his Department in 1991 on (i) salaries of teachers and principals, (ii) salaries of administrative staff, (iii) salaries of inspectorate and executive officials, (iv) salaries of any other specified staff, (v) capital expenditure, (vi) supplies and services, (vii) equipment and (viii) other items and (b) what percentage of the total education expenditure by his Department in 1991 does each of the above amounts constitute?

D71E

THE MINISTER OF EDUCATION AND CULTURE:

- (a) (b)
- R995 938 438 100 %
- (i) R686 717 522 76,65%
- (ii) R22 294 263 2,48%
- (iii) R14 069 248 1,57%
- (iv) R4 851 917 0,54%
- (v) R12 825 861 1,43%
- (vi) R148 578 043 16,59%
- (vii) R6 601 605 0,74%
- (viii) Nil —

The above are provisional figures in respect of expenditure up to 29 February 1992 or the 1991/1992 financial year. The final figures for the entire financial year will only be available after the finalization of the appropriation account. Figures are not maintained in terms of a calendar year.

The revised requirement for financial year 1991/1992 was R1 005 261 000.

Springfield/Transvaal College of Education: council/senates

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

Whether councils and/or senates have been established at the (a) Springfield and (b) Transvaal College of Education, if not, why not; if so, (i) when, (ii) what are the (aa) names and (bb) qualifications of the persons appointed to these councils and/or senates, and (iii) what procedure was followed in appointing these persons, in each case?

D111E

THE MINISTER OF EDUCATION AND CULTURE:

- (a) and (b): Yes.
- (i) On 15 April 1988 (both Colleges).
- (ii) Refer to Annexure.
- (iii) Council: The appointments in terms of regulation 31(1)(c), (d) and (e) were

automatic. The appointments in respect of:

31(1)(a), (c), (h) and (i) were done after nominations were received from the Councils of the Colleges concerned and EXCO of the Department. Recommendations were then made by the Chief Executive Director to the Minister for approval of the appointments;

31(1)(e) were effected after the officials were identified by EXCO and their names were recommended by the Chief Executive Director to the Minister for appointment as nominated members on the Councils. The officers were chosen to represent specific divisions of the Department;

31(1)(j) was effected after the M.L. Student Technicians submitted nominations and on the advice of EXCO, the Chief Executive Director recommended the appointment to the Minister; Senate

The appointments in terms of regulations 8(1)(a), (c), (d), (e), (f) and (g) are self explanatory.

The appointments in terms of 8(1)(b) was effected after the Chief Executive Director had designated one of the Vice-Rectors to be the Vice-Chairman.

8(1)(h) was effected after the Chief Executive Director had appointed two members who are in the employ of the Department.

SPRINGFIELD COLLEGE OF EDUCATION: COUNCIL MEMBERS APPOINTMENTS IN TERMS OF REGULATION 31(1):

(i)	(aa)	(bb)
Name	Qualifications	
(a) Prof L E Peters (Chairman)	BA, BSc, UED, MED	
(b) Prof P Reddy (Vice-Chairman)	MSc, UED	
(c) Dr D Beyerandean	PHD, BED	
(d) Prof T H Bennett	Pt Eng, BSc (Eng), MSc, PHD (London)	
(e) Mr M Moodley	BSc(H), BED, UED, MED, DED	
(f) Mr J A Louw	Bachelor of Military Science	
(g) Mr M M Moodley	BA(H), BED	
(h) Mr B M Moodley	BA, BED	
(i) Mr S T Enoch	BSc(H), BED, NTSC, NTSD	
(j) Two vacancies exist w e f 1992-03-01 in view of the dissolution of the recognized teachers' association (TASA).		
(a) Dr T Isaac	BSc, DED	
(b) Mr M Mahipath	MA, BED, UED	
(c) Mr M Mia	Maie	
(d) Mr T Singh	BA, BED	
(e) Mr S Zuma	BA, Dip, in Tertiary Education	
(f) Mr J N Singh	BA(Natal), LLB(Wits)	
(g) Prof R Soni	BA(H), LLB(Natal), LL.D(SA)	

enthusiasm of some of the private entrepreneurs who wish to flourish. [Time expired.]

Mr. M. RAJAB: Mr. Chairman, I stand corrected by the hon. the Minister of Transport who said that we require R2.8 billion instead of R2,269 billion to keep our roads in a proper state of maintenance. Quite obviously I bow to the hon. the Minister's expertise in this regard. After all, I appreciate the admission made here by the hon. the Minister: the afternoon that we do require more money for the maintenance of our road system. It is interesting that just two weeks ago, in the debate on provincial affairs, his colleague, the hon. MEC in charge of roads in Natal, was declaring the fact that not enough had been allocated to Natal per se for the maintenance of roads in that province. I was wondering whether, in the provincial allocation of the budget for the maintenance of roads, Natal was not in fact short-changed.

THE CHAIRMAN OF THE HOUSE: Order! I regret that I have to short-change the hon. member. His time has expired.

THE MINISTER OF TRANSPORT: Mr. Chairman, I agree that everyone is short of money. If that is valid for Natal, it is valid also for all the other provinces as well as the SA Roads Board.

I should like to say that there is an alternative. There is always an alternative. It is part and parcel of the practice of toll roads. I think the hon. the Leader of the Official Opposition is correct in saying we must not push people onto new toll roads. We must have another look at the matter, however. We cannot keep two roads right next to each other in a superb condition. We shall have to address this again. It will be a political debate, however, and therefore I do not think it would be appropriate to discuss it now.

I should like to say that according to the Budget, the SA Roads Board will get about 52% from the Exchequer in 1992-93. The rest, 48%, will be financed by toll roads. Toll roads, therefore, are a major role-player in providing roads in South Africa. Unfortunately it will not be possible to build roads without toll roads.

I should also like to say that because of the shortage of money, we introduced a new policy on roads at the end of last year. I should like to summarise it, as the hon. member for Bayview

asked me to do. In terms of the new policy for roads, we shall maintain the existing road network. If there is money left in the kitty, we shall upgrade the roads. If there is money left after that, we shall build new roads. That is our policy. We should like to ask the four provinces as well as the independent and self-governing states to help us in implementing this policy.

Our national road assets are valued at about R20 billion. We have to keep those assets intact for future usage. That is why maintenance is our first priority. [Time expired.]

Debate concluded.

QUESTIONS

Indicates translated version

For oral reply:

General Affairs:

*1. Mr. M. RAJAB asked the Minister of Trade and Industry:

- (1) Whether his Department has issued any permits to churches and welfare bodies to import second-hand clothing duty-free; if so, (a) why and (b) how many such permits were issued;
- (2) whether he will make a statement on the matter?

D102E

THE DEPUTY MINISTER OF JUSTICE (for the Minister of Trade and Industry):

- (1) The provision in rebate item 405/04/63,09/01/01 in Annexure 4 to the Customs and Excise Act allows churches and welfare organizations to import second-hand clothing duty-free, provided the churches and organizations distribute the clothing free of charge. To qualify for the duty rebate, these organizations are required to submit a written statement to Customs and Excise in which they undertake to distribute the clothing free of charge. Under normal conditions, the import of second-hand clothing is subject to import control in terms of the Import and Export Control Act, 1963.

After it came to light that the provision concerned that allegedly been misused to a great extent, and that some of the clothing imported in terms of the provision had become available in ordinary business, the matter was investigated by the Board of Trade and Industry who will soon submit proposals to Government for the amendment of the provision in order to restrict the misuse thereof. The alleged misuses are specifically connected with a allowance granted a few years ago which allowed the organizations concerned to sell a part of their second-hand clothing in order to cover their import and distribution costs. It will, in turn, be recommended that the above-mentioned provision be cancelled.

- (a) The goods in question are supplied free of charge by churches and welfare organizations abroad to similar organizations in South Africa which in turn, distribute them free of charge to needy people. Import permits are therefore issued for humanitarian reasons.
- (b) During 1991, 121 "no-value" import permits with a value of R699 939 for Customs purposes, were issued to churches and welfare organizations.
- (c) No.

Mr. M. RAJAB: Mr. Chairman, arising out of the hon. the Deputy Minister's reply, I wish to state which I will not burden the hon. the Deputy Minister of Justice and of the National Foreign Service. I have had a communication from his colleague the hon. the Deputy Minister of Trade and Industry and I appreciate the fact that he is not here because the is in Johannesburg. I will ask these supplementary questions by means of direct communication with him.

Voluntary euthanasia

2. Mr. M. RAJAB asked the Minister of Justice:
 - (1) Whether he has set up or intends to set up a body to investigate voluntary euthanasia; if not, why not; if so, what are the relevant details;
 - (2) whether he will make a statement on the matter?

D103E

THE DEPUTY MINISTER OF JUSTICE:

- (1) and (2) The South African Law Commission, at its meeting held on 3 February 1992, recommended that the question of "Euthanasia and the artificial preservation of life" be included in an investigation in its programme. On 2 March 1992 I formally approved that the matter be included in the programme of the Law Commission under the title "Living Will". At present the project is receiving the Law Commission's attention and interested parties are welcome to submit proposals in this regard to the Secretary of the Law Commission.

INTERPELLATION

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

Own Affairs:

Springsfield College of Education: facilities

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

- (1) Whether it is the intention of his Department to restructure the facilities at the Springsfield College of Education in view of its in-service programme; if not, why not; if so, what are the relevant details;
- (2) whether he will make a statement on the matter?

D10EINT

THE MINISTER OF EDUCATION AND CULTURE: The answer to the first part of the interpellation is no. The intention of the Department to restructure facilities at the college is not due to the implementation of the in-service education and training programme.

The facilities and infrastructure at the college are being refurbished and renovations and repairs to the tune of R2 169 796 for the present are in progress on other at the college. The approximately 577. The programme has increased to two years are an intake of approximately 650 for 1993 and an intake of about 700 students in 1994. These renovations and repairs include offices for the re-locate, upgrading administration offices, for the re-locate, a new staff room, a new

Hansford

Hansford

common room for students on the SRC and renewing and updating the laboratories and resource centre.

The provision of in-service programmes at the college has necessitated an increased intake of students and staff. The facilities at the college have now become inadequate. To accommodate this increased number of staff it is proposed that the St Aidan Primary School complex be used as an annex as from 30 April 1992. The financial implications for such a move are not significant as no major renovations or adjustments are necessary at this annex at this stage.

The growth of the in-service programme at the Springfield College of Education is proving to be phenomenal. This is the consequence of the fact that the Department of Education and Culture in the House of Delegates, in meeting current initiatives and national trends, is providing a service for teachers under its control as well as for sister departments. This may necessitate the separation of the college into a pre-service college and a college for further training in the future with the following projections: This year we have 1 500 students, in 1993 we will have 2 000 students, in 1994 we will have 2 500 students and the projection for 1995 is 3 000 students.

My statement thus far embodies two important policy decisions taken on teacher education recently. Firstly, colleges must now be utilised to the optimum to meet the teacher needs of the new South Africa. This means a reversal of the trends of diminishing pre-service enrolment which were dictated by the needs of this Department only. It means increasing the intake to bring the colleges up to full capacity, hence the enrolment figure of 700 students projected for 1994. The refurbishing of the college is the direct result of this policy decision, and is not for the expansion of the in-service training.

The second policy decision crowns the offering of our in-service teacher education services to other education departments which are prepared to pay for them. KwaZulu has accepted our offer of in-service training, and is paying for it. Providing this service for KwaZulu together with existing in-service programmes, without expansion of the M-44 correspondence course for our teachers, results in the enrolment figure of 3 000 projected

Hansford

for 1995. The main implication of this is additional professional administrative personnel for whom additional office space is required, which space is not available at the Springfield College of Education campus, even with the refurbishing. For this reason a sub-campus is required, hence the use of the St Aidan's Primary School as an annex. [Time expired.]

Mr M RAJAB: Mr Chairman, I am pleased to note the tremendous improvement in a major institution that falls within my constituency and I am pleased that the facilities at this particular institution have been refurbished in such a way that the in-service component has now been relocated to the St Aidan's Primary School, which is also in my constituency.

The rationale behind this particular move is commendable, and I am pleased to say again in this House that the hon the Minister is obviously looking to the future when moves such as this have been planned by him and his Department. There is no doubt in my mind nor I am sure, in that of many hon members in this House that the resources of this country will have to be maximised so that all of our citizens will have an equal opportunity to fulfil their potential on an equal basis. As the hon the Minister has indicated, it is being contemplated that the in-service programme, which at present caters for approximately 1 500 students, will be steadily increased when that number increases to 3 000 in the near future. It goes without saying that it will cater predominantly for our Black competitors. This is to be welcomed, because everyone knows that it is this particular sector that needs the greatest amount of assistance in order to supply fully trained teachers to the underprivileged Black community in this country. I have no doubt that it is necessary to train more teachers than are being trained at present if we are to satisfy the needs of our Black competitors.

One thing that worries me—I certainly have some doubts about it—the wisdom of expanding our Springfield College of Education. I must confess that these doubts are purely economic. According to figures supplied to me officially by the Department, the lowest estimated cost to the State of training a teacher on a full-time non-residential basis at the Springfield College of Education for four years amounts to R45 135, as opposed to training a teacher at the University of Durban-Westville, in which case the cost

amounts to R20 484 over the same period. This means that it costs approximately 60% more to train a teacher at the Springfield College of Education than it does at the University of Durban-Westville. We know that at present there are some 200 students at the UDW and that needs to be answered simply this: Does it not make good economic sense to increase numbers at the University of Durban-Westville rather than at the Springfield College of Education? This is the question I pose to the hon the Minister. [Time expired.]

Mr K RANDY: Mr Chairman, I would like to compliment the Ministry and the Department of Education and Culture, particularly on their refurbishing programme at the Springfield College of Education. That college has done excellent work over the years. In-service training has benefited tremendously, some through correspondence courses and many through in-service training for shorter periods, for example three months.

This helped those teachers, in particular, who were unqualified or not very well qualified. As a result of the upgrading of the qualifications of our teachers, Indian education has become the best in South Africa. In this respect one has to compliment the staff of the Springfield College of Education in particular, as well as the Department. Because of their expertise, and the manner in which they imparted whatever knowledge they had to the teachers, we were able to stand out, and hold our own in South Africa.

From last year the KwaZulu Government has allowed their Black students to attend the Springfield College of Education. As the hon the Minister mentioned, the KwaZulu government is paying for this service to the tune of about R2 000 per student. This brings us to a very important point, namely the interrelation regarding the upgrading of the facilities at the Springfield College of Education. There is a vital need for the facilities to be upgraded. The refurbishing programme is an excellent exercise because, after all is said and done, those who are involved in learning should be in an atmosphere which is conducive to learning. [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I thank both the hon member for Springfield and the hon member for

Reservoir Hills for making positive comments on the upgrading of teacher training and in-service programmes.

I would like to point out that the future plans for education in South Africa need the resources of all teacher-training institutions to be geared towards optimal use. The Department of Education and Culture—Education and Culture is my portfolio—is going ahead with this. We need to maximise resources, and I understand what the hon member for Springfield is directing his particular queries at. In maximising the resources, the University of Durban-Westville offers for a vast variety of courses. For instance, the infrastructure of the sporting facilities is not borne directly by the education and training division. The laboratories are not directly involved in teacher education per se at the University of Durban-Westville. The administration staff members to a vast area. Therefore, if one takes into account, the cost factor is minimal in that regard.

The Springfield College of Education, however, is specifically designed for teachers, so all facilities and infrastructure available there are borne directly by the education and training division. That is why one gets the cost factor. It must also be understood that the University of Durban-Westville takes a small number of teachers in areas of expertise that they would like to train in, whereas the Springfield College of Education is a teacher-training institution per se and takes in a vast number of teachers. That is where the discrepancy lies. I would agree that we need some sort of facilitation at the early stages by means of which we could bring the resources together and maximise them. I would agree, for instance, that we should have one certificate, for ultimate, perhaps teacher-training institutions should be taken over by the university in the new South Africa, where one certification would be available to all our teachers in this country. [Time expired.]

Rev C PILLAY: Mr Chairman, the in-service programmes offered at the Springfield College of Education took a quantum leap recently when the Ministers of Education and Culture of this House and of the KwaZulu government signed the historic accord whereby Black teachers could benefit from the expertise and resources available at the Springfield College of Education.

The hon. Minister will be taking the in-service programmes yet another step into the future when he signs the accord with his counterpart in the KwaZulu Government on 28 April this year. Other Black governments such as Kwa-Ndebele, Venda, Gazankulu, Ciskei, Bophuthatswana and Lebowa have shown a keen interest in allowing the poorly qualified or unqualified teachers in service to take advantage of the training programmes offered by our Department of Education and Culture by means of tuition.

These in-service teacher training programmes are the fundamental blocks in nation-building. We have the expertise of highly trained and experienced professional and administrative staff to assist our long deprived Black countrymen in their quest for quality education. With the drop in numbers for our recruitment of teachers, we also have available ample material resources which could be utilised in the in-service programmes. The hitherto so-called Indian education is now becoming truly national, or should I say international.

Hom members must also note that the Black states participating in this in-service programme are willing to pay for the service. The KwaZulu Government is paying more than R1 million for the training of approximately 500 teachers a year. Hence, we must refrain from complaining that we have been charitable and that that is why we are so short of funds.

The goodwill generated by these in-service programmes is tremendous. It is to the distinct credit not only of the teaching fraternity, but of the Indian community as a whole. [Time expired.]

MR MRAJAB: Mr Chairman, I was very pleased to hear that very positive contribution by the hon member for Montford. I must agree with what has been said in this interpellation thus far. The Springfield College of Education has played a very important role in the history of teacher training in this country. I believe it is also playing a very important role in the training of Black teachers, and we appreciate that.

However, with great respect, I do not agree with the submission made by the hon the Minister that it would make economic sense to increase our facilities at Springfield rather than to encourage the University of Durban-Westville to enlarge its

intake of students who would like to qualify for the teaching diplomas there.

I say this, because it does not really matter in the final analysis whether costs are partitioned over various disciplines. What is important, however, is the total cost that would be attractive to a particular programme. [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I would like to thank the hon member for Montford who made some positive news known in this House. It is definitely understood that the Department is looking to sister departments to help with teacher training. The Cabinet has agreed that the KwaNdebele people in particular should look to our department for upward mobility for the teachers. I appreciate that call.

I would like to dwell a bit more on what the hon member for Springfield has said. I understand that he is looking at rationalisation and at whether it will be cheaper to expand the facilities at the University of Durban-Westville rather than to expand the facilities at the Springfield College of Education. Let us look at this in a table-top situation.

Facilities at the Springfield College of Education do exist. Buildings have been built there for the past 20 years. To erect a structure such as the University of Durban-Westville today will cost more than R150 million. There is no point in saying one should put the structure there. We have the structure here. The administrative factors should rather be transferred and the University of Durban-Westville should control them as off-shoot campuses. That would be better than to say one should build there now. That would not be prudent at all. [Interjections.]

MR MRAJAB: I did not say that.

THE MINISTER: That is as I understand it. If that hon member means that we should expand the situation, we said it has already been accepted that we should have one tertiary institution for teacher training in South Africa and one certification. I agree with him in that particular regard. I think that will be most prudent for the future in South Africa.

Debate concluded.

QUESTIONS

Indications translated version

For oral reply:

Own Affairs:

Teaching of Afrikaans: new policy

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

- (1) Whether a new policy regarding the teaching of Afrikaans has been introduced in schools under his control; if so, (a) by whom, (ii) why and (iii) when was this policy introduced and (b) how will this change affect pupils in regard to Afrikaans as an official language;
- (2) whether he will make a statement on the matter?

D95E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No.

- (2) Yes. Towards the end of 1991, the Committee of Heads of Education Departments (CHED) released a Discussion Document on "A curriculum model for education in South Africa".

On the matter of languages, the model proposes the following for the future:

Junior Primary Phase:
Class 1: 1 to 2 languages.
Class 1 & 2: 1; 2 languages from Afrikaans, English and an African language.

Senior Primary Phase:
Std 2: 2 languages.
Thereafter: 3 languages.
Junior Secondary Phase:
2 languages from English, Afrikaans and an African language.
An optional third language.
Senior Secondary Phase:
Std 8 & 9: 2 compulsory languages, and a third optional language, if desired.

Further, my predecessor has taken a firm decision to proceed with low cost housing in the areas contiguous to Cradock and Westcliff to the east of the R. K. Khan Hospital and it is anticipated that the Local Authority, in the light of information presented to it, will release the sites in question to this Administration for the purpose of providing much needed low cost housing thereon.

It must also be made quite clear that it is the Local Authority's responsibility and obligation to provide low-cost housing for the needy

St 10: Only 1 language is compulsory. In its report on the above, the Department has recommended (to the Department of National Education—DNE) that there be just ONE compulsory language and that pupils be able to choose a second language from a list of optional languages, including the Indian languages and Arabic.

Housing needs: Chatsworth area

*2. Mr K CHETTY asked the Minister of Housing:

Whether he recently carried out any on-the-spot inspections, or caused such inspections to be carried out, to determine the housing needs of the Chatsworth area; if not, why not; if so, (a) when and (b) what were the findings?

D96E

THE MINISTER OF HOUSING AND AGRICULTURE:

- No.
- (a) Falls away.
- (b) Falls away.

I wish, however, to point out that on direction of my predecessor, the Deputy Minister of Housing recently has had a meeting with the Deputy Mayor of Durban, Senior Officials of the City Council and Members of the Southern Durban Local Affairs Committee to discuss various issues, inter alia, the provision of further low cost housing on remaining sites/land within Chatsworth. Following a number of subsequent inspections-in-loco by the Deputy Minister of Housing and others, certain sites within Chatsworth had been identified for this purpose.

Further, my predecessor has taken a firm decision to proceed with low cost housing in the areas contiguous to Cradock and Westcliff to the east of the R. K. Khan Hospital and it is anticipated that the Local Authority, in the light of information presented to it, will release the sites in question to this Administration for the purpose of providing much needed low cost housing thereon.

It must also be made quite clear that it is the Local Authority's responsibility and obligation to provide low-cost housing for the needy

HOUSE OF DELEGATES

QUESTIONS
Indicates translated version.

For written reply:

General Affairs:

27. Mr M RAJAB asked the Minister of Justice:
- (1) (a) (i) How many attorneys were struck off the roll in each province during the latest specified period of three years for which information is available and (ii) what are their names; and (b) (i) how many attorneys were admitted to practice in each province during the above period and (ii) what are their names;
 - (2) how many attorneys does his Department estimate will be admitted to practice during the next three years?

D120E

The MINISTER OF JUSTICE:

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

- A) *The Law Society of Transvaal*
 1. Attorneys struck off the roll:
 - 1988—7
 - 1990—14
 - 1991—10.
 2. Attorneys admitted to practice:
 - 1.4.1989 to 31.3.1990—240
 - 1.4.1990 to 31.3.1991—276
 - 1.4.1991 to 31.3.1992—206.
 3. An estimated 250 attorneys per annum will be admitted to practice during the next three years.
- B) *The Law Society of the Cape of Good Hope*
 1. Attorneys struck off the roll:
 - 1989—7

HOUSE OF DELEGATES

- (2) how many of these teachers were employed by his Department in each subsequent year?

D123E

The MINISTER OF EDUCATION AND CULTURE:

	1989	1990	1991
(1) (a) No. Qualified at University of Durban-Westville	106	127	122
(b) Springfield College of Education	55	55	62
(2) No. Appointed from:			

Upgrading of educational posts

28. Mr K PANDAY asked the Minister of Education and Culture: (324) With reference to his reply to Question No. 12 on 30 March 1992 in regard to the upgrading of the posts of certain superintendents of education, school psychologists and education planners, on what dates: (a) (i) did the relevant vacancies arise and (ii) were they filled and (b) did the relevant promotions become effective? D130E

The MINISTER OF EDUCATION AND CULTURE:

The following schedules apply to Question No 28 and Question No 29: Superintendents of Education

Promoted from Level 4 to Level 5	28(a)(i)	(ii)	(b)	29(a)
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	Date of vacancy	Date filled	Date promotion effected	Experience
1. G S Ibrahim	30/4/86	1/11/89	1/11/89	10
2. J Govender	1/1/86	1/11/89	1/11/89	2
3. L Ndouso	11/7/87	1/12/89	1/12/89	11
4. P Govender	1/12/89	1/12/89	1/12/89	11
5. A C Jansen	1/12/89	1/12/89	1/12/89	11
6. M A Padayachee	1/12/89	1/12/89	1/12/89	10
7. H B Singh	1/12/89	1/12/89	1/12/89	10
8. I Rawanlal	1/12/89	1/12/89	1/12/89	7
9. R Valjee	1/12/89	1/12/89	1/12/89	7
10. F R David	30/4/90	1/9/90	1/9/90	14
11. F Lelama	30/4/90	1/9/90	1/9/90	14
12. K P Govender	1/12/89	1/9/90	1/9/90	12
13. P Ndaba	1/2/91	1/9/90	1/9/90	9
14. M Perdad	1/2/91	1/2/91	1/2/91	11
15. P Maharaj	1/2/91	1/2/91	1/2/91	11
16. S Balakrishnan	1/2/91	1/2/91	1/2/91	11
17. D D Ndouso	1/2/91	1/2/91	1/2/91	16
18. J Farir	1/2/91	1/2/91	1/2/91	14
19. V Ramlal	1/2/91	1/2/91	1/2/91	13
20. S Small	1/9/89	1/2/91	1/2/91	7
21. D L Ndouso	1/9/90	1/2/91	1/2/91	11
22. S Pillay	1/3/90	1/2/91	1/2/91	11
23. D M Moolahy	30/4/90	1/2/91	1/2/91	5

Promoted from Level 5 to Level 6 28(a)(i) (ii) 324 (b) 28 28(a)

Date of vacancy	Date filled	Date promotion effected	Experience
1. I. Kathada	1/12/89	1/12/89	13
2. S. Rajan	1/12/90	1/2/91	15
3. E. B. Rajan	1/7/88	1/12/89	23
4. M. H. Ahoobaker	1/9/88	1/12/89	13
5. L. V. Pillay	3/1/89	1/12/89	12
6. I. A. Ismail	1/9/88	1/12/89	11
7. R. L. Beharee	1/9/88	1/12/89	11
8. N. M. Moodley	28/2/86	1/9/90	11
9. E. Somers	1/12/89	1/9/90	17
10. M. Walters	31/5/90	1/2/91	16
11. A. D. Padayatchee	31/5/90	1/2/91	11
12. P. A. Naidu	1/1/91	1/2/91	11
13. H. Rameshur	1/2/91	1/2/91	11
14. V. Naidu	1/9/90	1/2/91	10
15. (M. M. Woodley) (was appointed)	1/9/90	1/2/91	1*

Promoted from Level 6 to Level 7

1. P. J. Venter	1/6/86	1/9/88	13
2. G. Khadaroo	1/5/91	1/1/91	13
3. M. Naratansamy	31/1/87	1/9/88	12
4. J. Pillay	31/1/91	1/2/91	11
5. V. R. Goverder	31/7/91	1/11/91	19

Promoted from Level 7 to Level 8

1. L. R. Naidoo	1/6/91	1/7/91	17
2. C. G. Shah (Dp)	1/6/91	1/7/91	13

School psychologists 28(a)(i) (ii) (b) 29(a)

Promoted from Level 4 to Level 5

Date of vacancy	Date filled	Date promotion effected	Experience
1. P. M. Goverder	1/12/88	1/12/88	11
2. S. G. Moodley	1/12/88	1/12/88	11
3. V. Naidoo	1/12/88	20/6/90*	11
4. P. Naidoo	1/12/88	20/6/90	11

Promoted from Level 5 to Level 6

1. N. R. Singh	1/12/88	1/12/88	14
2. J. Naratansamy	1/12/88	1/12/88	13

Promoted from Level 6 to Level 7

1. P. B. Singh	1/12/88	1/12/88	11
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HOUSE OF DELEGATES

Educator planners 28(a)(i) (ii) 324 (b) 28 29(a)

Date of vacancy	Date filled	Date promotion effected	Experience
1. M. J. Gonsalves	1/1/89	1/9/89	7
2. C. D. Simjee	1/4/90	1/2/91	7
3. D. Chetty	1/9/89	1/2/91	7
4. A. Singh	1/7/86	1/2/91	7

Promoted from Level 4 to Level 5

1. S. P. Kacker (Dp)	1/9/86	1/9/89	12
2. C. I. Joshua	31/5/89	1/9/89	11
3. S. Judgeo	1/1/89	1/9/89	11
4. B. Singh	1/3/89	1/3/90	11
5. G. Singh	30/6/86	1/4/90	11
6. P. B. Naidu	1/11/90	1/2/91	10

Promoted from Level 5 to Level 6

1. G. Pather	28/2/89	1/3/90	13
2. M. Naidoo (Dp)	1/7/91	1/11/91	15

Promoted from Level 6 to Level 7

1. B. L. Renar	1/6/91	1/7/91	23
2. B. M. Moodley	1/6/91	1/7/91	17

Promoted from Level 7 to Level 8

Upgrading of educational posts: promotions
29. Mr. K. PANDAY asked the Minister of Education and Culture:
(1) With reference to his reply to Question No 12 on 30 March 1992 in regard to the upgrading of the posts of certain superintendents of education, school psychologists and education planners, (a) how many years of experience did each of these promoted persons have and (b) what criteria were applied in selecting them for upgrading;
(2) whether any personnel who completed with the criteria for promotion were not promoted; if so, why were they not promoted;
(3) whether any personnel who did not comply with the criteria for promotion were promoted; if so, why were they promoted; if so, why were they promoted; if so, why were they promoted;
(4) whether the will disclose the names of the persons referred to in paragraphs (2) and (3) of this question; if not, why not; if so, what are their names, in each case?
D131E
THE MINISTER OF EDUCATION AND CULTURE:
(1) (a) See schedules in reply to Question No 28 above (cols 1129 to 1134).
(b) Relative merit and seniority.
(2) No.
(3) No.
(4) Not applicable.

HOUSE OF DELEGATES



Members of Sadtu's Lenasia branch took to the streets with placards yesterday. But they later returned to classes shortly after the picketing. *Sowetan 22/5/92 (324)* Pic: LEN KUMALO

Teachers heed protest call

By PHANGISILE MTSHALI

HUNDREDS of teachers were reportedly arrested and schooling was disrupted yesterday as thousands heeded a two-day protest action call by the South African Democratic Teachers Union.

Sadtu said about 400 teachers were arrested while picketing outside the Springs regional office of the Department of Education and Training while their representatives were

in a meeting with the regional director.

About 6 000 teachers demonstrated outside the DET's Johannesburg regional offices demanding a meeting with the director.

Most of the 66 black secondary schools in the Johannesburg region were disrupted by the action.

At least 282 primary schools were partially disrupted.

Lenasia teachers held an hour-long placard demonstration along six main routes at 7am.

They also held a one-hour chalk down to hold workshops on recognition and labour education.

In Cape Town, the police kept a watch on Sadtu members and their supporters who marched from District Six to Parliament.

Sadtu's arch-rival, the National Professional Teachers' Organisation of

South Africa, has criticised the action, calling it "a senseless act that disrupted education to the detriment of pupils".

Naptosa's president Mr Leepile Taunyane said his federation would not condone activities that were contrary to its principle of professionalism.

Sadtu dismissed Naptosa's statement as an "opportunistic outburst".

The teachers' protest action is expected to continue today.

Sowetan 22/5/92

324

feeding scheme since it was introduced in 1991 and (bb) is still available for this scheme and (ii) in respect of what date is this information furnished and (b) what are the names of the persons or organizations responsible for distributing these funds;

(2) whether any problems have been encountered in the distribution of these funds; if so, what problems?

B657E

THE MINISTER OF NATIONAL HEALTH:

(1) (a) (i) (aa) An amount of R110 million from the Nutrition Development Programme (NDP) was spent during the 1991/1992 financial year and R14.7 million in the 1992/1993 financial year, and

(bb) from the R440 million allocated to the NDP for the 1992/1993 financial year, an amount of R425.3 million is still available, and

(ii) 20 May 1992, and

(b) regional committees were established by the regional offices of the Department of National Health and Population Development (NHPPD) to investigate and evaluate the infrastructure and credibility of the programmes of non-governmental organizations, that apply for funding. Recommendations are then forwarded to the Head Office of NHPPD for processing, final approval and

[Handwritten signature]

payment. Regional offices of NHPPD allocate funds according to needs to clinics operated by local authorities, provincial administrations and regional services councils. These offices may apply to the nearest regional office of NHPPD for funding from the NDP, for the extension of the existing subsidized schemes for combating protein-energy malnutrition.

Funds were made available from the NDP by the NHPPD to the TBVC states and self-governing territories with the proviso that these governments assume full financial accountability for the judicious allocation and spending of the funds, as well as full responsibility for implementing, co-ordinating and monitoring of programmes;

(2) yes, because of misapplication of funds by a non-governmental organization, stringent financial control measures had to be introduced to prevent further misapplication. Approval of these measures was only granted by the Department of State Expenditure on 20 December 1991 which led to delayed payments to organizations. These delays should, however, be overcome shortly.

A National Interim Committee has been established to *inter alia* compile the policy, criteria and guidelines for the NDP, which have now been completed. Shortage of sufficient manpower especially at regional level has also jeopardized the progress of the NDP. This matter is receiving urgent attention.

HOUSE OF REPRESENTATIVES

QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

Appointment of Indian teachers: withdrawal of circular

*1. Mr. W J DIETRICH asked the Minister of Education and Culture:

(1) Whether, with reference to the reply to Question No. 3 on 21 May 1991, Circular No 45/89, which was issued by his Department on 23 October 1989 and dealt with the appointment of Indian teachers, has been withdrawn by his Department; if not, why not; if so, (a) when and (b) by whom;

(2) whether, in withdrawing this circular, the normal procedure was followed; if not, why not;

(3) what procedure was followed in this case;

(4) whether he will make a statement on this matter?

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) On 27 December 1991.

(b) By the Chief Executive Director: Education and Culture.

(2) Yes.

A circular was issued to rectors of colleges, principals of schools, Inspectors and Regional Chief Inspectors of Education, the Inspectorate at Head Office, Regional Representatives of the Department of Budgetary and Auxiliary Services and Teachers' Associations wherein the open policy of the Department with regard to the appointment of CS-Educators on an equal basis was confirmed.

(4) No. A statement is not deemed necessary.

Mr W J DIETRICH: Mr Chairman, arising from the hon the Minister's reply, I want to ask him a question. I do not want to quarrel with the hon the Minister, but I have a problem. On Tuesday, 21 May 1991, the former Minister of Education and Culture stated that the circular under discussion here had been withdrawn on 25 March 1991. Now we are told that the circular was withdrawn on 27 December 1991. I would like to know which is the true version.

THE MINISTER: Mr Chairman, I do not want to enter into a debate on whether the statement was withdrawn or not, or what is true or untrue. I am merely stating the case according to information supplied by my Department.

I can read out the statement of 27 December 1991 if the hon member for Beethoos wants to listen to it. The circular, No 70/91, dated 27 December 1991, is addressed to the Directorate: Staff Education and reads as follows:

APPOINTMENT OF CS-EDUCATORS

It is herewith confirmed that the Department has accepted the policy whereby all CS-Educators may compete on an equal footing for posts under the control of the Department.

The appointment of CS-Educators in the service of other education departments will, however, first be confirmed by this department with the education departments concerned. This measure is necessary in order to fairly any contractual commitments, the transfer of service benefits etc.

Nominations for the appointment of CS-Educators who, at the time of nomination are in the employ of other education departments or who at some time in the past were in the service of other departments, must therefore be submitted at least one month before the appointment becomes effective. This measure does not apply in the case of advertised posts.

The contents of this circular must be brought to the attention of all concerned.

The House knows that we have an open policy in our education section. We accept applications from the whole community. Any child is entitled to apply for a place in a school. It is available to anyone with the right qualifications is entitled to be appointed to our Department.

I admit that the previous circular that was issued when this matter came under discussion created

Reservoir Hills community hall

*3. Mr K PANDAY asked the Minister for Housing and Agriculture:

- (1) Whether a community hall is to be built in Reservoir Hills; if not, why not; if so (a) when, (b) at what cost and (c) where will it be situated;
- (2) whether schools in the area will be able to utilize this hall; if not, why not; if so, which schools;
- (3) whether he will make a statement on the matter?

D190E

THE MINISTER OF HOUSING AND AGRICULTURE:

(1) No.
 The Housing Development Fund is extremely limited for the financial year 1992/1993. Whatever is available is urgently required to provide housing for the many poor families who are desperately awaiting a roof over their heads. In these circumstances community halls are not regarded as a priority at this point in time.

- (a) Falls away.
- (b) Falls away.
- (2) Falls away.
- (3) No.

Mr K PANDAY: Mr Chairman, arising out of the hon the Minister's reply, I would like to know how he would reconcile his defence of the K5 million for the Shalross link road which has been built from housing funds, as against the housing needs which he espouses?

THE MINISTER: Mr Chairman, the comparison is odious, but notwithstanding that, there is a difference of time here. I would have bought myself a bottle of whisky in the pre-inflationary days, but today I cannot buy myself a bottle of wine.

The hon member for Reservoir Hills asked a question, and he got an answer. I would like him to make relevant statements on what he regards as important in this area. Let us not beat about the bush. I have a lot of admiration for this hon member, and for his attempts to improve the

quality of life in his area. However, let us play the ball and not the man.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister's reply, I would like to ask whether, in view of the fact that the hon the Minister may not know that he is also the Minister in charge of building schools, and also taking into consideration that there is a policy decision relating to joint partnership between the municipality and our education department in respect of the provision of halls, and accepting the fact that there is a shortage of funds in the House of Delegates as a whole, he agrees that the building of day halls, whether they are school halls or also community halls, as in this case, cannot be regarded as a priority at this stage?

THE MINISTER: Mr Chairman, the hon the Leader of the Official Opposition can very clearly recall the arrangements of the Department in its five-year programme. The programme stated that once the school buildings were completed and all the prefabricated classrooms had been absorbed into normal schools, we would resort to the building of halls at various schools. The programme did not even mention a regional school such as the one the hon the Leader of the Official Opposition referred to [Interjections.]

Whilst at this stage it may not be feasible from the point of view of funds to provide a hall at every school, it must be conceded that regional halls should be provided to meet the needs of the community in many areas. I do not think any hon member in this House has any qualms in this regard. However, the money must be obtained, as the hon the Leader of the Official Opposition maintains, from the funds of the budget of the Department of Education and Culture.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising out of the hon the Minister's reply, I would like to ask a further question in order to clarify that reply. Did the hon the Minister state that once the school building programme had been attended to, attention would be given to the provision of halls?

THE MINISTER: Mr Chairman, the hon the Leader of the Official Opposition need have no doubts about that. He has quoted me correctly.

Mr M RALJAB: Mr Chairman, further arising out of the hon the Minister's reply, can he tell this House, with regard to the community halls in Reservoir Hills, whether his Department has undertaken any investigation to determine whether or not the community of Reservoir Hills is adequately served with regard to the provision of community halls?

THE MINISTER: Mr Chairman, the question asked by the hon member for Springfield is a relevant one. However, it is one that must be explored by the Department of Education and Culture. My answer to the question is that I have not carried out such an exercise.

Mr K CHETTY: Mr Chairman, arising out of the hon the Minister's reply, I would like to know whether he is aware that an amount of R7 million has been set aside by his Department for the building of a hall in Mersbach, that the plans have been drawn up for that hall, and that these are in an advanced stage.

THE MINISTER: Mr Chairman, I do not want to be too technical in answering that question, but in order to set the hon member's mind at rest, I will say that there has been no approval of R7 million for the hall that he referred to, or for any other hall anywhere else in the country.

Rylands: land for official teachers' quarters

*4. Mr A G MOHAMMED asked the Minister of Housing and Agriculture: (234)

- (1) Whether any land has been set aside for official quarters for teachers in Rylands; if so, (a) when and (b) where is it situated;
- (2) whether this land is to be sold; if not, why not; if so, (a) when and (b) why;
- (3) whether he will make a statement on the matter?

D192E

THE MINISTER OF HOUSING AND AGRICULTURE:

(1) Yes, 13 sites were set aside by the Cape City Council.

(a) prior to 1987; and

(b) in Rylands Extension No 5 adjacent to the Rylands Primary School No 3.

(2) No, not if the need for official quarters still exists and they are still being earmarked for this purpose:

- (a) falls away; and
- (b) falls away.

(3) No.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister's reply, I wish to say that there is a need for official quarters. Is the hon the Minister not aware of the fact that teachers who have been posted to the Cape area from other parts of the country have a need for teachers' quarters in the area?

THE MINISTER: Mr Chairman, I am fully aware of the fact that there is a shortage of housing for teachers in distant towns at this time, because of the difficulty in the Housing Department. That confirms the need to establish housing as a priority. The Department is endeavouring, together with the Department of Education and Culture, to provide schools in such areas with accommodation for teachers who are having difficulty in finding accommodation.

Mr A G MOHAMMED: Mr Chairman, arising out of the hon the Minister's reply, we need teachers' quarters at this moment.

THE MINISTER: Mr Chairman, I agree with the hon member for Rylands. I shall ensure that the Ministers' Council pursues this matter in the light of the demand.

Mr K CHETTY: Mr Chairman, arising out of the hon the Minister's reply, is it true that houses were allocated to teachers in Cape Town many years ago? There are teachers who have bought their own homes, while still leasing time here from the Department. At the same time we have a shortage of homes for teachers. Is the hon the Minister aware of that? [Interjections.]

THE MINISTER: Mr Chairman, this is revelation! If this information had come to us earlier, we would probably not have needed to proceed with the building of these homes. [Interjections.] We could have kept these homes for the use of the teachers who now own homes, and sold these serviced sites to other people.

I want to make a very sincere and urgent observation. Sometimes one is confronted by a revelation such as this one, and I think one must

challenge the Department and the Ministry in the light of evidence. [Interjections.] Let us not delay in this regard. Let us not wait for an auspicious day on which to raise this kind of matter by way of an interpellation or a question.

Upgrading of regional welfare office: Gatesville

*5. Mr A G MOHAMMED asked the Minister of Health Services and Welfare:

- (1) Whether any arrangements have been made to upgrade the regional welfare office in Gatesville, Cape Town; if not, why not; if so, (a) what is envisaged in this regard and (b) when will the upgrading be carried out;
- (2) whether he will make a statement on the matter?

D193E

THE MINISTER OF EDUCATION AND CULTURE (for the Minister of Health Services and Welfare):

- (1) In terms of the rationalization programme with the Administration: House of Representatives, the health and welfare services in Cape Town fall under the supervision of their Administration. I am advised that the Administration, House of Representatives is, as a matter of urgency, looking into the question of the offices and officials at Gatesville.
- (a) that additional suitable accommoda-

HOUSE OF ASSEMBLY

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

HSRC: genealogical data/papers

283. Mr H D K VAN DER MERWE asked the Minister of National Education:—

- (1) Whether the Human Sciences Research Council has received any genealogical data and/or papers from members of the public during the latest specified period of 12 months for which information is available; if so, (a) from whom or what bodies, (b) when and (c) what is the purport of the data or papers;
- (2) whether these data and/or papers are subject to any conditions; if so, to what conditions?

B708E

THE MINISTER OF NATIONAL EDUCATION:

- (1) The HSRC received various donations during the past twelve months.
- (a) About 18 manuscripts/publications accessed in the library collection were *inter alia* received from a large collection in respect of the Van der Merwe family has been brought from Mr Jan van der Merwe by the HSRC and the collection is also being kept in the special collection of Genealogical Information.

Information for the series *South African Genealogical Registers* were also received mainly from members of the Genealogical Society and among others, from Mr H D K van der Merwe for assistance with the editing and extension of the late Dr J A Hesse's (deceased 1990) manuscript.

- (b) During the period May 1991-May 1992.



- (c) Documents are mainly genealogical registers but also include family history, family journals, quarterly statements, cemetery records, funeral notices, death notices and newspaper reports.

Publications from government bodies include *inter alia* alphabetical lists of estate files, lists of acquisitions and cemetery records.

- (2) Yes. The HSRC received the documents on the understanding that—

- (2.1) the publications/manuscripts be taken into the HSRC library;
- (2.2) loose information be kept on family files for use by HSRC researchers and by members of the public who do research at Genealogical Information.

Dr A J J Auri, Pretoria, M A Meyer, Cape Town, Brig Olivier Henning, Verwoerding, J A Coffie, Krugersdorp, J W J Feurte, Lynnwood Ridge, Jan Sout, Sunnyside, Dan E Barratt, Camda, Dr D K Stone, USA, Heinrich R Dithamer, Verwoerding, Mr Justice T M Mullins, Port Elizabeth, M S Strydom, Durban and the Rev D J Schreppers, Kimberley.

About 34 donations (loose information) which are preserved in the special collection (i.e. family files) of Genealogical Information, were *inter alia* received from Dr J D Louw, George, Dr S H Thicker, Durban, C P Massey, George, D Attwell, England, Brig Oliver Henning, Verwoerding, Mrs P Good, Richmond, S Storey, Durbanville, Brig ANE Louw, Faerie Glen, R Wolmarans, Nortmeud, W A L Schultz, Simonville, T C Roux, Nelspan, G F Raatenuch, Simonville, Prof C F van der Merwe, Brooklyn, P M van Grefthuyzen, Netherlands, M A Van der Danhof, Dr Petrus Krige, Namibia, J Hough, Beersville, Jolian Krige, Coetzburg, Mrs A W Muller, Witbank, Neville W Smith, England, J W Abrie, Lynnwood Ridge, Mrs A Gillmer, East London, Mrs M E de Villiers, Randburg, Dr H Malan, Blyvooruitstig, Dr C A R

Hansard
THE MINISTER OF EDUCATION AND CULTURE:

- (1) The Drakensberg hostel in Esicourt is in the process of being transferred from the Administration. House of Assembly to my Department.
- (2) Yes. After the necessary repairs have been done and stocks have been provided the hostel will accommodate 60 boys and 60 girls.
- (3) No. A statement is not deemed necessary.

Hansard
HOUSE OF DELEGATES

QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

Educational promotions: official reprintands

35. Mr. K. PANDAY asked the Minister of Education and Culture:

Whether, with reference to his reply to Question No 12 on 30 March 1992, any of the (a) superintendents of education, (b) school psychologists and (c) education planners who had been promoted were officially reprintanded in any way within 24 months of being promoted; if so, (i) what are their names, and (ii) why were the reprintands necessary, in each case?

D209E

The MINISTER OF EDUCATION AND CULTURE:

(a), (b) and (c) No.

(i) Falls away.

(ii) Falls away.

Educational promotions: evaluations

36. Mr. K. PANDAY asked the Minister of Education and Culture:

- (1) With reference to his reply to Question No 12 on 30 March 1992, who were involved in the evaluation of the (a) superintendents of education, (b) school psychologists and (c) education planners who were promoted;
- (2) whether any candidate for such promotion was evaluated by an immediate relative of his; if so, (a) why and (b) what are the names of the persons involved?

D210E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a), (b) and (c)

The following parties are involved in the

assessment of officers:

the immediate supervisor

Head of Division

Evaluation Committee approved by the Director-General

Head of Department

Director-General.

- (2) I am unaware of any candidates who were evaluated by an immediate relative of his.

(a) Falls away.

(b) Falls away.

Educational promotions: representations

37. Mr. K. PANDAY asked the Minister of Education and Culture:

- (1) Whether, during the period 1 September 1988 up to the latest specified date for which information is available, any representations in regard to promotions were made to his Department by (a) superintendents of education, (b) school psychologists and (c) education planners; if so, (i) how many, (ii) to whom were they made and (iii) what was the (aa) nature and (bb) outcome of these representations;
- (2) whether any of these persons compared themselves with other such personnel who were promoted; if so, with what results?

D211E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes the information is valid for the period 1 September 1988 to June 1992.

(a) Yes.

(b) No.

(c) Yes.

- (i) One Superintendent of Education and one Chief Education Planner.

(ii) The Acting Chief Executive Director: Education and Culture.

(iii) (aa) Requests were made for reasons as to why they were not promoted.

Cowling
HOUSE OF DELEGATES

Howard *Howard*

(bb) They were furnished with reasons. The Superintendent of Education, however, has lodged a grievance in terms of Public Service Regulation A22.

(2) Yes. The official concerned was informed of the circumstance under which the personnel were promoted.

324

Written reply to question set down for oral reply on Wednesday, 24 June 1992:

Education in protest march: action taken

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

(1) Whether any action has been or is to be taken against the educators who participated in a protest march on 20 and 21 May 1992; if not, why not; if so, what action;

(2) whether the Acting Chief Executive Director of Education made a press statement in regard to the action to be taken against these educators; if so, (a) why, (b) what was the purport of this statement and (c) what action was taken? DZ13E

THE MINISTER OF EDUCATION AND CULTURE:

(1) No action was taken against any educator as there were no adverse reports of any educator not fulfilling the obligations of his/her duty or of his/her disrupting the normal functioning of the school in any way.

(2) (a) The statement of the Acting Chief Executive Director to the press was a protective measure.

(b) The statement read as follows:

"On the matter of the proposed two-day mass action, the Acting Chief Executive Director emphasized that it had become necessary to remind educators not to participate in any unlawful act. It was stated that we would disrupt the normal functioning of schools under his control. Under no circumstances must any school time be utilized for such activities."

(c) No action was taken as there were no adverse reports of any unlawful activities during school time. The march took place outside school time.

INTERPELLATIONS UNDER NAME OF MEMBER

Batha, Dr W J—

General Affairs:

Finance, 841, 1053

Burwer, Mr A A B—

Own Affairs:

Agricultural Development, 1244

Local Government, 1404

Barrows, Mr R M—

Own Affairs:

Education and Culture, 185, 436, 1004

Cartlake, Mr R V—

General Affairs:

Public Enterprises, 917

Transport, 848

Own Affairs:

Housing and Works, 619

Local Government, 1310

Charlwood, Mrs C H—

General Affairs:

Local Government and National Housing, 1059

Chinko, Mr J—

General Affairs:

Environment Affairs, 1281

De Beer, Dr Z J—

General Affairs:

State President, 981

Ebrahim, Mrs R—

Own Affairs:

Housing and Agriculture, 1021

Gerber, Mr A—

Own Affairs:

Education and Culture, 291, 537, 1081,

Gibson, Mr D H M—

General Affairs:

Trade and Industry, 1376

Own Affairs:

Education and Culture, 864

Haswell, Mr R E—

General Affairs:

Law and Order, 272

Local Government and National Housing,

Hoorn, Mr J H—

General Affairs:

National Education, 911

Jacobs, Adv S C—

General Affairs:

Home Affairs, 725

Langley, Mr T—

General Affairs:

Foreign Affairs, 1219

National Intelligence Service, 1

Leon, Mr A J—

General Affairs:

Law and Order, 129

Transport, 732

Le Roux, Mr F J—

General Affairs:

Foreign Affairs, 123

'Death squads' killed 5 — ANC

^{CT 23/6/92}
DURBAN. — The ANC's southern Natal region yesterday alleged "death squads" had killed five of its supporters in and near Umlazi at the weekend.

ANC spokesman Mr Dumisani Makhaye said three active ANC members were shot dead in Umlazi's U Section on Friday evening.

A survivor said members of the "death squad" had claimed they were policemen.

Mr Makhaye said another ANC member was killed in the same manner in Malukazi, near Umlazi, also on Friday, and another activist was gunned down in U Section on Saturday night.

Police reported that at least 10 people were wounded in a clash after a rally by thousands of Inkatha Freedom Party supporters in Durban's KwaMashu township on Sunday.

'Homes attacked'

KwaZulu Police spokesman Colonel Moses Khanyile said the IFP supporters were on their way home from the rally when they were attacked by unknown men armed with AK-47 rifles.

Colonel Khanyile said one attacker had been arrested by the SA Police and was in custody.

The ANC said the IFP supporters had attacked houses on their way home from the rally.

The home of ANC southern Natal chairman Mr Jeff Radebe was apparently one of those stoned.

Mr Makhaye said that statements made by IFP Transvaal leader Mr Musa Myeni at the rally had led to the violence. Mr Myeni had called on IFP youths to start training for the Bhambatha Battalion, an Inkatha private army. — Sapa



TRIGGER FINGERS . . . ANC to defend themselves when the Boipatong massacre.

'No guns' rule for teachers

^{CT 23/6/92}
TEACHERS at schools under the auspices of the House of Delegates have been banned from carrying guns in classrooms.

The Ministry of Education and Culture in the house has sent out circulars warning teachers that disciplinary action will be taken against offenders.

The Minister, Mr R S Maharaj, said the department had received complaints that teachers were carrying guns on school premises. — Sapa

Lieutenant in murder trial

^{CT 23/6/92}
Own Correspondent

DURBAN. — Former SAP Mooi River station commander Lieutenant George Niehaus, 49, will stand trial in the Maritzburg Supreme Court from September 14-25 on two counts of murder and two of attempted murder.

His bail of R3 000 was extended yesterday.

Lieutenant Niehaus faces charges relating to incidents in Bruntville township when police allegedly fired on a crowd on June 16, 1990.

Gun toting out at schools

Teachers at schools under the auspices of the House of Delegates have been banned from toting guns in classrooms. (324) *start 2/26/92*



REPUBLIEK VAN SUID-AFRIKA

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Vol. 325

KAAPSTAD, 8 JULIE 1992

No. 14118

CAPE TOWN, 8 JULY 1992

KANTOOR VAN DIE STAATSPRESIDENT

STATE PRESIDENT'S OFFICE

No. 1902.

8 Julie 1992

Hierby word bekend gemaak dat die Staatspresident sy goedkeuring geheg het aan die onderstaande Wet wat hierby ter algemene inligting gepubliseer word:—

No. 114 van 1992: Wysigingswet op Onderwys vir Indiërs (Raad van Afgevaardigdes), 1992.

No. 1902.

8 July 1992

It is hereby notified that the State President has assented to the following Act which is hereby published for general information:—

No. 114 of 1992: Indians Education Amendment Act (House of Delegates), 1992.

ALGEMENE VERDUIDELIKENDE NOTA:

_____ Woorde met 'n volstreep daaronder, dui invoegings in
bestaande verordenings aan.

WET

Tot wysiging van die Wet op Onderwys vir Indiërs, 1965, ten einde die uitdienstreding van sekere persone verder te reël; en om voorsiening te maak vir aangeleenthede wat daarmee in verband staan.

(Engelse teks deur die Staatspresident geteken.)
(Goedgekeur op 2 Julie 1992.)

DAAR WORD BEPAAL deur die Staatspresident en die Raad van Afgevaardigdes van die Republiek van Suid-Afrika, soos volg:—

Wysiging van artikel 15 van Wet 61 van 1965, soos vervang deur artikel 8 van Wet 39 van 1979

1. Artikel 15 van die Wet op Onderwys vir Indiërs, 1965, word hierby gewysig 5
deur die volgende subartikel in te voeg:

“(3A) Ondanks die bepalings van subartikels (2) en (3) het iemand bedoel
in subartikel (1) wat—

- (a) lid is van die Regeringsdienspensioenfonds ingestel by artikel 3 van die 10
Regeringsdienspensioenwet, 1973 (Wet No. 57 van 1973); en
- (b) minstens 10 jaar aaneenlopende pensioengewende diens voltooi het, 15
die reg het om te eniger tyd nadat hy die leeftyd van 50 jaar bereik het met
pensioen afgedank te word, mits hy die Direkteur-generaal minstens drie
kalendermaande skriftelike kennis gee van sy voorneme om met pensioen uit
diens te tree.”

Kort titel en inwerkingtreding

2. Hierdie Wet heet die Wysigingswet op Onderwys vir Indiërs (Raad van Afgevaardigdes), 1992, en tree in werking op 'n datum deur die Staatspresident by proklamasie in die *Staatskoerant* bepaal.

INDIANS EDUCATION AMENDMENT ACT
(HOUSE OF DELEGATES), 1992

Act No. 114, 1992

GENERAL EXPLANATORY NOTE:

Words underlined with a solid line indicate insertions in existing enactments.

ACT

To amend the Indians Education Act, 1965, so as to further regulate the retirement of certain persons; and to provide for matters connected therewith.

*(English text signed by the State President.)
(Assented to 2 July 1992.)*

BE IT ENACTED by the State President and the House of Delegates of the Republic of South Africa, as follows:—

Amendment of section 15 of Act 61 of 1965, as substituted by section 8 of Act 39 of 1979

5 1. Section 15 of the Indians Education Act, 1965, is hereby amended by the insertion of the following subsection:

“(3A) Notwithstanding the provisions of subsections (2) and (3), any person referred to in subsection (1) who—

10 (a) is a member of the Government Service Pension Fund established by section 3 of the Government Service Pension Act, 1973 (Act No. 57 of 1973); and

15 (b) has completed at least 10 years' continuous pensionable service, shall have the right to retire on pension at any time after he reaches the age of 50 years, provided that he shall give at least three calendar months' written notice of his intention to retire on pension to the Director-General.”.

Short title and commencement

2. This Act shall be called the Indians Education Amendment Act (House of Delegates), 1992, and shall come into operation on a date fixed by the State
20 President by proclamation in the *Gazette*.

Help Centre boost ⁽²²⁾

THE *Sowetan* Help Centre has received a R15 000 donation from Loony's for the running of workshops for teachers. ⁽³²⁴⁾

Loony's, a charity organisation in the music industry, has been involved in funding projects such as the Alexander Clinic, Cotlands Baby and Sanctuary. ^{Sowetan}

Mr Neville Blignaut, Loony's chairman, said: "We fund projects that are going to feed into the com-
²⁴⁹¹⁹²

(324) (324)
munity and are owned by the community. That is why the *Sowetan* teachers' workshops and the ripple effect that they will have in the community are so important."

The workshops will be run to give teachers additional skills in how to support children who have been raped, in how to deal with drug and alcohol problems and information about Aids. *Sowetan 24/9/92*

Initially these workshops will be organised throughout the Transvaal, and will be advertised in the *Sowetan*. - *Sowetan Reporter*.

Hints of significant Goniwe developments

CT 29/9/92

324
27

Political Staff

THE investigations into the deaths of Eastern Cape activist Mr Matthew Goniwe and three of his colleagues are not yet complete — but there may be significant developments by mid-October.

Contrary to recent reports, no decisions have yet been taken about whether there will be any prosecutions or whether the inquest will be re-opened.

The head of the investigating team, Eastern Cape deputy attorney-general Mr Michael Hodgen, would not comment yesterday on the progress being made in the inquiry into the deaths of the four men seven years ago on the road between Grahamstown and Port Elizabeth.

"I have no comment to make at this stage," Mr Hodgen said.

He has said before that, as far as it is possible, he would like to establish the truth beyond reasonable doubt, but because the killings took place seven years ago, the investigation is complicated.

Earlier this month, Minister of Defence Mr Gene Louw said that there would be "some surprises" in the investigations, but Mr Hodgen would not be drawn on Mr Louw's claims.

Former security policeman Mr Dirk Coetzee told a Johannesburg newspaper over the weekend that he did not believe that Military Intelligence was involved in the killings, but that the security police were involved.

Indian schools join battle against cutbacks

By Diane Coetzer

South 711-111192

324

TEACHERS in Indian schools have joined the fight against education cutbacks.

South African Democratic Teachers Union (Sadu) delegates, teachers and staff representatives from Rylands High School, Cravenby High School, Pelham Park High School, Bellmore Primary and Rylands Primary met on Wednesday to formulate a programme of action against cutbacks in the House of Delegates.

Although no official circular has been received by schools, indications are that 800 teachers will face retrenchment next year. Teachers are also angry that

notices of early retirement for next year was received only last week.

A Sadu member who attended the meeting warned teachers in the HOD against being "pulled into a sense of false security".

The teachers said a programme of action in keeping with the Sadu ethos would be launched. This would include:

- Requesting principals to show their rejection of unilateral restructuring by joining Thursday's joint march on the offices of the House of Representatives by Sadu and the Principals' Forum.
- Pickets before and after school by teachers and students at High Schools and teachers at Primary

Schools.

Student awareness programmes. The teacher said a decision had been taken to disrupt examinations and revision as little as possible.

"This modified action has been forced upon us by the HOD." Teachers in the House of Representatives are continuing action.

Sadu, which has spearheaded the campaign against unilateral restructuring, is presently on a go-slow at schools.

Union members will also take part in the march to the offices of Minister of Education and Culture, Mr Abe Williams, and Director Mr Awe Muller on Thursday.

A chalkdown will come into effect on Friday.

Sadu regional chairperson, Ms Vivienne Carlele said "not fooled" by Williams decision to halt cut-backs and restructuring.

"We regard this as only a temporary victory — the Minister only pulled back because he was too scared to fully test the anger of teachers, parents and students.

"The position of newly-trained teachers still remains unclear, as does that of temporary teachers."

The ANC also expressed dissatisfaction with Williams' retraction.

"Like Sadu, we believe insufficient guarantees have been given on the question of retrenchments and share their deep concern about what may happen next year."

TEACHERS - ASIAN

1993

whom was it approved and (c) what are the other relevant details? D14E

THE MINISTER OF LOCAL GOVERNMENT, HOUSING AND AGRICULTURE:

No. Exploratory talks have been conducted between officials of the Department and Ailsa but no agreement has been concluded with the Company as yet.

- (a) Falls away.
- (b) Falls away.
- (c) Falls away.

THE CHAIRMAN OF THE HOUSE: Order! I skipped Question 3. Because the hon member for Springfield was the last person to ask a supplementary question, I thought that question had been dealt with already.

THE MINISTER: Mr Chairman, that was Question 2.

THE CHAIRMAN OF THE HOUSE: Order! I am referring to Question 3. I will go on to Question 3 while the hon the Minister is looking for the reply.

Teachers' dismissal/suspension for child abuse

*4. Mr MR AJAB asked the Minister of Education and Culture:

- (1) Whether any teachers under the control of her Department were (a) dismissed or (b) suspended for alleged child abuse in 1992; if so, how many in each case;
- (2) whether, since being so dismissed or suspended, any teachers (a) have been re-employed by her Department or (b) have had their suspensions lifted; if so, (i) how many in each case and (ii) for what reasons;
- (3) whether she will make a statement on the matter? D15E

THE DEPUTY MINISTER OF EDUCATION AND CULTURE:

- (1) (a) No.
- (b) Yes, 4.
- (2) (a) Yes, 2.
- (b) Yes, 2.

not, why not; if so, to what extent will the said clinic be upgraded;

- (2) whether there is a doctor in attendance at this clinic on a 24 hour a day basis; if not,
- (3) whether he will give consideration to the appointment of additional staff at this clinic with this end in view; if not, why not; if so, when will such additional staff be appointed;
- (4) whether he will make a statement on the matter? D16E

THE DEPUTY MINISTER OF HEALTH SERVICES AND WELFARE:

(1) No. The Phoenix Community Centre is already providing all the Primary Health Care Services laid down in terms of the National Health Facilities plan.

first-hand.

(2) No. A doctor is however on call outside of clinic hours.

(3) Emergencies are dealt with on a 24 hours a day basis. Patients are first stabilised and then referred to K K Kisan Hospital by ambulance when it is stationed at the Community Health Centre.

(4) No.

Mr M RAJAB: Mr Chairman, arising out of the hon the Deputy Minister's reply, I would like to ask him, whether he has taken the trouble to visit this particular day-care clinic to see whether in fact what he has told us applies?

THE DEPUTY MINISTER: Mr Chairman, as I have only been in office for six days and as there are two hon members from that area in this House, I am sure I shall have an opportunity to accompany them to see what is required

(2) *224* The MINISTER: Mr Chairman, I am addressing that matter. A meeting has in fact been scheduled for Monday. I will address a letter to the hon member as soon as we have arrived at a conclusion.

Mr M RAJAB: Mr Chairman, further arising out of the hon the Minister's reply, prima facie it appears to me that the Department did not follow the regulations before such teachers were in fact suspended. I would like to ask the hon the Minister why this is so and what she is doing to prevent such a recurrence?

THE MINISTER: Mr Chairman, the hon member for Springfield will understand that this happened before I came to office. That is why I have to undertake a thorough investigation and come back to him regarding this matter.

Phoenix day-care clinic: upgrading/staff

*5. Mr A SINGH asked the Minister of Health Services and Welfare:

- (1) Whether consideration is being given to upgrading the Phoenix day-care clinic; if

Paper accused of vendetta

Political Staff

THE Natal Mercury's coverage of Indian education has come under fire in the House of Delegates.

(3011) New Education and Culture Minister Mrs Devagie Govender repeated charges that the newspaper was conducting a vendetta

ta against the department.

She was responding to a question tabled by Democratic Party MP for Springfield Mr Mahmoud Rajab on whether she had addressed the conditions in schools highlighted by a series of articles in the Mercury.

She said she had established since taking office last week that

CF 1912/193 text books were supplied timely to the great majority of schools and the problem of a surfeit of heads of departments had been "succesfully resolved".

The minister added that teacher shortages had also been rectified and schools were not overloaded.

they had been misled by the principal concerned, as far as this appointment was concerned. At that meeting they asked that this appointment be declared null and void. We also know . . .

THE CHAIRMAN OF THE HOUSE: Order. The hon member, Mr S S Oosthuizen, should put a question and not give an explanation.

Mr S S OOSTHUIZEN: Mr Chairman, this is the question. Seen in the light of the minutes of the meeting of the school committee, I want to

ask why the opinion of the school committee was not taken into consideration, since the hon Minister referred to the fact that the school committee is really the interested party in the matter.

THE MINISTER: Mr Chairman, if the hon member is not satisfied with the replies that have been given to him in writing here and which I have explained orally, I am prepared to send a complete submission to the hon member concerned. After that he can contact me again with regard to all the relevant facts.

HOUSE OF DELEGATES

QUESTIONS
Indicates translated version.
For oral reply:

General Affairs:
Question standing over from Wednesday, 17 February 1993:

Howard Commission: comments/guidelines

*2. Mr A RAIBANSI asked the Minister of Justice:

Whether he received any comments and/or guidelines from the Commissions of Inquiry into Certain Lotteries, Sports Pools and Fund-Raising Activities (the Howard Commission) prior to his recent decision not to extend the date for the closing down of certain gambling outlets; if so, (a) when and (b) who was (i) the nature of and (ii) his reaction to these comments and/or guidelines.

THE DEPUTY MINISTER OF JUSTICE:

No. The State President however received a letter from the Chairman of the Howard Commission. In this regard I wish to quote from my affidavit in Case No. 820/93, *Florida Road Entertainment, River Palace Leisure Industries v The Minister of Justice, The Minister of Law and Order*, the following:

5.

At the time of the exercise of my discretion not to extend the moratorium against conviction, I was aware of the contents of the letter addressed by the Honourable the Judge President of this Division to the Honourable the State President."

7.

I inform the above Honourable Court that in the *bona fide* and proper exercise of my discretion I took the contents of the letter into consideration, but did not regard it as decisive."

Mr A RAIBANSI: Mr Chairman, arising out of the Hon the Deputy Minister's reply, could he state why the fact that the Government

received a letter from the Howard Commission was divulged long after this decision was made public, or if it was it was when this question was tabled? Secondly, it is believed that the Howard Commission did not evaluate what was placed before it. Is it not irregular for a commission simply to submit a letter? Thirdly, in the light of this irregularity, is the Government prepared to sack the Howard Commission of Inquiry?

THE DEPUTY MINISTER: Mr Chairman, I submit that those questions raise new issues, and I ask the hon member for Arcata Park to table them.

INTERPELLATIONS

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

Rationalization/abolishment of Department

1. MR M RAJAB asked the Minister of Education and Culture (324)

Whether steps are being taken by her Department to rationalize functions so as to comply with the State President's commitment to abolish her Department in the near future; if so, what steps; if not, why not?

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, in the Natal-KwaZulu region the heads of the five education authorities, namely the House of Assembly, the House of Delegates, the House of Representatives, KwaZulu Education Department and the Department of Education and Training, have together produced a model to meet the functional rearrangement and rationalisation needs of the region. Meeting under the aegis of the Natal Education Board, the five independent education authorities in the Natal-KwaZulu region propose the following:

Firstly, they propose a division of the region into four areas with headquarters in Durban, Pietermaritzburg, Umhali and Ladysmith. The head office for the region as a whole would be in Durban, based in a building of the House of Delegates.

HOUSE OF DELEGATES

Secondly, they propose that overall control be vested in a deputy director-general. Each of the four areas would be under the control of an executive director of education who would have his own professional and administrative support staff.

Thirdly, 34 local offices would be set up in the region, and fourthly, the personnel at present serving the five own affairs departments of education would be absorbed into a new regional system.

This model for non-racial education could also be used in the other geographical regions of the new republic. Until 31 March 1994 this process of reorganisation and rationalisation will gain momentum until the new dispensation of non-racial education is firmly in place. This process has already been initiated as exemplified by the following: firstly, the creation of the SA Certification Council for the issuing of a common senior certificate with effect from December 1992; secondly, the appointment of a Minister of National Education and Co-ordination of Education; thirdly, admission of pupils regardless of race to colour; and fourthly, early retirement of surplus C3 educators and personnel at head office.

Hopefully by 31 March 1994 both my Ministry and the Department of Education and Culture will have merged into the new dispensation of non-racial education.

Mr M RAJAB: Mr Chairman, I am pleased at the hon the Minister's reply in this regard and I thank her for it.

The thrust of my interpellation, however, is really the hon the State President's commitment to doing away with the much discredited own affairs departments and the rationalisation of own affairs into general affairs. All that I sought to ask of the hon the Minister is that she tell us what immediate steps, if any, are being taken by her department in keeping with that commitment. It is quite clear from her reply that the commitment that was made does not have that kind of momentum.

Since my submission of this interpellation, the hon the Minister of Constitutional Development has made a pronouncement in that regard, and the hon the Minister has amplified it. It seems to me that this pronouncement puts the hon the State President's commitment in quite another perspective. According to him, the Government

HOUSE OF DELEGATES

Howard

Howard

does not envisage own affairs departments of housing and education, as indicated by the hon the Minister, merging with the respective general affairs departments until and unless there is a new constitution. This flies in the face of the commitment he made to South Africa and the world at large. I trust that at the appropriate time in this debate, the hon the Chairman of the Ministers' Council, who is also a member of the hon the State President's Cabinet, will tell us more fully what exactly the hon the State President envisages with regard to the merging of own affairs into general affairs. That is the nub of the question.

I am also a little disappointed that the hon the Minister did not take us into her confidence and tell us exactly what the consequences of rationalisation would be. Some of these consequences have, in fact, been spelt out by the media, particularly in *The Natal Mercury*, with which the hon the Minister found such disavowal the other day. [Time expired.]

Dr K RAJOO: Mr Chairman, we understand that rationalisation is to come and that it is necessary for South Africa. We also understand that the commitment of the House of Delegates to visiting schools and their infrastructure must not be nullified, nor should it be scaled down. The time has come to put in place all the resources that are needed by our community. Consequently the authorities, the Administration and the officials must ensure that no part of the infrastructure is scaled down. We need those must not use the excuse that the money we have should not be spent in our Administration or that it should be sent back to the Treasury.

I wish to state that the clerical strength of the Department of Education and Culture in the House of Delegates is now at 49%. That is the situation that obtains right now. 49% are training under strength in the clerical division, and have been for some time. The people there have been complaining that they need more staff. I hope the hon the Minister will see to it that key people are placed in these positions and that we do not suffer as a result of the present situation. [Time expired.]

Mr P NAIPOO: Mr Chairman, in my view the proposal tabled by the hon the Minister should be negotiated with all the major players in the region. With regard to that proposal, I should

like to know from the hon the Minister whether she has received any inputs from the ANIC in my view one of the major players in South Africa at this point.

I do concede that rationalisation is all the rage in government circles at the moment. That in itself is not a good enough reason for introducing a measure which in my view is a double-edged sword, however.

What is the experience of those departments that have embarked on a rationalisation drive? The recent experience of the Department of Education and Culture in the House of Representatives is revealing. In that department rationalisation has been accompanied by retrenchments, instability and a general breakdown in discipline.

Tentative steps to rationalise in our department, as manifested in the early-retirement package offered to our teachers, has resulted in an exodus of our seasoned and experienced educators who constituted its leadership core. The process does not differentiate between the burnt-out educator and the highly motivated one. Rationalisation is invariably seized upon by the factionary as a one-off bonus not to be missed. The client community, on the other hand, interprets this as a ruse by the department to short-change it.

One has to draw a distinction between rationalisation and reorganisation. Obviously in a society that is changing as rapidly as ours is, some reorganisation may be necessary. Wholesale retrenchments and the abolition of posts to balance the books of the spendthrift government will lead to decastabilisation in our educational institutions. [Time expired.]

Mr K PANDAY: Mr Chairman, the hon the Minister stated what steps were being taken to bring about a new structure in so far as education is concerned. The Government has also issued the Education Renewal Strategy which is very widely accepted. It makes certain very important points, which seem to be accepted by all the important parties. It is a working document.

The hon member Mr P Naidoo feels that certain decisions should not be taken unilaterally. The hon the Minister was in no way saying that she wanted to take any decision unilaterally. She

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wants this decision to be negotiated. Therefore a start has been made in the Natal-KwaZulu area and that will proceed to happen throughout South Africa. All the different role-players will get together around a table to work out an acceptable system.

In respect of the point made by the hon member of Springfield. . .

The CHAIRMAN OF THE HOUSE: Order! I have to make the point that the hon member's time has expired.

Mr M RAJAB: Mr Chairman, it is a great pity that the hon member did not make that point. I cannot but agree with the hon member for Merbank who said all resources should be used to their maximum in order to uplift all our people educationally. Of course, we agree with that entirely.

There are certain consequences of rationalisation. Under the own affairs system the hon the Minister is in charge of education primarily for Indian people. Rationalisation will have consequences for the Indian community. I expect the hon the Minister to take the responsibility of informing the public, to which she is responsible, as to what those consequences will be. She must do so immediately if she has the guts.

I shall tell hon members what the consequences are. Firstly, there will be a lowering of standards. Of course, on the other hand, there will obviously be a raising of standards in the case of Black people, and we agree with that. However, the hon the Minister has the responsibility, and she must tell the community. . . [Time expired.]

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I should like to inform the hon member for Springfield that I did have an opportunity of addressing the consequences yesterday when I was interviewed by Eastnet for a television programme. We are addressing the matter of letting the people know about the consequences. However, I am not able to tell the hon member the consequences in the space of two minutes.

Mr M RAJAB: You, Madam, are the responsible Minister. You should have thought about the matter before you entered the debate.

The MINISTER: I shall consider the matter and give the hon member my reply in writing.

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I agree with the hon member Mr P Naidoo that it is a pity there is such a brain drain, but I should like to assure him that no one has been forced to leave the department.

Mr P NAIDOO: The sacking of the former Minister was a brain drain [Interjections].

The MINISTER: Mr Chairman, I should like to inform that hon member that I myself have picked up the telephone and spoken to those people who have offered to leave the department. It was their choice to do so. Perhaps there is some fear that they would lose certain benefits—I do not know whether that is the case—but they are not being forced to leave.

Clearly not all the changes that have been recommended can be implemented immediately. Some require systematic and careful phasing in. Others will be dependent on the availability of accommodation. Yet others will have to await political decision-making at national level. Nevertheless it is my conviction that the interests of education in the region will be served best by the rapid handling of these proposals and hopefully by the adoption of this report as a policy document by the heads of education in the Natal-KwaZulu region.

It is unfortunate that it was not practicable to involve a wider interest group in the deliberations of the committee. [Time expired.] Debate concluded.

Housing schemes: amount in arrears

2. Mr A RAJBANSI asked the Minister of the Budget and Auxiliary Services—

- (a) What is the total amount in arrears owing to the Administration: House of Delegates in respect of housing and road development in municipal and departmental housing schemes and (b) what steps were taken to recover this amount during the latest specified period of 12 months for which information is available?

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The MINISTER OF THE BUDGET AND AUXILIARY SERVICES: Mr Chairman, the arrears as at 19 February 1993 are as follows: loans to local authorities, ie municipal schemes, HOUSE OF DELEGATES

R6 251 902: departmental housing projects, R52 529 711.

The reply to the second part of the question is as follows. With regard to municipalities, the outstanding accounts are followed up regularly by way of both personal contact and written communication. Furthermore a task group has been created and the staff have been trained to check and control local authority loans and debtor accounts to ensure that the interests of the Housing Development Board are adequately protected and that the board is repaid all amounts due to it. In the light of this report's success, it has been decided to train additional staff in order to place more teams in the field.

With regard to the collection of funds, the previous, Johannesburg and Cape Town offices were understaffed and could not control payments as required. Remedial action has been taken and consequently Circular Minute No 2 of 1992 has issued, directing regional representatives to take action against debtors. The idea is to liquidate their arrears or to make a controlled attempt to do so. It stopped short of physical eviction; the desired results and in a number of cases the acceleration of agreements in respect of these debtors is currently being prepared for consideration by the Housing Development Board. [Time expired.]

Mr A RAJBANSI: Mr Chairman, I asked for the total amount in arrears owing to our Administration. I do not want the arrears for the past twelve months. What I want to know is what has been done in the past 12 months to recover the arrears.

The total arrears amounts to R43 million. That is only in respect of the schemes controlled by our Department of Housing. That is apart from the municipal schemes. Contrary to the headlines we read in the newspapers, this is nothing new. There was a firm when the previous Auditor-General of this country was the director-general and also the acting officer. I believe that this kind of thing took place even during his time, because at the present moment our general has inherited a mismanagement from the time of that former director-general. Since that time no effective steps have been taken to structure a staff so that we could recover the arrears.

There are more units in arrears under municipal schemes, but comparatively speaking, the arrears position is not bad when compared to our schemes. That goes to show that no one worried about this. In 1988 that super director-general was taking part in party-political dirty tricks. There has now been a change in the Administration, so not worried about restructuring the Administration.

The reason I specified the period of 12 months that I want to know what effective steps the director-general, who was there during that period, has taken. The fault is not with municipal schemes. The fault is with the Administration: House of Delegates. That R43 million will teach such a staggering figure that ... [Time expired.]

THE DEPUTY MINISTER OF LOCAL GOVERNMENT, HOUSING AND AGRICULTURE

Mr Chairman, it is obvious that when the House of Delegates came into being, we inherited some assets. We inherited the old debtor system which was used by the former Department of Public Works and Land Affairs. By the time we had established our own debtor system, we were a few years into the treatment system.

One also had the problem that the local authorities' financial year starts on 1 July and ends on 30 June of the next year, whereas we start on 1 April. As a result one has difficulty when one tries to reconcile figures, because to a large extent the Treasury works according to a set of rules different to that which applies to municipalities. Our department has now introduced a reconciliation system of issuing monthly statements, with the result that one will be able to reconcile the statements effectively.

The hon the Chairman of the Ministers' Council has said that a task group has been formed. Previous persons have been allocated to this task group. There are some 84 local authorities that are in arrears. We reckon that within a period of 18 months we will be able to have an audit of those arrears without the problems we have at the moment. [Time expired.]

Mr K MOODLEY: Mr Chairman, I should like to submit that we forget about the arrears, and rather talk about giving the homes away. People have paid enough. I think R43 million is neither

here nor there when one considers the billions of rand being wasted by this Government. Yet we want to chase out our people in order to pay back small rentals. [Interjections.]

The issue is the ability of people to pay. If people do not have the money to pay, the department, on the instructions of its superiors, has tried to get them from their homes. It is not that they can afford to pay but do not want to, but that some of them do not have sufficient money even for the next meal. Yet we want to throw our people out of their homes. [Interjections.]

The important thing is that this department must engage somebody to evaluate each person's ability to pay and to report on that. Those who can afford to do so can pay, but we must be reasonable when it comes to those who cannot afford to pay. We cannot say we are here to serve our people when at the same time we are displacing them from their homes. [Time expired.]

THE MINISTER OF LOCAL GOVERNMENT, HOUSING AND AGRICULTURE

Mr Chairman, I am in full agreement with the sentiments expressed by the hon member for Southern District but there are some very important factors that hon members must be advised of. One of these is that the present rental formula is subjecting our people to rentals of anything up to 50% and 55%.

Mr K MOODLEY: Do something!

The MINISTER: Something is being done. I want to advise the hon member for Southern District that the hon the Leader of the Official Opposition gave thence instructions in this regard, but this matter has to go through the correct channels. In this case, the Committee of Housing Ministers. They have to take a decision.

I recently had some communication with the hon the Minister of National Housing and I have requested an urgent appointment with him to discuss this particular issue.

Let us look at another issue, namely the organised campaigns that we are faced with in this country. All of us are participating here, yet we have campaigns, organised by other political parties, against the very houses we are building and the people who are living there. [Time expired.]

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mission) prior to his recent decision not to extend the date for the closing down of certain gambling outlets; if so, (3) when and (b) what was (1) the nature of and (ii) his reaction to these comments and/or guidelines DDE

THE MINISTER OF JUSTICE

No. The State President however received a letter from the Chairman of the Howard Commission in this regard in 1992, prior to my flight in Case No. 192/92, *Howland Road v The Minister of Justice, The Minister of Law and Order*, the following:

At the time of the exercise of my discretion not to extend the moratorium against conviction I was aware of the contents of the letter addressed by the Honourable the Judge President of this Division to the Honourable the State President."

and

I inform the above Honourable Court that in the *bona fide* and proper exercise of my discretion I took the contents of the letter into consideration, but did not regard it as decisive."

INTERPELLATION

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

Own Affairs:

Employment of educators

1. Mr A RAIBANSI asked the Minister of Education and Culture:

- (1) Whether she or her Department's staff obtained their qualifications in 1991 and 1992; if not, why not; if so, what steps;
- (2) whether she will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, firstly, all educators

who qualified in 1991 and 1992 were offered employment. However, six and 29 of those who qualified in the respective years declined to take up their posts for various reasons.

Secondly, the deployment of newly qualified educators is effected in accordance with prescribed criteria, due regard being had to the needs of the department. In this regard I wish to focus attention on the following:

Educators who qualified at the Transvaal College of Education were offered posts in that province. Considering that the recruitment staff—the recruiting officer, for example in Ladysmith, Glenelg and Dunderberg, these areas were appointed to posts in their home towns. Married female educators are given appointment in their marital home towns as it is the department's policy not to separate spouses. Educators who have served many years away from their home towns are considered first for posts that are available locally. In consequence, all resultant vacancies are offered to the remaining newly qualified educators.

Mr A RAIBANSI: Mr Chairman, I am very pleased to note that the figure in respect of those who have not actually taken up the offer of employment is 35. This is a tremendous improvement on previous figures. The only reason for this in my opinion is that the Administration offered a large number of educators early retirement. This, of course, created vacancies.

I also want to deal with that category of teachers in respect of which the department has indicated that it is under no obligation to employ them, because they undertake their studies at institutions at which no bursaries or financial assistance are offered by our Administration. I am referring to the various universities at which students are studying in the directions in which we need them.

There is a large number of Indian students—the hon the Minister is aware of this—who are linked to left-wing organisations and are embarking on a policy of alternative action. Their only hope of survival and of gaining employment is the Administration. House of Delegates.

In addition to those 35 who have refused the offer of employment, is the hon the Minister

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prepared to try to assist those who qualified, for example, at the University of Natal, the University of the Witwatersrand and other universities? Of course, there is a moral and a legal obligation to employ students who qualify at our colleges or at the University of Durban-Westville. I do not believe, however, that the figure amounts to only 35. I believe the figure is much higher, if one examines the total number of students who qualified in 1991 and 1992.

I want to compliment the head of the department and the officials. [Time expired.]

Mr P I DEYAN: Mr Chairman, the question of employing professionally qualified educators has become a yearly annual in recent years. The problem does not appear to be as serious this year as it was in previous years, and that is a matter of some comment. [Interjections.]

There is a dearth of professionally qualified teachers in the country as a whole. Yet, ironically we find there is a surplus number of teachers in the department under the control of the House of Delegates, and apparently also in certain other departments.

The solution to the problem can be found in a unitary system of education. Such a unitary system of education cannot be applied if we have 14 separate departments of education in the country, but we must work towards a unitary system as soon as we can.

Mr P NAIDOO: Mr Chairman, last week the hon the Minister's reply to an interpellation in this House bore no resemblance to what was actually happening in her department. I trust that we are not witnessing a repetition of that debate this week.

We on this side of the House do not believe that individuals should be employed by the department simply because they are in possession of a qualification. We believe the employment policies of this department should be needs-driven and not dictated by the number of takers on the market.

I heard the hon the Minister when she said some 29 teachers had refused employment offered by the department. As far as we are concerned, however, that is not good enough, because children who happen to be living in the remote parts of this country are just as entitled to good, qualified teachers as those who happen to be

fortunate enough to be living in the urban areas of the country.
HON MEMBERS: Hear, hear!

Mr P NAIDOO: This hon Minister should give some consideration to offering incentives to teachers to take up positions in such far-flung areas. When I talk about incentives, I am not talking about monetary incentives. [Time expired.]

Mr P I DEYAN: Mr Chairman, I wish to return to the problem of surplus teachers in the Department of Education of the House of Delegates. It is necessary to discuss the issue of surplus teachers in this department with the organised profession in order to arrive at a feasible solution. It is not said that when certain departments in the country are crying out for qualified teachers, we have qualified teachers? This matter needs to be discussed with the various organisations and the various departments in order that these teachers can be utilised. [Interjections.]

When wisdom and common sense prevail, we shall be able to find a job for every qualified teacher in this country. That can be done. I want to reiterate that the various departments concerned must be consulted so that a unitary solution to the problem can be found. [Time expired.]

Mr A RAIBANSI: Mr Chairman, there are many qualified White teachers who do not have jobs. The person we must really thank, even though he made a lot of blunders, is the former Minister of Education and Culture, because we do not have as large a number of teachers without jobs.

I want to tell the hon the Chairman of the Ministers' Council that we want all Indian teachers to be given jobs now, because if alternative action takes place, the Indians are going to lose out. He must not sweeten his marble. He has a responsibility to look after the community. [Interjections.] I am addressing myself to the hon the Chairman of the Ministers' Council. We over our budget regularly and I believe he is holding this Administration to the allocation. If he does that, and if he restricts the appointment of teachers, he will have to swallow this sweet. [Interjections.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, in answer to the hon HOUSE OF DELEGATES

member for Arena Park, all educators are offered and given employment provided they have the necessary qualifications, especially in subjects such as mathematics and science. [Interjections.]

In reply to the hon member Mr P Naidoo, he should be well aware that Ministers rely on their professional staff for information.

Mr P NAIDOO: Not blindly!

The MINISTER: There was no way in which I could have judged the authenticity of the information supplied to me. [Interjections.]

As far as his question about helping educators is concerned, since newly qualified educators experience hardship in finding suitable accommodation, especially in certain parts of Natal and the Transvaal, the department has set up a help-line, by means of which the newly appointed educator can get in touch with his or her host, even temporarily, until he or she finds accommodation to his or her liking. [Interjections.] In this way the department minimised the number of educators declining to take up their posts.

Debate concluded.

QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

Hall in Merebank

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

- (1) Whether her Department has incurred any costs in respect of the provision of a hall in Merebank; if so, (a) who commissioned the hall to be built and (b) what amount has been spent to date on (i) drawing up the plans for the building and (ii) the project as a whole;
- (2) whether a new set of plans was requested at any stage; if so, (a) why and (b) by whom.

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THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) Dr K Rajoo, MP, former Minister of Education and Culture.

(b) (i) R331 303.

(ii) R1 031 303 which includes documentation fees of R331 303 and cost of site of R300 000.

(2) Yes.

(a) To reduce the cost of the hall from R5 0m to R2,5m.

NB: The new set of plans is being prepared in-house by the Administration's Architectural Division.

(b) Dr K Rajoo, MP, former Minister of Education and Culture.

Mr A RAJBANSI: Mr Chairman, arising out of the hon the Minister's reply, is she indicating that the former Minister of Education and Culture prepared plans that cost the Department R331 000 to prepare? Is that what she was indicating in her reply?

The MINISTER: Mr Chairman, those are the facts.

Mr A RAJBANSI: Mr Chairman, that is shocking.

Further arising out of the hon the Minister's reply, was this scrapping of the project the result of a departmental decision taken by experts in the Administration or was it a political decision?

The MINISTER: Mr Chairman, to my knowledge the decision was not taken by any experts, but by the Minister.

Mr N SINGH: Mr Chairman, further arising out of the hon the Minister's reply, is she trying to tell this House that the hon member for Merebank, the former Minister of Education and Culture, had the sole authority to commission the provision of this hall in Merebank? This is what she said in reply to the question.

The MINISTER: Mr Chairman, I am not here to answer for the actions of the former Minister of Education and Culture.

Mr S PACHAI: Mr Chairman, further arising

out of the hon the Minister's reply, I should like to know whether a hall was planned for Howick. Was some three years ago, just prior to a hall being built in Arena Park? Is this plan in northbush, or will it ever come to fruition?

The MINISTER: Mr Chairman, I do not have that information with me. I shall supply it to the hon member in due course, however.

Dr K RAJOO: Mr Chairman, further arising out of the hon the Minister's reply, is she aware that the scrapping of that hall was the result of departmental policy after departmental officials had brought in a figure of R2,2 million? This was my reply in excess of what we as a Minister? Council at that time had anticipated. We specifically went to Kloof for R2,5 million, and decided that the Department could effect a tremendous saving and that that would be a good move.

The MINISTER: Mr Chairman, that is correct. The amount was reduced from the larger sum to the smaller sum. In the process, however, the plans had to be scrapped and the loss incurred as a result amounted to wasted costs.

Mr N SINGH: Mr Chairman, further arising out of the hon the Minister's reply, is she prepared to tell this House what the Department's future policy is with regard to the provision of halls and whether she intends honouring the promise made by her predecessors to the people of Durban at a public meeting—approximately 500 people were present—that his department would provide a community hall in the area?

The MINISTER: Mr Chairman, yes, regional halls are programmed for the 1993-94 financial year. Funds are available for the Merebank hall. In the case of Lenasia and Spakhestral the community is to provide halls on a subsidised basis and budgetary provision has been made for this. Provision is also made for halls in Richards Bay, Park Rynie, Umzinto and Newlands West. The erection of these halls will depend on the availability of funds in the new financial year. [Interjections.]

Dr K RAJOO: Mr Chairman, is the hon the Minister aware that although the plans for the hall have been scrapped, the money that was made available for them will not have been wasted? The money spent on the structural engineering, surveying costs and so on will not have been wasted. Therefore, the money will not have been totally wasted. The hon the Minister's answer, therefore, is not totally correct. [Interjections.]

THE CHAIRMAN OF THE HOUSE: Order!

Is the hon the Minister prepared to respond?

The MINISTER: Mr Chairman, I said that the money spent on the drawing up of the plans had been wasted.

Mr A RAJBANSI: Mr Chairman, further arising out of the hon the Minister's reply, is it not correct that the former Minister of Education and Culture wanted the hall to be a showpiece, and better than the hall in Amanzimtoti, and that the department forced the reduction in size?

The MINISTER: I am not aware of that, Mr Chairman.

Mr M RAJAB: Mr Chairman, further arising out of the hon the Minister's reply, would he please give this House the assurance that in the building of future halls, either by her Department or any other department with which she is associated, she will ensure that she and her fellow Ministers monitor the cost of professional fees, and make sure that they are realistic and market-related? I would like that assurance.

The MINISTER: Mr Chairman, I have taken note of what that hon member has said.

For written reply:

General Affairs:

Ministers' Council: Hiring of vehicles

2. Mr A RAJBANSI asked the Minister of Foreign Affairs:

- Whether his Department has incurred any costs in respect of the hiring of vehicles for (a) Chairman of the Ministers' Council, (b) Minister of Education and Culture, and (c) Minister of Health Services and Welfare of the House of Delegates during any overseas tours undertaken by any of them since 1 January 1989; if so, (i) what amounts are involved, and (ii) from whom are such amounts recoverable, in each case?

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THE MINISTER OF FOREIGN AFFAIRS:

Chairman of the Ministers' Council of the House of Delegates:

(a) Yes, during Dr. I. N. Reddy's visits to London (1989), Washington (1989), London (1991) and New York (1992).

(i) R17 261.32. 

(ii) Paid by the Department of Foreign Affairs and debited against the House of Delegates.

Minister of Education and Culture of the House of Delegates:

(b) Yes, during Dr. K. Rajoo's visit to London (1991).

(i) R12 168.78.

(ii) Paid by the Department of Foreign Affairs and debited against the House of Delegates.

Minister of Health Services and Welfare of the House of Delegates:

(c) Yes, during Mr. B. Dookie's visit to Israel, Hong Kong, Japan, Thailand, Mauritius and London (all in 1992).

(i) R10 000.47.

(ii) Paid by the Department of Foreign Affairs and debited against the House of Delegates.

It is common practice for the Department of Foreign Affairs to arrange for suitable transport during visits abroad by ministers or senior officials/functionaries of Parliament or of other Departments. The Department of Foreign Affairs merely acts as an agent for the institution requesting this assistance. Such institution is then accordingly debited for costs incurred. Vehicles hired are on par with those commonly used by the visiting official's counterparts in the country he is visiting.

Own Affairs:

Indian languages: cultural officers/teachers employed (324)

2. Mr. A. RAJBANSI asked the Minister of Education and Culture: (28)

Whether her Department employs any (a) HOUSE OF DELEGATES

Names of Language Promoters:

- M V Rajah
- H R Maharaaj
- B A Naidoo
- J Sannal
- S Siddiqui
- P Moodley
- M Munsamy
- M F Naidoo
- M Sayed
- K S Naidoo
- C N Pillay
- M R Dayal
- V R Jeganmuth
- V K Naidoo
- R A Naidoo



(324)

M G Narasimha
J Botha
K S Naidoo

Names of CS Educators seconded from schools for Language Promotion:

- I Khoojal
- G Muniff
- M H Lahaer
- K Pillay

Names of part-time teachers of Indian Languages and Arabic exceed 500 and are not readily available until Staff Returns are made available to this Office later in the term.

cultural officers and (b) teachers of Indian languages on a part-time basis; if not, (i) why not and (ii) what is the position in this regard; if so, in respect of each of these categories, (aa) how many were so employed as at the latest specified date for which information is available and (bb) what are their names? D32E

THE MINISTER OF EDUCATION AND CULTURE:

(a) Yes.

(b) Yes.

(i) Falls away.

(ii) Falls away.

(aa) To date, there are 23 Culture Promoters including 3 CS Educators seconded from schools

and 22 Language Promoters including 4 CS Educators seconded from schools. In addition 511 part-time teachers of Indian languages and Arabic are employed at schools.

(bb) Names of Culture Promoters:

- P L Singh
- K Trikamlee
- V Balakrishn (Miss)
- A Perumal
- G Biseswar
- H Kallusnigh
- V D Rannksson (Mrs)
- R Sanokhce
- M Governder
- A K S Dawood
- K Thaver
- S Naidoo (Mrs)
- S Padmanathan (Mrs)
- V K Pillay
- B Rannchunder
- SS Naidoo (Mrs)
- N Thirubemial
- K Dookhi
- D Aloopi
- N C Naidoo

Names of CS Educators seconded from schools for Cultural Promotion:

- D C Moondhar
- H K Singh
- R Toolis

INTERPELLATION

The sign " indicates a translation. The sign "i" used subsequently in the same interpellation, indicates the original language.

Own Affairs:

Teachers' rate of absenteeism

1. Mr P NAIDOO asked the Minister of Education and Culture:

- (1) Whether there is a high rate of absenteeism in respect of teachers in the employ of her Department; if not, what is the position; if so, what steps are envisaged in this regard;
- (2) whether she will make a statement on the matter?

DISJUNCT

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the answer to the first part of the interpellation is as follows. A survey conducted on teacher absenteeism in the recent past has indicated a high rate of absenteeism, more especially in respect of sick leave. The leave regulations which were applied nationally made provision for sick leave for up to four days without the submission of medical certificates.

Of the leave taken by educators over a three-year period, the category of sick leave represented 46.6%. Of this, one to three days' absence formed the major portion, constituting 92.2%. When viewed collectively, the figures appear to give cause for concern, but the actual situation will regard to individuals is well within the regulations.

Efforts have been made by the department to minimize the incidence of leave-taking. The superintendents of education management have advised principals on an individual as well as a regional basis, emphasizing the loss of contact time in this regard. Furthermore, the importance of regular attendance was also emphasized, especially taking into account that satisfactory attendance is a requirement for promotion and merit awards. Appropriate letters of censure are addressed to educators whose attendance is unsatisfactory.

With regard to the second part of the interpellation:

HOUSE OF DELEGATES

lation. I do not wish to make a statement on the matter.

Mr P NAIDOO: Mr Chairman, this interpellation has been prompted by the serious situation obtaining in our schools. This interpellation is a serious indictment on the teaching profession and must call into question the quality of education that is being disseminated in our schools. According to the statistics revealed by the hon the Minister, the rate of absenteeism among teachers in schools under the control of the House of Delegates is unacceptably high, notwithstanding the fact that individual teachers may well be within the limits. That nothing has been done by the education authorities to eliminate this unprofessional practice, must call into question their ability and suitability to assume stewardship of our education in these turbulent times.

What are some of the contributory factors for this gross dereliction of duty by professionals who are supposed to be moulding our children into responsible citizens with an appreciation for the work ethic?

Firstly the promotion instrument used last year failed demerit to distinguish committed professionals from shirkers of whom there are many in our schools. Instead of being promoted on the basis of merit, educators were promoted purely on the basis of years of service. Consequently mediocrity, indifference and lacklustre leadership were rewarded, which is indeed a poor example to inspire the up-and-coming teacher.

The hon the Minister should make every effort to have this promotion instrument overhauled during the current year and ensure that teachers who are deserving of promotion, and not those who have been lying on the shelves, are considered for promotion.

A cursory analysis will reveal that of late both pupils and teachers have been empowered at the expense of the principal. Put bluntly, the authority of the principal has been undermined. A case in point is the incident at the Ghanaal school. Officials find it more expedient to act against a principal than against a group of teachers. Come are the days when the absent teacher was required to explain his absence on his return before filing in a leave form. [Time expired.]

Mr A RAJBANSI: Mr Chairman, what the hon member Mr P Naidoo wants is discipline in our

schools. We have heard about those who were absent on sick leave, but what about those who were absent on examination and study leave when the children in the classrooms needed them most?

However, the hon member will never get the discipline he wants, because an example must be set at the level of the Ministers' Council. There is no discipline right at the top. Senior management must set an example. This Ministers' Council is useless and a waste of time. They have a poor image. If they do not set an example with regard to discipline, how can we expect those who work under them to be disciplined? The hon member should not waste his energy, he should just take them out!

Dr K RAOO: Mr Chairman, we are concerned about the high rates of absenteeism in our schools and there is no doubt about that. We are concerned about those teachers who have high rates of absenteeism being promoted. The hon member Mr P Naidoo stated that these people should not have been promoted, but that is what happened last year. According to our records people in the lower levels with high rates of absenteeism were not promoted. We are actually saying that loafers, shirkers and those who will not work should not be there. That is what is being done. The point is . . .

Mr T L GOUNDEN: Mr Chairman . . .

The CHAIRMAN OF THE HOUSE: Order! The hon member only has 60 seconds.

Mr T L GOUNDEN: Mr Chairman, on a point of order: is the hon member allowed to refer to teachers as loafers?

The CHAIRMAN OF THE HOUSE: Order! I think it is fair comment if that is what the hon member for Merbank believes. The hon member may proceed.

Dr K RAOO: I would like to assure the hon member for Camptown that that particular word was used by a principal in a staff meeting. I could mention the date and time of the meeting, as well as produce the minutes of the meeting in which this principal told his teachers that they were loafing. We are not talking about the thousands of teachers who are working. We are talking about those who are shirking their responsibilities. I am sure the hon member agrees with that. [Time expired.]

Mr P NAIDOO: Mr Chairman, I trust that the hon the Chairman of the Ministers' Council and the hon members of the Ministers' Council will take cognisance of the sound advice given to them this afternoon by the hon member for Arama Park.

Having highlighted the problem, which is borne out by the factual situation in our schools, permit me to offer a solution. The promotion instrument should accord commensurate weighting to good attendance and punctuality, notwithstanding the fact that this is expected of the educator when he enters the profession. As a former teacher, I can testify that this would serve as a powerful incentive.

While "straggled fields" by those in authority should be tended at all costs, the authority of the principal should not be undermined. The need will always arise for the errant teacher to be pulled up sharply and the department should stand squarely behind school principals who are merely enforcing the provisions of the principals' handbook and departmental regulations.

The hon the Minister should give serious consideration to making a comparative study of the incidence of teacher absenteeism in our schools and in those of the Natal Education Department. I can assure the hon the Minister that the findings will be revealing. Not only would this give us an indication of the extent to which the generous leave conditions are being abused by some of our teachers, but it may also jolt them into accepting their responsibilities.

Furthermore, discussions with Sakhis should not be in one direction only. It is time the hon the Minister invited them to her office and read them the Riot act about the conduct of their members in so far as punctuality and attendance in our schools are concerned. I think negotiation is a two-way street. We cannot be seen to be merely submitting to the demands of the teaching fraternity. With every privilege comes a responsibility. I think it is time that the hon Minister impress upon Sakhis the need for his members to behave professionally. [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I am in agreement with the concerns expressed by the hon member Mr P Naidoo. According to the principals, teachers are spoken to and counselled on the

needed for regular attendance. The reasons for absenteeism are investigated and at times home visits are made. Persistent cases of absenteeism are brought to the attention of the Superintendent of Education Management, while very serious cases are referred to the Teacher Welfare Board of the department for attention.

Mr P NAIDOO: That is a failure. It was a work-creation exercise!

The MINISTER: I also agree with the hon member on that score. *(SPL)*

The principals find that they cannot disprove medical certificates and that this also presents a problem. The original incident was the result of interference by Sadoo and parents. This matter is also being addressed.

In answer to the hon member for Arena Park, examination leave presents many problems. In this case the only way to deal with the situation is to appoint locum tenentes timeously. This is being attended to.

The hon member for Metrebank answered some of the hon member Mr F Naidoo's queries.

Mr A RAIBANSI: Mr Chairman, on a point of order. Before I make my point of order I would like to preface it with a remark. [Interjections.]

The CHAIRMAN OF THE HOUSE: Order! If the hon member has a point of order he must proceed with the point of order.

Mr A RAIBANSI: Mr Chairman, my point of order is the following: Since the Speaker of Parliament is the custodian of the structures of Parliament and since you represent the Speaker in this House, I want a ruling on the status of parliamentary committees in view of the fact that a Minister had to make a choice between the important tasks of a parliamentary committee and a luncheon.

The CHAIRMAN OF THE HOUSE: Order! I do not think this is the time to make a point of order of that nature. I wish to inform the hon member that he is welcome to come and see me in my office. If I can be of assistance to the hon member, I will try to do so.

Mr A RAIBANSI: Mr Chairman, I am a former football referee and I was taught to accept Debate concluded.

*2. Mr. M. Rajah— Education and Culture. [Withdrawn.]

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QUESTIONS
Indicates translated version.
For oral reply:
Own Affairs:
Chairman of Ministers' Council:

Mr C/ministerial representatives: dismissal Ministers' Council.

*1. Mr A SINGH asked the Chairman of the Ministers' Council:
(1) Whether he intends taking any steps in respect of the dismissal of any (a) Members of the Executive Committees and (b) ministerial representatives; if so, what steps;

(2) whether he will make a statement on the matter? *(SPL)*
D/20E

The CHAIRMAN OF THE MINISTERS' COUNCIL:
(1) (a) No.
(b) No.

(2) The appointment of members of Executive Committees and ministerial representatives is the prerogative of the hon the State President.

Mr A RAIBANSI: Mr Chairman, arising out of the hon the Chairman of the Ministers' Council's reply, is the aware of the fact that although this is the responsibility of the hon the State President, the procedure in respect of these appointments is that recommendations are made by the Ministers' Councils of the various Houses? Furthermore, in view of the fact that the hon the Chairman of the Ministers' Council wants to be the blue-eyed boy of the Government by saving money, why does he not make recommendations accordingly? Because of his recommendation he should also recommend his own dismissal in order to save taxpayers' money.

The CHAIRMAN OF THE MINISTERS' COUNCIL: You want my job!

Mr A RAIBANSI: Never, you are bloody useless!

The CHAIRMAN OF THE HOUSE: Order! Did the hon member for Arena Park say that the hon the Chairman of the Ministers' Council is "bloody useless"?

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Mr A RAIBANSI: Mr Chairman, I withdraw the word "bloody", but I retain the word "useless".

Mr P NAIDOO: Mr Chairman, further arising out of the reply of the hon the Chairman of the Ministers' Council, will he concede that the present incumbents are doing an admirable piece of work? [Interjections.]

The CHAIRMAN OF THE HOUSE: Order! The hon the Chairman of the Ministers' Council is on his feet.

The CHAIRMAN OF THE MINISTERS' COUNCIL: Mr Chairman, I have answered the question. This is a matter which rests with the hon the State President. I certainly have a high regard for the work that is being done.

Ministers:
Repossession of shops

*1. Mr A RAIBANSI asked the Minister of Local Government, Housing and Agriculture:

(1) Whether his Department advised the Housing Development Board to repossess certain shops, particulars of which have been furnished to the Minister's Department for the purpose of his reply, in 1989; if so, what are the particulars of the shops in question;

(2) whether any of these shops were repossessed; if not, why not; if so, (a) when and (b) for what reasons;

(3) whether any notice was served in respect of each shop so repossessed; if not, why not; if so, what are the relevant details in each case;

(4) whether any such notice was subsequently withdrawn; if so, why? *(SPL)*
D/20E

THE MINISTER OF LOCAL GOVERNMENT, HOUSING AND AGRICULTURE:

(1) Yes.

Shop 4, Mooroon which was leased to Mooroon Butchery (Pty) Ltd on 9 May 1986; and Shop 14, Montford, which was leased to Raj Investments (Pty) Ltd on 19 May 1982.

(2) Yes.

(a) The Housing Development Board

cancelled the lease, with immediate effect, on 28 February 1989 in respect of Shop 4, Mooroon.

(b) The reason in the main related to a contravention by the lessee of the tenancy agreement in that the lessee disposed of his interests in the business at Shop 4, Mooroon, to a willing buyer without the written consent of the lessor, viz the Housing Development Board. In respect of Shop 14, Montford the said Board resolved that the lease be terminated upon six months written notice. However, repossession never became final as the Housing Development Board rescinded its decision soon afterwards.

(3) Yes.
In respect of Shop 4, Mooroon, a written notice of the cancellation of the lease was addressed to the tenant on 1 March 1989. In respect of Shop 14, Montford, a written notice of termination of the contract of lease was served on a director of Raj Investments (Pty) Ltd on 24 April 1989.

(4) Yes.
On 30 May 1989 the said Board rescinded its decision taken on 10 April 1989 to terminate the lease in respect of Shop 14, Montford in the interest of consistent decision-making.

Mr A RAIBANSI: Mr Chairman, arising out of the hon the Minister's reply, in the interests of consistent decision-making, is the aware that the same situation prevailed in respect of Shop 14, Montford, as in respect of Shop 4, Mooroon? Secondly, was there any difference, because it was discovered that the person running the shop was a Mr Dave Pley?

The MINISTER: Mr Chairman, as far as Shop 4 is concerned, I want to make it very clear, in view of further questions, that the matter is *sub judice*. As far as Shop 14 is concerned, a meeting was arranged between the hon member for Arena Park, Mr Reid, the legal adviser, and the chief director on 26 February. A lengthy discussion took place. I might as well inform the House, and especially the hon member for Arena Park, that this matter is now set to be discussed by the board on 1 April 1993.

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The other member does not yet qualify for promotion.

MR M RAJAB: Mr Speaker, I am indebted to the Deputy Minister for his reply, but having acknowledged that I would like to ask him a question, I would like to ask him, will he go very slowly? My first question is who made the complaint? Was it a question of the type of a supervisor? Secondly, why was the plea held back pending the inquiry in view of the findings, why was the charge dropped on humanitarian grounds? This is what has this investigation cost the State, both in terms of money and the annual cost? Finally, I would like to ask the hon the Deputy Minister whether it is not a waste of the Department of Law and Order's manpower to have issues like this investigated when we need all the available manpower out there in the streets?

THE DEPUTY MINISTER: Mr Speaker, I do not have the particulars as to who actually laid the charge against the two officials. I mentioned that the promotion was held back because the investigation had not been completed. The charges referred to a contravention of certain SA Police regulations, namely 58 (40) and 58 (41). There is a disciplinary code which must be adhered to. The hon member asked about the costs involved. It is difficult to tell the hon member exactly what this special investigation cost, but there is a special team in the SA Police which conducts these investigations to ensure that the standards of conduct in the SA Police is of the highest standard. The SA Police would be criticised for not adhering to that code of conduct. With regard to the last question, in my opinion it is not a waste of money and manpower to ensure that people behave according to a prescribed code of conduct.

Business Interrupted in accordance with Rule 180C (3) of the Standing Orders of Parliament.

Kuwaiti job scam

***3. MR M RAJAB** asked the Minister of Law and Order:

- (1) Whether the so-called Kuwaiti job scam was reported to the South African Police; if so (a) by whom and (b) to which branch of the Police;
- (2) whether he has taken or intends taking

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any steps in this regard; if not, why not; if so, what steps;

(3) whether he will make a statement on the matter? D152E

THE MINISTER OF LAW AND ORDER:

- (1) Yes.
- (2) A member of the public supplied the information to the South African Police with the intervention of the television programme "Do-ster".
- (3) No.
- (b) The Commercial Branch: Johannesburg.

INTERPELLATION

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

Own Affairs:

Temporary staff establishment of Department of Education and Culture: (324)

(1) Whether any fully qualified teachers are currently on the temporary staff establishment of her Department; if not, what is the position in this regard; if so how many;

(2) whether she or her Department intends placing any such teachers on the permanent staff establishment; if not, why not; if so, what are the relevant details?

D155E INT

THE MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the answer to the first part of the interpellation is yes, approximately 700 qualified educators are serving in a temporary capacity. As far as the second part is concerned, the educators concerned are presently being considered for permanent status with due regard being had to their leave and service records and subject to the availability of permanent posts.

As at January 1993 approximately 950 professionally qualified educators were serving in a temporary capacity. Since then 250 educators have already been placed on the permanent staff, thus leaving 700 who are still to be considered for permanent status. Cognizance must be taken of the fact that it was not possible to grant these educators permanent status much earlier due to the fact of permanent posts. However, as a result of action, that is deaths, resignations and premature retirements on medical grounds, during 1992 the department could only offer these educators permanent status as from the beginning of the year.

It is the intention of the department to grant and serving educators in substantive posts, who qualified prior to 1 January 1993, permanent status by not later than 30 April 1993.

However, in addition to the minimum requirements for permanent status, the educators have to have satisfactory leave and service records.

Against this background it is not deemed expedient to attend to this matter in any specific order, as permanent status is being accorded from a common date, namely 1 January 1993. Those newly qualified educators who were appointed outside their province have also been accorded permanent status in view of the sacrifices made by them. Those who have been appointed in their home towns will be considered for permanent status as and when posts become available. [Time expired.]

MR A RAJBANSI asked the Minister of Education and Culture: (324) Mr Speaker, I had intended to enter the debate in full fury, but in the light of discussions which the hon the Chairman of the Ministers' Council and I am going to have in his office, I am going to adopt a different approach. [Interjections.]

Educators are concerned because of two statements made by the hon the Chairman of the Ministers' Council. One is that there will be rationalisation and on the other hand we have the hon the State President appointing an own affairs Ministerial Representative in the House of Assembly. The hon the Chairman of the Ministers' Council said in a press statement that in the light of the phasing out of the retirement system, these two issues are causing grave concern among the teaching fraternity.

Before Sadru takes this matter up, I want to suggest to the hon the Minister of Education and Culture to forget the question of leave and such matters. There was one reason why teachers were not appointed to the permanent staff and this was because of the formula. We have now approved R40 million in our Additional Appropriation and posts have been created. In order to put teachers on a very good frame of mind and to ease the anger they are provoking, I suggest to the hon the Minister of Education and Culture that it would do a tremendous amount of good to send every teacher a letter mandating them not to say things of a general nature, not say things being said to him, but to say that they will be satisfied to be appointed to their service if satisfactory according to the norms which are normally required for appointment in a temporary employe to the permanent staff. [Time expired.]

MR P NADDOO: Mr Speaker, as far as we on this side of the House are concerned, there are 700 qualified teachers too many on the temporary staff. We should like to know what efforts these Ministers' Council is making to address the shortcomings which are inherent in the Sheep formula. After all, the Sanyal formula has been the root cause of the plight of these qualified professionals who are employed in an annual and quarterly process. We trust that, notwithstanding the hon the Minister's announcement, this matter will be addressed.

I also want to take this opportunity of welcoming her decision to give preference to those teachers who were prepared to take up appointments away from home. I believe this will serve as an incentive. [Time expired.]

MR K PANDAY: Mr Speaker, firstly I want to thank the hon member for Arena Park for raising this particular issue in the form of an interpellation. I am also very sympathetic to this cause and I am very concerned about the number of teachers who are on the temporary staff. I feel this should have been rectified some time ago.

There have been recent press announcements in respect of temporary teachers being placed on the permanent staff with effect from 1 April this year. I hope that the hon the Minister will be able to liaise with the particular officials of the department who made this announcement and see to it that this is done.

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Temporary teachers do not enjoy the kind of comfort and benefits others teachers do. For example, there is an accumulation of a shorter term in respect of long leave. They do not receive a bonus in the form of a 13th cheque, which teachers, like others, look forward to, if they have not served a full term of twelve months. As the term suggests, their service is of a temporary nature and they never know when the pay will fall [Time expired.]

324
Mr. H. M. NEERAHOO: Mr. Speaker, I am pleased to note that the hon. the Minister has made arrangements to appoint about 250 temporary teachers to permanent positions. The hon. the Minister mentioned that permanent posts are not available to accommodate the balance of 700 temporary teachers. I submit to the hon. the Minister that these teachers are in posts at schools at present and that if there was no need for them to be there, they would not have been employed. I therefore say that these posts should be made permanent immediately. After all, these posts already exist.

I do not think it would be far-fetched for me to link the recent problems in our schools to the insecurity that is the lot of our teachers. Their loyalty and commitment can only be secured by giving them a stake in the teaching profession. I am also pleased to note that the hon. the Minister has made arrangements to first make permanent posts available to those teachers who have made a sacrifice by being away from home. It is also encouraging to note . . . [Time expired.]

Mr. A. RAJBANSI: Mr. Speaker, in addition to the benefits listed by the hon. member for Reservoir Hills, teachers employed in a temporary capacity do not qualify for housing subsidies.

This year we are in a positive situation in that we do not have many teachers on the waiting list. In fact, there are certain areas in which we were unable to employ Indian teachers. In those areas we are employing teachers who are not Indian.

I want the hon. the Minister to know that the real reason for all this was the negligence of an incompetent official, who I think is retiring today or in 30 day's time. The former Minister is not at fault. I want the hon. the Minister of Education and Culture to analyse the reasons.

Educators must be employed on a permanent basis. Ministers are employed on a temporary basis, as they depend on our will. Two are

crossing the floor and a few more will do so. [Interjections.] Nevertheless, there are many positive features in this regard. I want to suggest to the hon. the Minister of Education and Culture that in addition to the question of whether there were permanent posts, there was definitely neglect on the part of one official who did not adopt a humanitarian approach when dealing with educators. [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr. Speaker, in answer to the hon. member for Aena Park, I would like to point out that with the exception of pension benefits there is no significant difference in the benefits enjoyed by temporarily and permanently appointed educators. [Interjections.] In this regard both categories of educators qualify for housing subsidies, medical aid, leave bonuses etc.

Mr. M. RAJAB: She is talking nonsense!

Mr. SPEAKER: Order! The hon. the Minister may proceed.

THE MINISTER: In so far as pensions are concerned, permanent educators contribute at a rate of 8% to the Government Services Pension Fund, whereas temporary educators contribute at a rate of 5% towards the Temporary Employees Pension Fund. A permanent educator contributes at a higher rate as he is entitled to an annuity as well as a gratuity when he retires. In addition, his widow would also be entitled to a widow's pension.

Mr. M. RAJAB: Mr. Speaker, will the hon. the Minister take a perfectly reasonable question?

THE MINISTER: I do not have the time, Mr. Speaker.

Mr. SPEAKER: Order! The hon. the Minister is not prepared to answer a question.

THE MINISTER: Ladies like to be placed on the temporary staff, because they do not have to contribute as much to the pension fund and their take-home pay is much more. On the other hand, a temporary educator is only entitled to a gratuity or an annuity, depending on the length of service.

I now wish to refer to the Sanep formula. The number of educators generated in terms of the Sanep formula is 10 637 educators in respect of 1992-93 financial year. [Interjections.] The inadequacies of the Sanep formula have been

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addressed time and again and this has been the reason for us asking for extra money for education. [Time expired.] **324**

Debate concluded.

QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

Chairman of Ministers' Council:

1. Mr. K. PADAYACHY asked the Chairman of the Ministers' Council:

- (1) Whether he will recommend to the State President that public servants' salaries be increased by more than the 5 per cent announced recently, if not, why not, if so, what percentage will he recommend;
- (2) whether he will make a statement on the matter? **D139E**

THE CHAIRMAN OF THE MINISTERS' COUNCIL:

(1) The Government has made it clear that due to the prevailing economic situation, any increase over and above the 5% announced, would not be possible at this stage. As members are aware staff associations have been negotiating with the Government on salaries and these discussions are continuing.

(2) No.

Mr. A. RAJBANSI: Mr. Speaker, arising out of the hon. the Chairman of the Ministers' Council's reply, I want to say that the question has not been answered. Notwithstanding what has been said, does the hon. the Chairman of the Ministers' Council know that a member of his Ministers' Council made a plea in the general affairs debate last Friday especially for concern, who earn on average R1 000 per month?

The point is that the hon. the Chairman of the Ministers' Council, as the head of this Ministers' Council, should take a stand on commensurate grounds. Is he prepared to take a stand or is the only prepared to follow "His Master's Voice"? This is the question. [Interjections.]

Paying of accounts for unemployed

2. Mr. K. PADAYACHY asked the Chairman of the Ministers' Council:

- (1) Whether, with reference to an announcement allegedly made by the Chairman of the Ministers' Council of the House of Representatives on or about 12 March 1993 to the effect that all unemployed coloured persons throughout the country would have their water bills, rates and rents paid for them at the end of April, May and June, he intends to make a similar announcement in respect of unemployed Indian persons; if not, why not; if so, when;
- (2) whether he will make a statement on the matter? **D140E**

THE CHAIRMAN OF THE MINISTERS' COUNCIL:

(1) The Minister of Health Services and Welfare has already directed his Department to investigate this matter. However, the Department of Health Services and Welfare, Administration: House of Delegates have already been paying municipal charges and rents over the past years in respect of Indian persons in need in terms of Chapter D of the Memorandum on Social Relief 1972. For the 1992/1993 financial year, R4.6 million has been spent on Social Relief.

(2) No.

Mr. A. RAJBANSI: Mr. Speaker, arising out of the hon. the Chairman of the Ministers' Council's reply, I should like to know if he knows who filed this particular statement in the Administration: House of Delegates.

THE CHAIRMAN OF THE MINISTERS' COUNCIL: Mr. Speaker, the answer is no.

Mr. K. PADAYACHY: Mr. Speaker, further arising out of the hon. the Chairman of the Ministers' Council's reply, is the aware that this is a special compensation over and above what is given by the Department of Welfare in the House of Representatives? Is he willing to

appeal against the conviction, it was never proceeded with. The media coverage this incident received caused embarrassment to the Administration.

(ii) It was alleged that he was under the influence of alcohol on 28 October 1988 whilst on duty.

(iii) Certain revelations were made during the James Commission of Enquiry on *inter alia*, allegations of fraud during the Tongkat by-elections of the House of Delegates.

(b) Mr A K Mahomed: Control Personnel Officer.

(2) Yes.

(a) The officer made representations for the payment of his full emoluments during the period of his suspension for which provision exists in terms of Public Service Regulation A25.1

(b) (i).

(b) (ii) R143843.

(3) The question of the officer's reinstatement and/or other actions contemplated against him are under consideration at present.

New questions:

Musical instruments: Importation from India

*1. Mr M R AJAB asked the Minister of Education and Culture:

(1) Whether the Department is investigating the alleged importation of musical instruments from India, without proper authorization; if not, why not; if so, what were the findings;

(2) whether this investigation has been completed; if not, why not; if so, what were the findings;

(3) whether she will make a statement on the matter? D115E

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(1) Yes.

My Department has completed its investigation on the matter.

(2) Yes.

The Department's findings revealed that no musical instruments were purchased for and on behalf of the Department.

(3) Yes.

Should the need arise in the future to purchase musical instruments, the usual State Tender Board procedures would be followed.

Overseas tours: Hiring of vehicles

*2. Mr A RAJBANSI asked the Minister of the Budget and Auxiliary Services:

With reference to the reply by the Minister of Foreign Affairs to Question No.2 on 3 March 1993, what was the total amount debited to the Administration, House of Delegates for costs incurred in respect of the hiring of vehicles for the members of the Ministers' Council referred to in that Question, during overseas tours undertaken by them since 1 January 1989? D121E

THE MINISTER OF THE BUDGET AND AUXILIARY SERVICES:

According to the records maintained by the Departmental Accountant, an amount of R55 720,27 has been debited to the Administration. House of Delegates for costs incurred in respect of the hiring of vehicles for the members of the Ministers Council during overseas tours for the period 1 January 1989 to November 1992.

Chatsworth: protest against principal

*3. Mr N SINGH asked the Minister of Education and Culture:

(1) Whether any parents of children at a certain school in Chatsworth, the name of which has been furnished to the Minis-

ter's Department for the purpose of her reply, lodged a protest against the principal of this school recently; if so, (a) when and (b) what are the details of this incident;

(2) whether her Department has investigated the matter; if not, why not; if so, what were the findings;

(3) whether any teachers on the staff of this school engaged up against the principal; if so, what are the relevant details;

(4) whether the conduct of these teachers has also been investigated; if not, why not; if so, what were the findings? D123E

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) 15 February 1993

(b) Picketing of the school and placard demonstration.

(2) Yes.

The principal's management strategies were unacceptable to the staff.

(3) The majority of the staff complained against the innovations introduced by the principal.

(4) No.

No official complaint pertaining to the conduct of teachers against the principal was lodged with the Department.

One formal complaint alleging victimization of a pupil was received from a parent, Mr. Sehyan Naidoo. Departmental officials met Mr and Mrs Sehyan Naidoo on 18 March 1993. On the same afternoon, Superintendent for Management, Mr G V Naidoo visited the school to inform the Acting Principal that the pupil, Megadran Naidoo would return to school on 22 March 1993, after a period of a short illness.

The pupils are engaged in controlled

tests at present. A full scale investigation in respect of the alleged victimization of Megadran will be conducted in the new term.

Early retirement of official

*4. Mr G MARI asked the Minister of Education and Culture:

(1) Whether a certain official, whose name has been furnished to the Minister's Department for the purpose of her reply, applied for early retirement recently; if so, (a) when and (b) on what grounds; (2) whether his application was successful; if not, why not; if so, when is this official due to retire;

(3) whether this official is to be re-appointed in her Department in any other capacity; if not, what is the position in that regard; if so, (a) why and (b) in what capacity? D124E

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes

(a) 13 January 1993

(b) In terms of a Departmental circular inviting applications for early retirement in response to Cabinet's directive for a 5% cut-back in State expenditure.

(2) Yes, with effect from 1 May 1993.

(3) No

(a) Falls away.

(b) Falls away.

Promotion of Indian languages at schools

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

(1) What is the policy of her Department in respect of the promotion of Indian languages at schools under its control;

(2) whether she or her Department intends

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STATE PRESIDENT'S OFFICE	KANTOOR VAN DIE STAATSPRESIDENT
No. 570. 16 April 1993	No. 570. 16 April 1993
It is hereby notified that the State President has assented to the following Act which is hereby published for general information:—	Hierby word bekend gemaak dat die Staatspresident sy goedkeuring geheg het aan die onderstaande Wet wat hierby ter algemene inligting gepubliseer word:—
No. 50 of 1993: Indians Education Amendment Act (House of Delegates), 1993.	No. 50 van 1993: Wysigingswet op Onderwys vir Indiërs (Raad van Afgevaardigdes), 1993.

GENERAL EXPLANATORY NOTE:

- [] Words in bold type in square brackets indicate omissions from existing enactments.
- Words underlined with a solid line indicate insertions in existing enactments.

ACT

To amend the Indians Education Act, 1965, so as to make provision for the establishment of certain professional posts and for the appointment of persons to those posts; and to provide for matters connected therewith.

*(Afrikaans text signed by the State President.)
(Assented to 25 March 1993.)*

BE IT ENACTED by the State President and the House of Delegates of the Republic of South Africa, as follows:—

Amendment of section 1 of Act 61 of 1965, as amended by section 1 of Act 39 of 1979, section 1 of Act 78 of 1984 and section 1 of Act 100 of 1986

1. Section 1 of the Indians Education Act, 1965 (hereinafter referred to as the principal Act), is hereby amended by the insertion after the definition of "primary school" of the following definition:

"professional post" means a post to which a person is appointed, transferred or promoted under this Act to assist in certain professional educational services, to wit planning, subject advisory and inspection services;"

Substitution of section 8 of Act 61 of 1965

2. The following section is hereby substituted for section 8 of the principal Act:

"Appointment, promotion, transfer and discharge of staff at State schools, schools of industries, reform schools and certain State-aided schools, and of staff in professional posts

8. (1) Notwithstanding anything to the contrary contained in any other law the establishment of any State school, school of industries or reform school or any State-aided school other than a State-aided vocational school, or the establishment of professional posts in the division of Education of the Department, shall be determined by the Minister, on such basis as he may fix from time to time in consultation with the Minister of the Budget and on the recommendation of the Commission for Administration.

(2) Notwithstanding anything to the contrary contained in any other law but subject to the provisions of this Act, the power to appoint any person to any post included in the establishment of any State school, school of industries or reform school, or any State-aided school other than a State-aided vocational school, or to any professional post

ALGEMENE VERDUIDELIKENDE NOTA:

- [] Woorde in vet druk tussen vierkantige hake dui skrap-
pings uit bestaande verordenings aan.
- _____ Woorde met 'n volstreep daaronder, dui invoegings in
bestaande verordenings aan.

WET

Tot wysiging van die Wet op Onderwys vir Indiërs, 1965, ten einde vir die diensstaat van sekere vakkundige poste en die aanstelling van persone in daardie poste voorsiening te maak; en om voorsiening te maak vir aangeleenthede wat daarmee in verband staan.

*(Afrikaanse teks deur die Staatspresident geteken.)
(Goedgekeur op 25 Maart 1993.)*

DAAR WORD BEPAAL deur die Staatspresident en die Raad van Afgevaardigdes van die Republiek van Suid-Afrika, soos volg:—

Wysiging van artikel 1 van Wet 61 van 1965, soos gewysig deur artikel 1 van Wet 39 van 1979, artikel 1 van Wet 78 van 1984 en artikel 1 van Wet 100 van 1986

- 5 1. Artikel 1 van die Wet op Onderwys vir Indiërs, 1965 (hieronder die Hoofwet genoem), word hierby gewysig deur die volgende omskrywing na die omskrywing van "tehuis" in te voeg:
- 10 "vakkundige pos" 'n pos waarin 'n persoon kragtens hierdie Wet aangestel, oorgeplaas of bevorder word om behulpsaam te wees met sekere vakkundige onderwysdienste, te wete beplannings-, vakadvies- en inspeksiedienste;"

Vervanging van artikel 8 van Wet 61 van 1965

2. Artikel 8 van die Hoofwet word hierby deur die volgende artikel vervang:

15 "Aanstelling, bevordering, verplasing en ontslag van personeel by Staat-, nywerheid- en verbeteringskole en sekere Staatsondersteunde skole, en van personeel in vakkundige poste

8. (1) Ondanks andersluidende bepalinge van enige ander wet word die diensstaat van 'n Staat-, nywerheid- of verbeteringskool of 'n Staatsondersteunde skool wat nie 'n Staatsondersteunde beroepskool is nie, of die diensstaat van vakkundige poste in die afdeling Onderwys van die Departement, deur die Minister bepaal, en wel op 'n grondslag wat hy van tyd tot tyd in oorleg met die Minister van Begroting en op aanbeveling van die Kommissie vir Administrasie vasstel.

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(2) Ondanks andersluidende bepalinge van enige ander wet maar behoudens die bepalinge van hierdie Wet, berus die bevoegdheid om iemand aan te stel in 'n pos wat inbegrepe is by die diensstaat van 'n Staat-, nywerheid- of verbeteringskool, of 'n Staatsondersteunde skool wat nie 'n Staatsondersteunde beroepskool is nie, of in 'n

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included in the establishment of the division of Education of the Department, and to promote, transfer or discharge any person occupying any such post, shall be vested in the Minister.”.

Substitution of section 11 of Act 61 of 1965, as amended by section 6 of Act 39 of 1979

3. The following section is hereby substituted for section 11 of the principal Act:

“Conditions of service of persons employed at State schools, schools of industries, reform schools and State-aided schools, and of persons in professional posts

11. (1) Notwithstanding anything to the contrary contained in any other law but subject to the provisions of subsections (2) and (3) of this section, the conditions of service, salary scales, allowances and leave privileges of persons (other than officers and employees) employed in any post included in [the] an establishment [of a State school, school of industries, reform school or a State-aided school] referred to in section 8(1), shall be determined or prescribed by the Minister in consultation with the Minister of the Budget and on the recommendation of the Commission for Administration.

(2) The salary, salary scale, allowances and leave privileges of any person who is, by virtue of the provisions of subsection (1) of section 9, deemed to have been appointed to a post in terms of the provisions of this Act, shall remain the same, as if he had continued occupying the post occupied by him immediately prior to the commencement of this Act, unless or until the Minister determines that the provisions of subsections (1) and (3) of this section shall apply in respect of him.

(3) As from the date on which a person is in terms of the provisions of section 10 transferred to the service of the Department, his salary shall be adjusted to the salary scale applicable to his post, at such notch on that scale as the Minister may determine.

(4) Subject to the provisions of this Act any continuous whole-time employment of any person referred to in section 10 at any State-aided school immediately prior to the date referred to in that section, shall, for leave purposes, be deemed to be employment in the service of the Department: Provided that any sick and accumulative vocational leave to which such person is entitled on that date shall, subject to such conditions as the Minister on the recommendation of the Commission for Administration may determine, be deemed to be leave earned in terms of this Act.”.

Substitution of section 12 of Act 61 of 1965

4. The following section is hereby substituted for section 12 of the principal Act:

“Pension rights and retirement benefits of persons employed at State schools and certain State-aided schools, and of persons in professional posts

12. Notwithstanding anything to the contrary contained in any other law but subject to the provisions of section 13, any person (other than an officer) employed on a whole-time basis and in a permanent capacity at—

(a) a State school; **[or]**

(b) a State-aided school, if his salary is paid in full by the Department; **or**

(c) the division of Education of the Department in a professional post,

shall in respect of pension rights and retirement benefits be dealt with as if he occupied a post included in a division of the public service referred to in **[paragraph (a) of subsection (1) of section three]** section

vakkundige pos wat inbegrepe is by die diensstaat van die afdeling Onderwys van die Departement, en om iemand wat so 'n pos beklee, te bevorder, te verplaas of te ontslaan, by die Minister."

Vervanging van artikel 11 van Wet 61 van 1965, soos gewysig deur artikel 6 van 5 Wet 39 van 1979

3. Artikel 11 van die Hoofwet word hierby deur die volgende artikel vervang:

"Diensvoorwaardes van persone in diens by Staat-, nywerheid- en verbeteringskole en Staatsondersteunde skole, en van persone in vakkundige poste

10 11. (1) Ondanks andersluidende bepalinge van enige ander wet maar behoudens die bepalinge van subartikels (2) en (3) van hierdie artikel, word die diensvoorwaardes, salarisskaal, toelaes en verlofvoorregte van persone (behalwe beamptes en werknemers) in diens in 'n pos wat inbegrepe is by **[die]** 'n diensstaat **[van 'n Staat-,**
15 **nywerheid- of verbeteringskool, of 'n Staatsondersteunde skool]** bedoel in artikel 8(1) deur die Minister in ooreenkoms met die Minister van Begroting en op aanbeveling van die Kommissie vir Administrasie bepaal of voorgeskryf.

20 (2) Die salaris, salarisskaal, toelaes en verlofvoorregte van iemand wat uit hoofde van die bepalinge van subartikel (1) van artikel 9 geag word in 'n pos aangestel te wees ingevolge die bepalinge van hierdie Wet, bly dieselfde asof hy aangebly het in die pos wat hy onmiddellik vóór die inwerkingtrede van hierdie Wet beklee het, tensy of totdat die Minister bepaal dat die bepalinge van subartikels (1) en (3) van hierdie artikel ten opsigte van hom van toepassing is.

25 (3) Vanaf die datum waarop iemand ingevolge die bepalinge van artikel 10 na die diens van die Departement oorgeplaas word, word sy salaris aangepas by die salarisskaal wat op sy pos van toepassing is, en wel op die kerf van daardie skaal wat die Minister bepaal.

30 (4) Behoudens die bepalinge van hierdie Wet word die ononderbroke voltydse diens van iemand vermeld in artikel 10 by 'n Staatsondersteunde skool onmiddellik vóór die datum in daardie artikel vermeld, vir verlofdoeleindes geag diens by die Departement te wees: Met dien verstande dat siekte- en ooplopende vakansieverlof waarop so iemand op genoemde datum geregtig is, geag word, onderworpe aan die voorwaardes wat die Minister op aanbeveling van die Kommissie vir Administrasie bepaal, verlof te wees wat ingevolge hierdie Wet verdien is."

Vervanging van artikel 12 van Wet 61 van 1965

40 4. Artikel 12 van die Hoofwet word hierby deur die volgende artikel vervang:

"Pensioenregte en aftredingsvoordele van persone in diens by Staatskole en sekere Staatsondersteunde skole, en van persone in vakkundige poste

45 12. Ondanks andersluidende bepalinge van enige ander wet maar behoudens die bepalinge van artikel 13, word iemand (behalwe 'n beampte) wat op 'n voltydse grondslag en in 'n permanente hoedanigheid in diens is by—

(a) 'n Staatskool; **[of]**
50 (b) 'n Staatsondersteunde skool, indien sy salaris ten volle deur die Departement betaal word; of
(c) die afdeling Onderwys van die Departement in 'n vakkundige
pos,

55 ten opsigte van pensioenregte en aftredingsvoordele behandel asof hy 'n pos beklee wat inbegrepe is by 'n afdeling van die Staatsdiens vermeld in **[paragraaf (a) van subartikel (1) van artikel drie] artikel**

7(1)(a) of the Public Service Act, [1957 (Act No. 54 of 1957)] 1984 (Act No. 111 of 1984).”.

Substitution of section 14 of Act 61 of 1965, as amended by section 7 of Act 39 of 1979

5. The following section is hereby substituted for section 14 of the principal Act: 5

“Transfer and secondment of certain persons employed at State schools, schools of industries, reform schools and certain State-aided schools, and of persons in professional posts

14. (1) Any person (other than an officer or employee) occupying a post included in [the] an establishment [of a State school, school of industries or reform school, or a State-aided school other than a State-aided vocational school] referred to in section 8(1) may, subject to the provisions of subsection (2), be transferred from the post in which he is employed to any other post at the said school or any other such school or professional post in the division of Education of the Department or at any other institution under the control of the Department, whether established under this Act or any other law, and whether or not it is a transfer to a post of a lower grade. 10 15

(2) If a transfer in terms of subsection (1) involves a reduction of the pensionable emoluments of the person in question for the purposes of any law, such transfer shall not be made without his consent, unless it is made in consequence of a reduction of rank under section 17 or 18. 20

(3) Any person referred to in subsection (1) may, subject to the provisions of subsection (4) and upon such conditions as the Minister in consultation with the Minister of the Budget may determine, be seconded by the Minister— 25

(a) upon the recommendation of the Commission for Administration, to the service of the State [or the administration of the territory of South-West Africa] or the service of the State in any other capacity; or 30

(b) with his own consent, to the service of the government of any other country or of any person.

(4) If any person is so seconded such secondment shall not affect the application in respect of him of any law which would have applied in respect of him if he had continued occupying his post at the school in question or at the division of Education of the Department, as the case may be.”. 35

Substitution of section 15 of Act 61 of 1965, as substituted by section 8 of Act 39 of 1979 and amended by section 1 of Act 114 of 1992

6. The following section is hereby substituted for section 15 of the principal Act: 40

“Discharge of persons employed at State schools, schools of industries, reform schools and certain State-aided schools, and of persons in professional posts

15. (1) Any person (other than an officer) occupying on a full-time basis in a permanent capacity a post included in [the] an establishment [of a State school, school of industries or reform school, or State-aided school other than a State-aided vocational school] referred to in section 8(1) shall, subject to the provisions of subsections (2) and (3), have the right to retire from the service of the Department on attaining the age of 65 years, and shall be so retired on reaching that age. 45 50

(2) Any person referred to in subsection (1) whose pensionable service, as defined in section 1 of the Government Service Pension Act, 1973 (Act No. 57 of 1973), commenced before 24 June 1955 in

7(1)(a) van die Staatsdienswet, **[1957 (Wet No. 54 van 1957)] 1984 (Wet No. 111 van 1984).**”.

Vervanging van artikel 14 van Wet 61 van 1965, soos gewysig deur artikel 7 van Wet 39 van 1979

5 5. Artikel 14 van die Hoofwet word hierby deur die volgende artikel vervang:

“Verplasing en afstaan van sekere persone in diens by Staat-, nywerheid- en verbeteringskole en sekere Staatsondersteunde skole, en van persone in vakkundige poste

10 14. (1) Iemand (behalwe 'n beampte of werknemer) wat 'n pos beklee wat inbegrepe is by **[die] 'n diensstaat [van 'n Staat-, nywerheid- of verbeteringskool, of 'n Staatsondersteunde skool wat nie 'n Staatsondersteunde beroepskool is nie] bedoel in artikel 8(1)** kan, behoudens die bepalinge van subartikel (2), verplaas word van die pos waarin hy diens doen na enige ander pos in genoemde skool of enige ander sodanige skool of vakkundige pos in die afdeling Onderwys van die Departement, of in enige ander inrigting onder beheer van die Departement, hetsy dit ingevolge hierdie Wet of 'n ander wet ingestel is, en hetsy dit 'n verplasing na 'n pos met 'n laer graad is of nie.

20 (2) Indien 'n verplasing ingevolge subartikel (1) 'n vermindering van die betrokke persoon se pensioengewende verdienste vir die doeleindes van enige wet sal meebring, kan sodanige verplasing nie sonder sy toestemming geskied nie, tensy dit geskied ten gevolge van 'n verlagings van rang kragtens artikel 17 of 18.

25 (3) Iemand vermeld in subartikel (1) kan, behoudens die bepalinge van subartikel (4), deur die Minister op die voorwaardes wat die Minister in ooreenstemming met die Minister van Begroting bepaal, tydelik afgestaan word—

30 (a) op aanbeveling van die Kommissie vir Administrasie, aan die diens van die Staat **[of die administrasie van die gebied Suidwes-Afrika]** of die diens van die Staat in 'n ander hoedanigheid; of

(b) met sy eie toestemming, aan die diens van die regering van 'n ander land of van 'n persoon.

35 (4) Indien iemand aldus afgestaan word, raak dit nie die toepassing, ten opsigte van hom, van enige wet wat ten opsigte van hom van toepassing sou gewees het indien hy sy pos by die betrokke skool of by die afdeling Onderwys van die Departement, na gelang van die geval, bly beklee het nie.”.

40 **Vervanging van artikel 15 van Wet 61 van 1965, soos vervang deur artikel 8 van Wet 39 van 1979 en gewysig deur artikel 1 van Wet 114 van 1992**

6. Artikel 15 van die Hoofwet word hierby deur die volgende artikel vervang:

“Ontslag van persone in diens by Staat-, nywerheid- en verbeteringskole en sekere Staatsondersteunde skole, en van persone in vakkundige poste

45 15. (1) Iemand (behalwe 'n beampte) wat op 'n voltydse grondslag in 'n permanente hoedanigheid 'n pos beklee wat inbegrepe is by **[die] 'n diensstaat [van 'n Staat-, nywerheid- of verbeteringskool, of 'n Staatsondersteunde skool wat nie 'n Staatsondersteunde beroepskool is nie] bedoel in artikel 8(1)** het, behoudens die bepalinge van subartikels (2) en (3), die reg om by die bereiking van die ouderdom van 65 jaar uit die diens van die Departement te tree, en word aldus afgedank wanneer hy daardie ouderdom bereik.

50 (2) Iemand bedoel in subartikel (1) wie se pensioengewende diens, soos omskryf in artikel 1 van die Regeringsdienspensioenwet, 1973 (Wet No. 57 van 1973), voor 24 Junie 1955 ooreenkomstig 'n

terms of a pension law referred to in section 13(1)(b), shall have the right at any time before or after attaining, in the case of a male, the age of 60 years or, in the case of a female, the age of 55 years, to give notice in writing to the Director-General of his wish to retire on pension and, if he has so given notice—

- (a) at least three months before the date on which he attains that age, he shall be retired on pension as from the date on which he attains the said age; or
- (b) but not at least three months before the date on which he attains that age, he shall be retired on pension on the first day of the fourth month following the month during which such notice is received.

(3) Any person referred to in subsection (1) who has attained the age of 60 years and any person referred to in subsection (2) who has attained, in the case of a male, the age of 55 years or, in the case of a female, the age of 50 years, may with the approval of the Minister be retired from the service of the Department.

(3A) Notwithstanding the provisions of subsections (2) and (3), any person referred to in subsection (1) who—

- (a) is a member of the Government Service Pension Fund established by section 3 of the Government Service Pension Act, 1973 [(Act No. 57 of 1973)]; and
- (b) has completed at least 10 years' continuous pensionable service, shall have the right to retire on pension at any time after he reaches the age of 50 years, provided that he shall give at least three calendar months' written notice of his intention to retire on pension to the Director-General.

(4) Any person referred to in subsection (1) may be discharged from the Department by the Minister—

- (a) on account of continued ill-health;
- (b) on account of the abolition of his post or a reduction, reorganization or rearrangement of the staff of the school in question or of professional posts;
- (c) subject to the provisions of section 18, on account of unfitness for his duties or incapacity to perform them efficiently;
- (d) if, for reasons other than those referred to in paragraph (c), his discharge will, in the opinion of the Minister, promote efficiency or economy at the school in question;
- (e) subject to the provisions of section 17, on account of misconduct as defined in section 16.

(5) Any person referred to in subsection (1) who without the permission of the Director-General or the head of the governing body of the school in question—

- (a) is absent from duty for a period exceeding 30 consecutive days; or
 - (b) is absent from duty and has accepted other employment,
- shall, subject to the provisions of subsection (6), be deemed to have been discharged on account of misconduct in terms of subsection (4) with effect from the date immediately following the last day on which he was on duty.

(6) If any person referred to in paragraph (a) of subsection (5) at any time within 120 days after the expiry of the period of 30 days referred to in that paragraph, in writing applies for reinstatement in his former post, the Minister may, on such conditions as he may think fit, reinstate such person in his former post or appoint him to any other post referred to in subsection (1), and in such event the period of absence from duty shall be deemed to have been absence on vacation leave without pay or leave on such other conditions as the Minister may determine.”

- 5 pensioenwet bedoel in artikel 13 (1)(b), 'n aanvang geneem het, het die reg om te eniger tyd voor of na bereiking, in die geval van 'n manlike persoon, van die leeftyd van 60 jaar of, in die geval van 'n vroulike persoon, van die leeftyd van 55 jaar, skriftelik kennis te gee aan die Direkteur-generaal van sy begeerte om met pensioen afgedank te word en, indien hy aldus kennis gee—
- 10 (a) ten minste drie maande voor die datum waarop hy daardie leeftyd bereik, word hy met pensioen afgedank met ingang van die datum waarop hy daardie leeftyd bereik; of
- 15 (b) maar sodanige kennis nie minstens drie maande voor hy daardie leeftyd bereik, gegee het nie, word hy afgedank met pensioen op die eerste dag van die vierde maand wat volg op die maand waarin sodanige kennis ontvang word.
- (3) Iemand bedoel in subartikel (1) wat die leeftyd van 60 jaar en iemand bedoel in subartikel (2) wat, in die geval van 'n manlike persoon, die leeftyd van 55 jaar of, in die geval van 'n vroulike persoon, die leeftyd van 50 jaar bereik het, kan met die goedkeuring van die Minister uit die diens van die Departement afgedank word.
- 20 (3A) Ondanks die bepalinge van subartikels (2) en (3) het iemand bedoel in subartikel (1) wat—
- (a) lid is van die Regeringsdienspensioenfonds ingestel by artikel 3 van die Regeringsdienspensioenwet, 1973 **[(Wet No. 57 van 1973)]**; en
- 25 (b) minstens 10 jaar aaneenlopende pensioengewende diens voltooi het,
- die reg om te eniger tyd nadat hy die leeftyd van 50 jaar bereik het met pensioen afgedank te word, mits hy die Direkteur-generaal minstens drie kalendermaande skriftelike kennis gee van sy voorneme om met pensioen uit diens te tree.
- 30 (4) Iemand bedoel in subartikel (1) kan deur die Minister uit die Departement ontslaan word—
- (a) weens voortdurende swak gesondheid;
- 35 (b) weens die afskaffing van sy pos of 'n vermindering, reorganisasie of herindelings van die personeel van die betrokke skool of van vakkundige poste;
- (c) behoudens die bepalinge van artikel 18, weens ongeskiktheid vir sy pligte of onvermoë om hulle op bekwame wyse uit te voer;
- 40 (d) indien, om ander redes as dié in paragraaf (c) bedoel, sy ontslag, na die oordeel van die Minister, doeltreffendheid of besuiniging by die betrokke skool sal bevorder;
- (e) behoudens die bepalinge van artikel 17, weens wangedrag soos omskryf in artikel 16.
- (5) Iemand bedoel in subartikel (1) wat sonder verlof van die Direkteur-generaal of die hoof van die bestuursliggaam van die betrokke skool—
- 45 (a) vir 'n tydperk van meer as 30 opeenvolgende dae van sy diens afwesig is; of
- (b) van sy diens afwesig is en ander werk aanvaar het, word behoudens die bepalinge van subartikel (6) geag ingevolgt subartikel (4) weens wangedrag ontslaan te wees met ingang van die datum wat onmiddellik volg op die laaste dag waarop hy diens verrig het.
- 50 (6) Indien iemand bedoel in paragraaf (a) van subartikel (5) te eniger tyd binne 'n tydperk van 120 dae na die verstryking van die tydperk van 30 dae bedoel in daardie paragraaf, skriftelik aansoek doen om in sy vorige pos herstel te word, kan die Minister, op die voorwaardes wat hy goedvind, so iemand in sy vorige pos herstel of in 'n ander pos bedoel in subartikel (1) aanstel, en in so 'n geval word die tydperk van afwesigheid van diens geag afwesigheid te wees met vakansieverlof sonder betaling of verlof op die ander voorwaardes wat deur die Minister bepaal word."
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Substitution of section 19 of Act 61 of 1965, as amended by section 12 of Act 39 of 1979 and section 4 of Act 100 of 1986

7. The following section is hereby substituted for section 19 of the principal Act:

“Powers of persons employed at State schools, schools of industries, reform schools and certain State-aided schools, and of persons in professional posts, in respect of acceptance of other employment or remuneration

19. (1) Any person referred to in subsection (1) of section 15 and any person appointed on a full-time basis in a temporary capacity at any school referred to in that subsection—

(a) shall, as far as is practicable, place the whole of his time at the disposal of the school at which he is employed or, if appointed to a professional post, utilize it to the advantage of the division of Education of the Department;

(b) shall not, without the permission of the Director-General, perform or bind himself to perform other remunerative work; and

(c) shall not be entitled to additional remuneration in respect of any duty or work performed by him by order of a competent authority, unless his conditions of service provide otherwise or, in the case contemplated in paragraph (c), the Director-General determines otherwise.

(2) If any person referred to in subsection (1) receives any remuneration or allowance otherwise than in terms or by virtue of the provisions of this Act or any other law or in so far as the Minister may determine otherwise, he shall pay it into the State Revenue Fund, and if he fails to do so, the Minister of the Budget may recover it from him by legal proceedings or in such other manner as the said Minister may deem fit, and pay it into that fund.

(3) The provisions of this Act shall not be so construed as to prohibit any person referred to in subsection (1) from being a member or serving on the management of a lawful political party or from attending any public political meeting.

(4) Any person referred to in subsection (1) who [in terms of the provisions of the Electoral Act for Indians, 1977 (Act No. 122 of 1977)] is nominated as a candidate for the election of members of the House of Delegates, shall be deemed to have relinquished his post on the date on which he is so nominated.”

Amendment of section 33 of Act 61 of 1965, as amended by section 3 of Act 9 of 1981 and section 6 of Act 100 of 1986

8. Section 33 of the principal Act is hereby amended by the substitution for paragraph (g) of subsection (1) of the following paragraph:

“(g) as to the appointment of persons for duty at State schools, schools of industries and reform schools and State-aided schools, and of persons to professional posts, and the grading, remuneration, promotion, transfer, discharge, discipline, behaviour, powers, duties, hours of attendance, leave privileges and other conditions of service of, and the occupation of teachers' quarters by, and the payment of travelling, subsistence and other allowances and remuneration for services outside the prescribed hours of attendance to, such persons and persons deemed to be appointed in terms of this Act;”

Transitional provision

9. Persons appointed to posts under the Public Service Act, 1984 (Act No. 111 of 1984), immediately prior to the commencement of this Act which are professional posts in terms of the Indians Education Act, 1965 (Act No. 61 of 1965), shall be deemed to be appointed to those posts in terms of section 8(2) of the last-mentioned Act, with the retention of their remuneration, allowances and

Vervanging van artikel 19 van Wet 61 van 1965, soos gewysig deur artikel 12 van Wet 39 van 1979 en artikel 4 van Wet 100 van 1986

7. Artikel 19 van die Hoofwet word hierby deur die volgende artikel vervang:

5 “Bevoegdheid van persone in diens by Staat-, nywerheid- en verbeteringskole en sekere Staatsondersteunde skole, en van persone in vakkundige poste, ten opsigte van aanvaarding van ander werk of vergoeding

10 19. (1) Iemand vermeld in subartikel (1) van artikel 15 en iemand wat op 'n voltydse basis in 'n tydelike hoedanigheid by 'n skool bedoel in daardie subartikel aangestel is—

(a) moet sover doenlik al sy tyd ter beskikking stel van die skool waarby hy in diens is of, indien hy in 'n vakkundige pos aangestel is, moet hy dit tot voordeel van die afdeling Onderwys van die Departement benut;

15 (b) mag nie sonder die toestemming van die Direkteur-generaal ander besoldigde werk verrig of hom verbind om sodanige werk te verrig nie; en

20 (c) is nie geregtig op bykomende besoldiging ten opsigte van enige diens of werk wat hy op las van 'n bevoegde gesag verrig nie, tensy sy diensvoorwaardes anders bepaal of, in die geval beoog in paragraaf (c), die Direkteur-generaal anders bepaal.

25 (2) Indien iemand vermeld in subartikel (1) enige besoldiging of toelaes ontvang anders as ingevolge of uit hoofde van die bepalings van hierdie Wet of 'n ander wet of vir sover die Minister anders bepaal, moet hy dit in die Staatsinkomstefonds stort, en indien hy versuim om dit te doen, kan die Minister van Begroting dit deur middel van geregtelike stappe of op 'n ander wyse wat dié Minister goevind, op hom verhaal en in daardie fonds stort.

30 (3) Die bepalings van hierdie Wet word nie so uitgelê dat 'n persoon bedoel in subartikel (1) verbied word om lid te wees of in die bestuur te dien van 'n wettige politieke party of om 'n openbare politieke vergadering by te woon nie.

35 (4) Iemand bedoel in subartikel (1) wat **[ooreenkomstig die bepalings van die Kieswet vir Indiërs, 1977 (Wet No. 122 van 1977)]** as kandidaat vir die verkiesing van lede van die Raad van Afgevaardigdes genomineer word, word geag sy pos neer te gelê het op die dag waarop hy aldus genomineer is.”

Wysiging van artikel 33 van artikel 61 van 1965, soos gewysig deur artikel 3 van Wet 9 van 1981 en artikel 6 van Wet 100 van 1986

40 8. Artikel 33 van die Hoofwet word hierby gewysig deur paragraaf (g) van subartikel (1) deur die volgende paragraaf te vervang:

45 “(g) betreffende die aanstelling van persone vir diens by Staat-, nywerheid- en verbeteringskole en Staatsondersteunde skole, en van persone in vakkundige poste, en die gradering, besoldiging, bevordering, verplasing, ontslag, tug, gedrag, bevoegdhede, pligte, diensure, verlofvoorregte en ander diensvoorwaardes van, en die bewoning van kwartiere vir onderwysers deur, en die betaling van reis-, verblyf- en ander toelaes en vergoeding vir diens buite die voorgeskrewe diensure aan, sodanige persone en persone wat geag word ingevolge hierdie Wet aangestel te wees;”

Oorgangsbepaling

55 9. Persone wat onmiddellik voor die inwerkingtreding van hierdie Wet kragtens die Staatsdienswet, 1984 (Wet No. 111 van 1984), in poste aangestel was wat ingevolge die Wet op Onderwys vir Indiërs, 1965 (Wet No. 61 van 1965), vakkundige poste is, word geag ingevolge artikel 8(2) van laasgenoemde Wet, met behoud van hul besoldiging, toelaes en ander voordele, in daardie

other benefits, and the establishment of such posts shall be deemed to be determined in terms of section 8(1) of the Indians Education Act, 1965.

Short title and commencement

10. This Act shall be called the Indians Education Amendment Act (House of Delegates), 1993, and shall come into operation on a date fixed by the State President by proclamation in the *Gazette*. 5

WYSIGINGSWET OP ONDERWYS VIR INDIËRS (RAAD VAN
AFGEVAARDIGDES), 1993

Wet No. 50, 1993

poste aangestel te wees, en die diensstaat van sodanige poste word geag ingevolge artikel 8(1) van die Wet op Onderwys vir Indiërs, 1965, vasgestel te wees.

Kort titel en inwerkingtreding

- 5 10. Hierdie Wet heet die Wysigingswet op Onderwys vir Indiërs (Raad van Afgevaardigdes), 1993, en tree in werking op 'n datum deur die Staatspresident by proklamasie in die *Staatskoerant* bepaal.

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

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

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

QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

Cultural promoters employed by Department
*1. Mr K PANDAY asked the Minister of Education and Culture:

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

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

HOUSE OF DELEGATES

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes. 20.

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

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

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

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

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

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

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

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

Maintenance personnel: Ministers' private residences

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

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

- (2) whether any maintenance personnel of her Department were at any time employed to undertake such repairs and/or renovations to any such residences; if so, (a) when, (b) who were the owners of these residences, (c) how long did such personnel take to perform the work, and (d) by whom were their salaries paid while they were performing these tasks, in recharge? D128E

The MINISTER OF EDUCATION AND CULTURE:

- (1) No.

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

State financed dwellings: rent/subsidy instalments

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

- (1) Whether (a) rentals and (b) loan instalments in respect of State financed dwellings are due to be increased; if so, when;
- (2) whether he or his Department intends adjusting the interest and redemption components of these rentals and instalments; if not, why not; if so, by what amounts or percentages;
- (3) whether he will make a statement on the matter? D142E

The MINISTER OF HOUSING:

- (1) No.

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

- (3) No.

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

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

Language promoters at schools: reduction
*6. Mr K PANDAY asked the Minister of Education and Culture:

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

- (2) whether she will make a statement on the matter? (524) D127E

The MINISTER OF EDUCATION AND CULTURE:

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

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

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

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

For example, in 1992 the Department had employed 460 part-time teachers of Eastern languages as at 13 August 1992. The number projected for 1993 was 511 part-time teachers. But, as at 24 March 1993 the Department had already employed 664 part-time teachers for the 1993 academic year. We are, moreover, still processing the isolated applications for contribution of classes.

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

Those language promoters retained will

HOUSE OF DELEGATES

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

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

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

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

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

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

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

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

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

HOUSE OF DELEGATES

Mr G MARI: Mr Chairman, further arising out of the hon the Minister's reply, could she tell us whether there are any schools under the jurisdiction of her Department that do not have language promoters?

The MINISTER: Mr Chairman, I am not certain of the answer to that, but I am under the impression that all the schools have language classes. I shall confirm that in writing, however.

Dr K RAJOO: Mr Chairman, further arising out of the hon the Minister's reply, I should like to know whether she intends bringing back a 51-year-old teacher, an administrator in the Department of Education and Culture, who accepted early retirement owing to a burn-out phase, back to the Department of Culture as a director.

The MINISTER: Mr Chairman, I have no such intention. The posts are about to be advertised and if that gentleman applies and is found to be suitable for the position, naturally he will be given the job. At the moment I have no such intention, however.

Mr A RAJBANSI: Mr Chairman, further arising out of the hon the Minister's reply, and in respect of the last question posed by the former Minister of Education and Culture, will the hon the Minister agree that the reason for the retirement of that gentleman might be differences he had with the former Minister?

Council of Durban-Westville appointments
*7. Mr M RAJAB asked the Minister of Education and Culture:

- (1) Whether any persons have been appointed to the council of the University of Durban-Westville in terms of the provisions of the University of Durban-Westville Amendment Act, 1993 (Act No 51 of 1993); if not, why not; if so, (a) who are the (i) names and (ii) qualifications of the said persons and (b) what criteria were used by her Department in making these appointments;
- (2) whether she or her Department has received any representations or recommendations in regard to her appointments, if so, from whom;
- (3) whether she will make a statement on the matter?

DME

the MINISTER OF EDUCATION AND CULTURE:

(1) No.

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

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

(2) No.

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

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

Mr A RAJBANSI: Approached you?

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

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

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

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

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Attorneys struck off roll/admitted to practice

27. Mr M RAJAB asked the Minister of Justice:

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

The MINISTER OF JUSTICE:

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

- (A) The Law Society of Transvaal
 - (a) (i) Attorneys struck off the roll in 1992..... 10
 - (ii) Attorneys admitted to practice in 1992..... 347
- (b) It is estimated that there will be an annual increase of 16% of the total number of attorneys admitted to practice during 1993, 1994 and 1995.
- (B) The Law Society of the Cape of Good Hope
 - (a) (i) Attorneys struck off the roll in 1992..... 4
 - (ii) Attorneys admitted to practice in 1992..... 232

HOUSE OF DELEGATES

- (b) It is estimated that the total number of attorneys admitted to practice will increase with approximately 30 persons per year during 1993, 1994 and 1995.
- (C) *The Natal Law Society*
- (a) (i) Attorneys struck off the roll in 1992..... 8
- (ii) Attorneys admitted to practice in 1992..... 96
- (b) It is estimated that 125 attorneys per

[Handwritten signature]

- (D) *The Law Society of the Orange Free State*
- (a) (i) Attorneys struck off the roll in 1992..... 2
- (ii) Attorneys admitted to practice in 1992..... 49
- (b) It is estimated that 50 attorneys per year will be admitted to practice during the years 1993, 1994 and 1995.

HOUSE OF DELEGATES

QUESTIONS
Indicates translated version.
For written reply:
General Affairs:

Electricity in schools

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

(a) What (i) number and (ii) percentage of (aa) public, (bb) Government (cc) community and (dd) State-aided schools falling under her Department does not have electricity at present and (b) in respect of what date is this information furnished? D109E

THE MINISTER OF EDUCATION AND CULTURE:

	(i)	(ii)
Public Schools... (aa)	No school under this Administration is designated as a public school	
Government (State Schools) (bb)	2	0,462%
Community..... (cc)	No schools under this Administration is designated as a community school	
State-aided Schools..... (dd)	Nil	N/A

(b) Date of information: 1993/03/12

Students at teacher-training colleges

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

(a) How many students (i) attend teacher-training colleges under the control of her Department in each province in 1992 for the (i) first, (ii) second, (iii) third and (iv) fourth

year of their studies and (b) (i) entered for, (ii) passed and (iii) failed their examinations at the end of their (aa) first, (bb) second, (cc) third and (dd) fourth year at each of these colleges in that year? *[Handwritten number: 321E]* 111E

THE MINISTER OF EDUCATION AND CULTURE:

	(i)	(ii)	(iii)	(iv)
Springfield College of Ed.	186	147	84	21
	138	84	66	21
	134	66	66	21
	93	21		
Natal	185	127	84	21
	157	84	66	21
	134	66	66	21
	93	21		
Transvaal College of Ed.	176	121	80	21
	147	80	63	21
	133	63	63	21
	87	21		
Western Cape	9	6	4	3
	10	4	4	3
	1	3	3	3
	1	3	3	3

Teachers employed at schools

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

(a) How many teachers are employed at (i) primary and (ii) secondary schools under the control of her Department and (b) in respect of what date is this information furnished? D128E

THE MINISTER OF EDUCATION AND CULTURE:

(a) (i) Primary Schools..... 6 344

(ii) Secondary Schools..... 5 824

(b) The information is furnished as at 1 March 1993.

QUESTIONS

Indicates translated version.
For oral reply:
General Affairs:

1. Mr M RAJAB asked the Minister of Law and Order:

- (1) Whether the South-African Police have received a complaint from the Department of Home Affairs relating to alleged fraudulent claims made by film makers; if so, (a) when and (b) what was the nature of the complaint;
- (2) whether the Police are investigating this complaint; if not, why not; if so, what are the relevant details;
- (3) whether he will make a statement on the matter? D175E

THE DEPUTY MINISTER OF LAW AND ORDER:

- (1) Yes.
- (a) 15 February 1990.
- (b) Fraud.
- (2) Yes, the complaint arose as a result of the alleged submission of false box office returns which resulted in subsidy payments to various film producers.
- (3) No.

Mr A RAJBANSI: Mr Chairman, arising out of the hon the Deputy Minister's reply, is he, firstly, able to confirm that valuable documents relating to this fraud appear to be missing from a State department and, secondly, whether the Auditor-General submitted a report concerning an individual in the SA Communication Service who apparently was promoted to a position in the House of Delegates?

The DEPUTY MINISTER: Mr Chairman, this matter is being investigated by the Office for Scrutiny Economic Offences in conjunction with the Economic Crimes Unit of the SA Police, HOUSE OF DELEGATES

Own Affairs:

Retirement of two principals

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

- (1) Whether two principals whose names have been furnished to the Minister's Department for the purpose of her reply, retired recently; if so, when in each case;
- (2) whether any persons were appointed in their stead to succeed them as principals at their respective schools; if not, why not; if so, will effect from what date did each assume office;
- (3) whether these retired principals stayed on at their schools after their date of retirement; if so, (a) for how long, (b) on whose authority and (c) why? D189E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes.
- The principals concerned retired with effect from 1 February 1993.
- (2) Yes.
- The principals appointed at the respective schools assumed office on 11 January 1993.
- (3) No.
- (a), (b) and (c) fall away.

Mr A RAJBANSI: Mr Chairman, arising out of the hon the Minister's reply, is it not correct, firstly, that one of the reasons for early retirement is to reduce the number of educators in our establishment and, secondly, that applications for early retirement on the grounds of ill health have been made by people who feel they are burnt out? Will the hon the Minister confirm that these are the two main reasons for early retirement, besides the Department's policy of retiring people on the grounds of efficiency, misconduct, etc?

THE MINISTER: Mr Chairman, those are two separate questions which do not arise out of my reply.

Housing Development Board: Involvement in agreement

2. Mr A RAJBANSI asked the Minister of Housing:

- (1) Whether the Housing Development Board was involved in the signing of a purchase and sale agreement relating to the sale of a building containing a shop and flat occupied by a certain tenant, whose name has been furnished to the Minister's Department for the purpose of his reply, while the said tenant was contesting a quit notice; if not, what is the position in this regard; if so, (a) to whom was the building sold, (b) (i) in whose advice and (ii) in terms of what statutory and/or other provisions did the Board act in this regard and (c) what is the name of the tenant in question;
- (2) whether he will make a statement on the matter? D193E

THE MINISTER OF HOUSING:

- (1) No.—The Housing Development Board entered into a sales agreement with Mr Bhana on 28 January 1992. The quit notice was only launched by Mr Ramburan on 29 April 1992.
- (a) Falls away.
- (b) (i) Falls away.
- (ii) Falls away.
- (c) Mr R Ramburan.
- (2) No.

Mr A RAJBANSI: Mr Chairman, arising out of ...
THE CHAIRMAN OF THE HOUSE: Order! I wish to point out to the hon member that I may not ask further questions. However, the hon member may ask questions arising out of the reply. I wish to put that in perspective for the hon member.

Mr A RAJBANSI: Mr Chairman, arising out of the hon the Minister's reply, is it not correct that while this particular tenant was fighting a notice to quit, a submission was rushed to the Housing Development Board in which he requested permission to sell his shop to his neighbour?

Howard

Ministers' Council refer this matter to the Housing Development Board. Secondly, is it not correct that the Minister Council officially or informally prescribed to the Housing Development Board the price for which the shopping centre should be sold? Thirdly, ...

THE CHAIRMAN OF THE HOUSE: *Howard*
 The hon member must understand that the idea with regard to asking supplementary questions arising out of the reply to a question, is to ask one question so that the hon. the Minister can respond to it. The idea is, therefore, not to ask a series of questions.

THE CHAIRMAN OF THE MINISTERS' COUNCIL: Mr Chairman, I wish to state categorically that the Ministers' Council did not fix prices for the sale of this shopping complex or any other shopping complex.

On 24 February 1993 the Ministers' Council requested that the line-function Minister consult with the Housing Development Board with a view to formulating a general policy for the sale of shopping complexes with special reference to price structure.

We do not determine the selling prices of shopping centres. The legal position is that the assets are in the guardianship of the Housing Development Board. We do not prescribe or dictate to the board or instruct it as to whom it should sell to at what price or whatever.

MR A RAJBANSI: Mr Chairman, further arising out of the hon. the Chairman of the Ministers' Council's reply, in which he said that the Ministers' Council had referred the matter of the Ladysmith shopping centre to the Housing Development Board, why did the Ministers' Council decide to refer this matter to the board?

THE CHAIRMAN OF THE MINISTERS' COUNCIL: Mr Chairman, representations were made to the State President's Office. That was towards the end of last year. A request was then received from the State President's Office that he comment on this particular matter. This issue does not form part of the question. I am saying this simply to provide some background. Our feeling, and I think that expressed in this House during the course of debate, was that we should dispose of all the shopping centres as quickly and as expeditiously as possible, because of DELEGATES

close the era of own affairs is drawing to a close. The line-function Minister concerned was then requested to deal with the matter.

MR A RAJBANSI: Mr Chairman, further arising out of the hon. the Chairman of the Ministers' Council's reply, would he confirm that he has taken a special interest in the sale of this particular shopping centre?

THE CHAIRMAN OF THE MINISTERS' COUNCIL: Mr Chairman, I take a special interest in every inquiry that is referred to me by the State President's Office. However, I am not a crook and I am not a liar. [Interjections.] I am not deceitful. [Interjections.]

Ministers:
 Use of ministerial car in Durban

1. Mr A RAJBANSI asked the Minister of the Budget:

- (1) Whether any member of the Ministers' Council of the House of Delegates arranged for a ministerial car to be sent to Durban during the current parliamentary session; if so, (a) for what purpose was this car used or will it be used in Durban and (b) what is the name of the member concerned;
- (2) whether the said member requires this car in Cape Town; if not, why not; if so, what are the relevant details? D181E

THE MINISTER OF THE BUDGET:

- (1) No. However, the car previously used by the former Chairman ND 435-113 was returned to the Government Garage in Durban because it was no longer required in Cape Town as a replacement vehicle was provided by the Government Garage for the use of the Chairman of the Ministers' Council.
- (2) Falls away.
- (a) and (b) fall away.

MR A RAJBANSI: Mr Chairman, arising out of the hon. the Minister's reply, did the usage of the car of the former Chairman of the Ministers' Council expire when he retired, or was the change as a result of a new Minister's wanting a new car?

THE MINISTER: Mr Chairman, I think that question should be directed to the hon the Min-

Howard

ister of Transport. The Chairman of the Ministers' Council does not have the power to acquire new cars. The car to which reference is made in the question was purchased in 1988.

Renounced retirement package for teachers

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

- (1) Whether, with reference to information furnished to the Minister's Department for the purpose of her reply, a certain teachers' association, in consultation with a teachers' union, has proposed a renounced retirement package for teachers in the employ of the Administration; House of Delegates who wish to go on early retirement; if so, what are the (a) details of this proposal and (b) names of the bodies concerned;
- (2) whether this proposed package is to be introduced; if not, why not; if so, with effect from what date;
- (3) whether she will make a statement, on the matter? D204E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes.
 - (a) Representations were made by incumbents holding posts of Head of Department (Guidance and Counselling) and Library Resource Education that they be considered for early retirement in view of the phasing out of such posts i.e., keeping in line with the Department's rationalisation policy. Representations in this regard were also made by the Teachers' Union. Letters have already been forwarded to the relevant educators outlining the various options available to them. The Department is presently awaiting replies from these educators.
 - (b) South African Democratic Teachers Union.
- 2) Yes
- The effective date is to be determined taking into account the needs of the Department.

(3) In the endeavour to phase out these posts of Heads of Departments in Guidance and Counselling and Library Resource Education, the outstanding post holders numbering 42 in all, were given the following options:

1. Translation to posts of Head of Department/Senior Primary.
2. Translation to posts in their own field of specialisation provided that there are suitable posts and that meeting the entrance requirements.
3. Remain in their posts until they are promoted or their posts are phased out through attrition.
4. Early retirements with full benefits in terms of the rationalisation measures. However, in accordance with these provisions, the prospective post holders will be required to indicate that the services would not be adversely affected. It must be noted that whilst a few of the Heads of Department could be released immediately, in other instances it will only be possible to effect retirements with effect from 01 January 1994.

MR M RAJAB: Mr Chairman arising out of the hon. the Minister's reply, could she indicate to this House whether she has calculated the estimated total cost of this particular package to the taxpayer? *(324)*

THE MINISTER: Mr Chairman, I have not done such an exercise, but I will consult with my Department as to whether they have, and furnish that information to the hon member.

MR M F CASSIM: Mr Chairman, further arising out of the hon. the Minister's reply, may I ask her how, if this function is excused from her Department, it is possible for the service not to suffer?

THE MINISTER: Mr Chairman, I am not in a position to answer that question.

MR M F CASSIM: Mr Chairman, in order to help the hon. the Minister I will put my question in another way. The hon. the Minister requires principals to indicate that educational services at schools will not be adversely affected by such teachers taking early retirement. My question is, how will that be possible?

The MINISTER: Mr. Chairman, that will be possible if posts that become vacant are filled.

Mr. M RAJAB: Mr. Chairman, further arising out of the hon the Minister's reply, can she tell us whether a thorough investigation of this particular problem was, in fact, done by the Department before this decision was taken, or whether this decision was taken solely as a result of representations made by Sadtut? *(324)*

The MINISTER: Mr. Chairman, that particular decision was taken before my time. I am not in a position to say on whose recommendation that decision was taken.

Mr. M RAJAB: Mr. Chairman, further arising out of the hon the Minister's reply, will she not concede that her answer is unacceptable, precisely because she is now responsible for the entire running of the Department which takes into account decisions that have been taken by previous incumbents?

The MINISTER: Mr. Chairman, that is so, but at this stage I cannot say what my predecessor had in mind when he took this decision. I do not know whether he did so because of what Sadtut had said, or whether he did so on his own initiative.

Mr. P NAIDOO: Mr. Chairman, further arising out of the hon the Minister's reply, how does she justify replacing qualified teachers with unqualified personnel, who must then perform those functions?

The MINISTER: Mr. Chairman, the posts of heads of department are being abolished, but not the actual counselling posts.

Mr. P NAIDOO: Who is going to replace them?

Performance audits

*3. Mr. M F CASSIN asked the Minister of the Budget: *(2)*
Whether performance audits are being undertaken with the Administration Houses of Delegates; if not, why not; if so, what are the relevant details? *E208E*

The MINISTER OF THE BUDGET:

Performance audits are being undertaken within the Administration by the office of the Auditor-General. The first performance audit on Housing has recently been received and is

HOUSE OF DELEGATES

due to be discussed by a Steering Committee, on 5 May 1993.

The Auditor-General has decentralised the work attached to performance auditing and an audit team has been appointed to conduct performance audits in Natal. The performance audit team will determine further areas on which audits are to be carried out.

Mr. M F CASSIN: Mr. Chairman, further arising out of the hon the Minister's reply, in his Budget Speech he indicated that such performance audits would be completed this year and that Parliament would be kept informed. When will Parliament be informed of the progress of these performance audits? *(324)*

The MINISTER: Mr. Chairman, as indicated in my reply, this will only be considered by the steering committee today. My Budget Vote comes up for discussion on Monday and I hope I shall be able to make some comment with regard to the first audit.

Question put without printed notice (with prior consent of the Speaker):

Pedermatzburg: crisis in education

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

(1) Whether teachers in schools under the control of her Department in the Pedermatzburg area have decided to stage a so-called "chalk-down"; if so,

(2) whether she has taken or intends taking any steps to defuse the crisis that has arisen in Indian education as a result; if not, why not; if so, what are the relevant details? *D238E*

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes. *(324)*

(2) Yes.

In order to defuse this continued crisis, the following measures were taken:

When the "chalk-down" began at Ratsongwe Secondary School in Pietermaritzburg, three officials of the Department (Mr. P A Naidu, M M Moolloy and S Gwendol) visited the school and addressed the staff. After a lengthy dis-

ussion and despite pleas for the staff to return to their normal instruction programme, they refused. Their demand was for the withdrawal of these 2 awards. It was pointed out to the staff that they should return to normal instruction and in the meanwhile refer the matter to their branch of SADTU to take it up with the Head Office of SADTU who could then liaise with the Department. They refused stating that their action was a decision of the staff. It was pointed out that their action would compel the Department to take the necessary action against them. Mr. Naidu was informed that a meeting with SADTU, Pedermatzburg branch would be held on Thursday 29 April and a decision concerning the "chalk-down" would be taken.

Thereafter, I instructed the Deputy Director-General of my Department to address this matter personally. A circular letter dated 30 April 1993 and signed by Mr. M Pillay was despatched to each of the affected schools. It reads as follows:

1. You are kindly requested to bring the contents of this minute to the notice of staff.

2. The matter of Department Specific and merit awards had been discussed with SADTU and a final decision was made by me in my capacity as Acting Director-General to make the awards. My decision was conveyed to the National Executive of SADTU on 26 April 1992 and to the best of my knowledge my decision has not been rejected by SADTU.

3. Therefore educators who are currently engaged in a "chalk-down" to return to their normal instruction programme. Failure on the part of educators to comply with this instruction will be construed as misconduct serious enough to warrant disciplinary action and the application of the principle of "no work, no pay".

In addition to this circular letter, Superintendents of Education (Management) are visiting the affected schools to address the staff in an attempt to clear their doubts concerning the granting of these awards.

The principals of the affected schools were also instructed to inform the parents of the "chalk-downs".

The Deputy President of the South African Democratic Teachers Union (SADTU) was repeatedly invited to meet officials of the Department to resolve this matter, only to be told, days later, that he was in Botswana and that the matter should be discussed with Mr. H. S. Samel, a member of SADTU's executive. He declined to meet the Department's officials, stating that he was arranging to meet the Chairman of the Ministers' Council and me.

Finally, I must emphasise that the granting of these awards is in terms of the service conditions of all educators and not in terms of the Indians Education Act No. 61 of 1965 as amended. Salaries and conditions of employment of staff are governed by the National Policy for General Education Affairs Act No. 76 of 1984.

In view of this, the Minister of Education and Culture in any of the State Departments does not have any discretion as to whether or not to apply such policy to his or her Department. In this case, the granting of Department Specific and Merit Awards.

In terms of Clause 3.2 of the Recognition Agreement between the Administration and SADTU, "The parties agree that any matter administered by the Commission for Administration, the Department of National Education, the Department of State Expenditure or any other Department of State can only be decided on and resolved by such Commission or Department of State concerned."

In terms of the above, therefore, SADTU's course of action with regard to its dissatisfaction with the present national educational policy relating to merit

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and specific awards should be taken up with the Department of National Education. Until such time as the Department of National Education formally amends its present national education policy on this matter, the Administration—House of Delegates is bound to apply the provisions as such.

Mr M RAJAB: Mr Chairman, arising out of the hon the Minister's reply, she will appreciate that since I tabled this question yesterday, the chalk-down has now spread to all schools under the control of the House of Delegates. As a starting point, I should like to ask the hon the Minister whether, in view of the crisis which has developed, she now intends to intervene personally with regard to defusing this serious situation.

The MINISTER: Mr Chairman, the statistics are as follows: . . .

Mr M RAJAB: That is not what I am asking.

The MINISTER: I have the latest statistics. The hon member said that it had spread to all the schools. I wish to mention these statistics because the matter has been blown out of proportion. Of the 369 schools in Natal, only 73 are affected, that is 19.7%. Of the 9,911 educators in Natal, only 2,051 are participating in the chalk-down, that is 20.6%. What purpose will it therefore serve for me to intervene and speak to Sadtu? At this stage I do not have the discretion to withdraw those awards, because it affects the national policy. I do not have that discretion. The hon the Minister of National Education has that discretion.

Mr M F CASSIM: Mr Chairman, I am quite perturbed by the reply of the hon the Minister, because she is being deliberately provocative. Why is she being deliberately provocative by saying that this is a contrived crisis? I think she will regret these words.

The MINISTER: Mr Chairman, I used the word "contrived" advisedly, because many of the teachers, 65% of the applicants for these awards, are Sadtu members. Why is Sadtu now creating this confusion in our schools? Is it not contrived? There is no point in Sadtu's now saying that they want to meet the hon the Chairman of the Ministers' Council. They should go to the hon the Minister of National Education. [Interjections.]

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The CHAIRMAN OF THE HOUSE: Order!

Mr M RAJAB: Mr Chairman, further arising out of the hon the Minister's reply, it is quite clear that she is not prepared to defuse a potentially dangerous situation. She has sidetracked the issue. I should therefore like to ask her another question relating to the criteria to which she referred. I should like to ask the hon the Minister what criteria were applied to determine who qualified for these awards and who made the recommendations. Can she tell us this?

The MINISTER: Mr Chairman, I cannot tell the hon member that. It is a very lengthy answer. I have a very lengthy document here.

Mr M RAJAB: Just give me a short answer. [Interjections.]

The MINISTER: Mr Chairman, applications were invited and made, and eligibility depended on achievement.

Mr M RAJAB: Who made the recommendations?

The MINISTER: The main criteria were task orientations, human orientation, and personal qualities. These were the main criteria.

Mr T L GOUDEN: Mr Chairman, further arising out of the hon the Minister's reply, may I ask her since when members of the Inspectorate of the Department of Education and Culture have been allowed to apply or qualify for these awards? From what date has this been the case?

Merit awards were for teachers, educators at level one. Can the hon the Minister tell me since when the Department of Education and Culture in the House of Delegates has extended this to the Inspectorate in our Department?

The MINISTER: Mr Chairman, I know that the awards have been made since 1979, but I do not have an exact date with regard to the Inspectorate.

I should like to ask the hon member for Springfield what she recommends I should do to defuse the situation.

Mr A RAJBANSI: Mr Chairman, further arising out of the hon the Minister's reply, since she has indicated twice that Sadtu has requested a meeting with the hon the Chairman of the Ministers' Council . . .

The CHAIRMAN OF THE MINISTERS' COUNCIL: And the fine-function Minister!

Mr A RAJBANSI: No, the Chairman of the Ministers' Council in particular. [Interjections.] I am putting the question. The hon the Chairman of the Ministers' Council is not the Chairman of the House. He must not disgrace himself.

The CHAIRMAN OF THE HOUSE: Order!

The CHAIRMAN OF THE MINISTERS' COUNCIL: And the fine-function Minister!

Mr A RAJBANSI: I agree with that, but the hon the Chairman of the Ministers' Council should not disgrace himself. He is already a disgrace. [Interjections.]

Since the hon the Minister indicated that Sadtu had requested a meeting with the hon the Chairman of the Ministers' Council—the emphasis was on "the Chairman of the Ministers' Council"—is she aware that Sadtu wants to see him—of course, the hon the Minister will also be present—because Sadtu believes he does private deals with them? [Interjections.]

The MINISTER: Mr Chairman, that question is not relevant.

Mr M RAJAB: Mr Chairman, before I ask the hon the Minister a question, I believe I owe her an answer. She asked my opinion as to what she should do. Firstly, she is the Minister concerned, and she said in this House the other day that she had the prerogative to take decisions. I suggest that her prerogative at present is to defuse the situation by meeting with Sadtu. Secondly, I suggest that she put a complete end to this merit award system.

Before I give the hon the minister any more face advice, however—she is quite at liberty to call on me in my office at any time, and I shall do just that—I would like to ask her what and what amount is spent on this scheme by the Department in the implementation of the scheme.

The MINISTER: Mr Chairman, it is not possible to withdraw the awards, because the cheques have already been made out and sent. It is up to the recipients to send back those cheques. If they do not want to accept them, they can send them back. [Interjections.] Sadtu has said that cheques have been sent back. Not one of

those cheques has been received by the Department, however. Sadtu is holding them. [Interjections.] We have already received a ruling from Dr Garkens, and would be falling foul of National Education policy if we withdrew those awards.

The CHAIRMAN OF THE HOUSE: Order! I am going to permit only one more supplementary question.

Mr P NAIPOO: Mr Chairman, it is quite apparent that the hon the Minister is out of her depth in her portfolio. Be that as it may, further, I should like to ask a question. Arising out of her reply, I should like to know from the Minister's attitude is towards those members who have publicly indicated that they do not want the awards that have been bestowed upon them.

The MINISTER: Mr Chairman, they are at liberty to return the cheques. They applied for these awards. The awards were not foisted on them. They all applied for them. [Interjections.] They applied for the awards, and received them. The awards were not foisted on them.

Mr N SINGH: Mr Chairman, this is not a question. I respect the decision of the Chair, but notwithstanding the guidelines contained in the Standing Rules of Parliament, I ask the Chair to consider granting additional supplementary questions, as this issue has developed into a national crisis.

The CHAIRMAN OF THE HOUSE: Order! There are rules, but the hon member for Umzimlo has placed the onus in this respect on me. In turn am going to place the onus on hon members. Are there any objections to further supplementary questions?

HON MEMBERS: No, Mr Chairman.

The CHAIRMAN OF THE HOUSE: Order! Very well. The hon member for Umzimlo may proceed.

Mr N SINGH: Mr Chairman, further arising out of the hon the Minister's reply, I would like to ask whether she is prepared, as line-function Minister, to support and endorse the principle of no work, no pay?

The MINISTER: Mr Chairman, that is our attitude, because we have to restore discipline in the teaching profession.

Mr M F CASSIM: Mr Chairman, further arising

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ing out of the hon the Minister's reply, is she happy to have a circular sent out to teachers in which the deputy director-general is nominated and uncertain in respect of the agreement and between his Department and Sedatu and in which he says "to the best of my knowledge?"

THE MINISTER: Mr Chairman, I cannot answer for that.

THE CHAIRMAN OF THE HOUSE: Order! I am not going to allow one more supplementary question. Since the Minister has made a great importance, I want to make a statement. I am sure the hon the Minister is prepared to make time to see hon members in her office in order to debate this matter in such a manner that a solution can be arrived at. Order! I am going to accept the hon member Mr P Naidoo's question.

MR P NAIDOO: Mr Chairman, further arising out of the hon the Minister's reply with respect to the hon the Minister's reply with respect to fill the void created by those teachers involved in the chalk-down?

THE MINISTER: Mr Chairman, none at the moment. [Interjections.]

THE CHAIRMAN OF THE HOUSE: Order! I wish to conclude this matter. I am going to appeal to hon members for their co-operation, and to try to run the affairs of this House as democratically as possible, but there are certain constraints. My appeal to hon members is that, in view of the graveness of this matter, hon members make arrangements with the hon the Minister to discuss the matter with her.

THE MINISTER: Mr Chairman, I am prepared to meet anyone who wants to come and offer their advice.

THE CHAIRMAN OF THE HOUSE: Order! The hon the Minister has extended an open invitation, and I am sure she will even treat hon members to a cup of tea. Hon members must please make use of her offer.

MR N SINGH: Mr Chairman, from this side of the House, I would like to thank you for your indulgence.

THE CHAIRMAN OF THE HOUSE: Order! It was a pleasure. I am at the service of the House.

HOUSE OF DELEGATES

For written reply:
Own affairs:

Luncheon for staff members

37. Mr A RAIBANZI asked the Chairman of the Ministers Council:

- (1) Whether he or any other member of the Ministers Council arranged luncheon for staff members of a Department in the Administration, House of Delegates on or about 24 March 1993; if so, (a) what was the purpose of the luncheon, (b) who (i) arranged and (ii) paid for it, and (iii) attended the luncheon, and (c) what reasons (i) were invited to what Department was invited;
- (2) whether any taxpayers' money was used to pay for luncheon; if so, (a) why and (b) in accordance with what regulations;
- (3) whether any persons who did not intend attending the luncheon were required to furnish reasons for non-attendance orally or in writing; if so, why? D1895

THE CHAIRMAN OF THE MINISTERS' COUNCIL:

- (1) Yes
- (a) To bid farewell to the retiring Chief Director: Finance
- (b) (i) Ministers' Council
- (ii) Entertainment: Vote of the Chairman—Ministers Council Total cost R550,05
- (c) (i) 52 persons
- (ii) 49 persons
- (d) Chief Directorate: Finance, Heads and Officials of other Departments associated with the retiring of the Chief Director.

- (2) Yes
- (a) To bid farewell to the retiring Chief Director: Finance
- (b) In terms of the entertainment allowance on the budget the Chairman of the Ministers Council and appropriate Ministers Council and appropriate Ministers Council and appropriate Ministers Council invited were requested to indicate whether they would attend.

HOUSE OF ASSEMBLY

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Self-governing states: remuneration packages

34. Mr P G SOAL asked the Minister of Regional and Land Affairs:

Whether any cabinet members of each of the six self-governing states received any (a) Christmas bonuses, (b) other bonuses, (c) extra remuneration, (d) travelling allowances and (e) housing allowances during the period 1 January 1991 up to and including 31 December 1992; if so, (i) what members received payments, and (ii) what amounts were paid (a) in total, and (b) to each member involved, in respect of each of the above categories? B70E

THE MINISTER OF REGIONAL AND LAND AFFAIRS:

Information regarding bonuses, allowances, policy, and procedures with regard to vehicles and the use and selling thereof are not readily available. From what I could establish motor vehicles for official use in the self-governing territories were purchased by means of government contracts, tender and under the motor vehicle financing scheme. In most of the self-governing territories motor vehicles were sold on public auction or by tender to the public after an approved amount of kilometres and on recommendation of a board of survey.

Guidelines for the adjustment to the remuneration package of political office bearers is forwarded to the Self-governing Territories each year. To the best of my knowledge they adjust their packages according to these guidelines.

As you are interested in data of self-governing territories, which, according to Act No 21 of 1971, have autonomy over those aspects

you now touch on, and as this information is considered confidential, I suggest that you approach the Chief Ministers, with whom you hopefully have a relationship of trust, to personally supply the information to you. I trust that your need will be satisfied in this way.

Self-governing territories: motor vehicles for cabinet members

41. Mr P G SOAL asked the Minister of Regional and Land Affairs:

- (1) (a) What policy is followed by each of the six self-governing territories in regard to the purchase of motor vehicles owned by (i) official and (ii) personal use of cabinet members and (b) how many vehicles were purchased for the said cabinet members of each territory during the period 1 January 1991 up to and including 31 December 1992;
- (2) what procedure is followed by each such territory in regard to the disposal of such vehicles when replaced;
- (3) whether any such vehicles were sold during the above period; if so, (a) to whom, (b) at what price and (c) what was the book value of each such vehicle? B71E

THE MINISTER OF REGIONAL AND LAND AFFAIRS:

(See reply to Question No 34 above.)

Messages: costs/production figures

307. Mr G C ENGEL asked the Minister of Mineral and Energy Affairs:

- (a) is the total capital cost, including interest subsidies, to date, (b) are the anticipated future capital costs, (c) are the production figures in respect of, and (d) are the production figures in respect of, percentages of total fuel consumption and (d) in respect of each of the bases specified the years for which figures are available, was the total amount (i) saved in foreign exchange, at ruling prices, and (ii) forfeited in fuel levies and taxes which are levied on imported fuel but not on Mossagis fuel? B088E

HOUSE OF ASSEMBLY

THE MINISTER OF MINERAL AND ENERGY AFFAIRS:

- (a) Capital cost, excluding finance cost, amounted to R10 634 million at 31 March 1993. Finance charges on commercial loans amounted to R399 million up to 31 March 1993.
- (b) Further capital costs, as forecast in February 1993, will, after 31 March 1993 amount to R368 million.
- (c) Messgas production of petrol and diesel at full capacity will constitute 13,5% of local consumption (1992 figure).

Hewson

(d) The commissioning of Messgas started in October 1992 and was completed in January 1993.

- (i) Production valued at BILC prices amounted to approximately R300 million for the year ending 31 March 1993. Annual production at full capacity valued at BILC prices will amount to approximately R500 million.
- (ii) Imported fuel is subject to the same levies and taxes as locally produced fuel. There was therefore no forfeiture of fuel levies and taxes.

Hewson

HOUSE OF DELEGATES

QUESTIONS

indicates translated version.

own Affairs:

21. Mr P NAIDOO asked the Minister of Education and Culture:

- (1) What is the policy of her Department in respect of the administration of corporal punishment at schools under its control;
- (2) whether she or her Department intends changing this policy; if not, why not; if so, (a) in what manner and (b) when?

THE MINISTER OF EDUCATION AND CULTURE: D119E

(1) Corporal punishment shall not be applied as a disciplinary measure at any school.

(2) No.
(a) and (b) Fall away.

Grants/subsidies to societies for cultural reasons
99 Mr M RALAB asked the Minister of Education and Culture:

- (1) Whether any (a) grants and/or (b) subsidies were made available to any societies for cultural reasons by her Department in the 1991-92 financial year; if not, why not; if so, (i) to which societies and (ii) (aa) on what conditions, and (bb) what was the amount involved, in each case;
- (2) whether she will make a statement on the matter? D146E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) and (b) Yes
- (i) Natal Tamil Vedic Society; Andra Mahila Sabha of South Africa; Islamic School Council
- (ii) (aa) In accordance with the con-

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ditions and stipulations laid down for organisations seeking grants-in-aid. Refer to Annexure A.

(bb) R21 500
R21 808
R 9 445

- (2) These grants-in-aid are necessary to maintain the functioning of the community-based organisations devoted to the promotion of culture. Will the Minister permit of culture from the Department community-based organisations, consideration is being given to budgeting more funds and to allocate these to a larger number of organisations.

Teacher-training: bursaries

31. Mr M RALAB asked the Minister of Education and Culture:

- (a) How many students registered at (i) teacher-training colleges and (ii) universities under her control receive bursaries from her Department; (b) what are the amounts of these bursaries in each case and (c) in respect of what date is this information furnished? D154E

THE MINISTER OF EDUCATION AND CULTURE:

(a) (i)

	1st Yr	2nd Yr	3rd Yr	4th Yr	Total
Springfield College of Education	56	180	156	134	526
Transvaal College of Education	60	106	80	63	309
(ii) University of Durban-Westville	—	11	23	22	56
Grand Total	116	297	259	219	891

(b) Springfield College of Education—
 Transvaal College of Education..... (a) R2 400,00
 (235 Transvaal Students) (b) R2 500,00
 (74 students from other provinces)
 University of Durban-Westville

R3 600,00

(c) Information furnished as at 23 April 1993

Bursaries are also paid to Indian students who are pursuing teacher training courses at the institutions mentioned below that are not under my control.

	3rd Year	4th Year	Total
Edgewood College of Education	—	1	1
University of Natal	5	4	9
Total	5	5	10

ANNEXURE A

DEPARTMENT OF EDUCATION
 AND CULTURE
 DIRECTORATE OF CULTURAL AFFAIRS
 ADMINISTRATIVE HOUSE OF DELEGATES
 CONDITIONS GOVERNING GRANTS-IN-AID

1.0 INSTRUCTIONS

Grants are subject to the conditions set out below. In order to ensure that these conditions are complied with, these conditions should be inserted into your minute book or kept in a place where they will be readily available to officials, new office bearers and auditors.

2.0 CONSTITUTION

An organisation applying for the first time must include a copy of its constitution with its application. Should the con-

5.3 Reports on Project(s)

- (a) Attendance
- (b) Critical evaluation of the project(s) i.e. strong and weak points
- (c) General comments
- (d) The Department retains the right to have a grantee's activities monitored by someone appointed for that purpose.

10.0 AMENDMENT OF CONDITIONS

The Department is entitled to add, amend or delete conditions, as and when necessary.

8.0 ACKNOWLEDGEMENT TO THE DEPARTMENT

8.1 Organisations which receive grants from the Department must indicate this clearly as follows:

- 8.1.1 In their financial statement: "Received as a grant from the Department of Education and Culture."
- 8.1.2 On all programmes and advertising material: "Presented with the assistance of the Directorate of Cultural Affairs of the Department of Education and Culture. Administration: House of Delegates."

9.0 PROVISOS

9.1 The grant must be used for the purpose for which it was requested within the financial period for which it was awarded.

9.2 If it should appear that a project is not being carried out to the satisfaction of the Department or that the grant is being utilised for purposes that have not been approved or that one or more of these conditions have not been complied with, the Department may withhold all further assistance and, if necessary, demand a refund of the full amount already paid out or a portion of it.

9.3 Should the organisation be dissolved, the grant or unused portion thereof, must be refunded immediately.

- 1. Financial assistance is subject to the conditions attached to this application form.
- 2. All application forms must be accompanied by an estimated/projected Statement of Income and Expenditure in respect of each project.
- 3. Application forms must be accompanied by a proposed programme of the project (in respect of shows, festivals etc.).
- 4. The payment of a grant cannot be effected without the submission of the latest audited Statement of Income and Expenditure with the organisation's application form.
- 5. On completion of the project(s) the organisation must submit copies of publicity material (handbills, posters, brochures, etc.), to the Department.
- 6. This application form indicates the items of information which are considered necessary to evaluate applications, but it is not possible to prepare a list which will cover all eventualities. In instances where organisations have other details it will be advisable to submit a separate memorandum in which a case is made out for the project concerned.

Free textbooks/prescribed books: cost

32. Mr M R RALAB asked the Minister of Education and Culture: What was the cost of providing free (a) textbooks and (b) prescribed books at (i) primary and (ii) secondary schools under the control of her Department in the latest specified financial year for which information is available?

THE MINISTER OF EDUCATION AND CULTURE: Information is not readily available in the format required. It will be a time-consuming exercise to extract and furnish such information.

Please refer to Question 34 where information is given collectively for both text and prescribed books (see col 1479).

- (b) Springfield College of Education — R2 400,00
- Transexual College of Education (a) R2 400,00
- (235 Transexual Students) (b) R2 500,00
- (74 students from other provinces)
- University of Durban-Westville R3 600,00

(c) Information furnished as at 23 April 1993

Note: Bursaries are also paid to Indian students who are pursuing teacher training courses at the institutions mentioned below than are not under my control.

	3rd Year	4th Year	Total
Edgewood College of Education	—	1	1
University of Natal	5	4	9
Total	5	5	10

ANNEXURE A
DEPARTMENT OF EDUCATION AND CULTURE
DIRECTORATE OF CURRICULAR AFFAIRS
ADMINISTRATION:
HOUSE OF DELEGATES
CONDITIONS GOVERNING GRANTS-IN-AID

1.0 INSTRUCTIONS
Grants are subject to the conditions set out below. In order to ensure that these conditions are complied with, these conditions should be inserted into your minute book or kept in a place where they will be readily available to officials, new office bearers and auditors.

2.0 CONSTITUTION
An organisation applying for the first time must include a copy of its constitution with its application. Should the HOUSE OF DELEGATES

situation be amended, the Department must be supplied with an amended copy.
3.0 OFFICE BEARERS
The names and addresses of the Chairman, Secretary and Treasurer must be furnished to the Department with each application. The Department must be notified immediately of any change which may occur during the year.

4.0 MEMBERS
A record of members and a proper attendance register of meetings attended by committee members must be kept.

5.0 REPORTS
5.1 The Organisation's Annual Report
A detailed report of the general activities of the organisation must be enclosed with the organisation's application for financial assistance. This report should cover the same period as the audited financial report.
5.2 Financial Report
5.2.1 An audited Statement of Income and Expenditure and a balance sheet of the previous year must be enclosed with a first application.
5.2.2 Within 3 months after completion of the project(s) for which a grant was received the organisation must submit to the Department an audited Statement of Income and Expenditure.
5.2.3 If the grant received is R1 000 or more then a Statement of Income and Expenditure in respect of the project(s), drawn up by a practising Auditor or Chartered Accountant, must be submitted to the Department.

5.2.4 If the grant is less than R1 000 then a Statement of Income and Expenditure certified by the Chairman, Secretary and Treasurer of the organisation may be submitted.
5.2.5 Organisations that receive a grant for more than one project must within 3 months after completion of the last approved project submit an audited financial statement. Please refer to paragraph 5.2.3 and 5.2.4.

6.0 The Department retains the right to have a grantee's activities monitored by someone appointed for that purpose.

5.3 Report(s) on Project(s)
(a) Attendance
(b) Critical evaluation of the project(s) i.e. strong and weak points
(c) General comments
(d) The Department retains the right to have a grantee's activities monitored by someone appointed for that purpose.

7.0 AMENDMENT OF CONDITIONS
The Department is entitled to add, amend or delete conditions, as and when necessary.

8.0 ACKNOWLEDGEMENT TO THE DEPARTMENT
8.1 Organisations which receive grants from the Department must indicate this clearly as follows:
8.1.1 In their financial statement:
"Received as a grant from the Department of Education and Culture."
8.1.2 On all programmes and advertising material:
"Presented with the assistance of the Directorate of Cultural Affairs of the Department of Education and Culture, Administration: House of Delegates."

9.0 PROVIDORS
9.1 The grant must be used for the purpose for which it was requested within the financial period for which it was awarded.
9.2 If it should appear that a project is not being carried out to the satisfaction of the Department or that the grant is being utilised for purposes that have not been approved for that one or more of these conditions have not been complied with, the Department may withhold all further assistance and, if necessary, demand a refund of the full amount already paid out or a portion of it.

9.3 Should the organisation be dissolved, the grant or unused portion thereof, must be refunded immediately.

Note
1. Financial assistance is subject to the conditions attached to this application form.
2. All application forms must be accompanied by an estimated/projected State of Income and Expenditure in respect of each project.
3. Application forms must be accompanied by a proposed programme of the project (in respect of shows, festivals etc.)
4. The payment of a grant cannot be effected without the submission of the latest audited Statement of Income and Expenditure with the organisation's application form.
5. On completion of the project(s) the organisation must submit copies of publicly material (handbills, posters, brochures, etc.) to the Department.
6. This application form indicates the items of information which are considered necessary to evaluate applications, but it is not possible to prepare a list which will cover all eventualities. In instances where organisations have other details it will be advisable to submit a separate memorandum in which a case is made out for the project concerned.

Free textbooks/prescribed books: cost

32. Mr M RAJAB asked the Minister of Education and Culture:
What was the cost of providing free (a) textbooks and (b) prescribed books at (i) primary and (ii) secondary schools under the control of her Department in the latest specified financial year for which information is available?
The MINISTER OF EDUCATION AND CULTURE:
Information is not readily available in the format required. It will be a time-consuming exercise to extract and furnish such information.

Please refer to Question 34 where information is given collectively for both text and prescribed books (see col 1479).
HOUSE OF DELEGATES

Schools: average expenditure

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

What was the average expenditure, excluding expenditure of a capital nature, per school under the control of her Department in 1992?

D161E

The MINISTER OF EDUCATION AND CULTURE:

R1 904 381.

Free textbooks/prescribed books: cost

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

What was the cost of providing free textbooks and prescribed books in (a) primary and (b) secondary schools under the control of her Department in the latest specified financial year for which information is available? D156E

The MINISTER OF EDUCATION AND CULTURE:

Figures available for the latest financial year (1991/92) are as follows:

(a) R2 352 975

(b) R4 832 311

Class size/additional teachers

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

(1) What is the average class size in (a) primary and (b) secondary schools under the control of her Department;

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

(3) what is her Department's policy in regard to the supply of additional teachers to schools? D185E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) 32

(b) 25

(2) (a) 35

(b) 30

(3) Where a school requires additional staff over and above that which is permitted by the formula, comprehensive motivations as to why the additional staff is required must be submitted.

INTERPELLATIONS UNDER NAME OF MEMBER

Abrahams, Mr T—

Own Affairs:

Education and Culture, 629

Beysers, Mr J M—

General Affairs:

Constitutional Development, 573

Bruwer, Mr A A B—

Own Affairs:

Agricultural Development, 783

Burrows, Mr R M—

Own Affairs:

Education and Culture, 99, 954

Carlisle, Mr R V—

General Affairs:

National Health and Welfare, 1127

Own Affairs:

Housing and Works, 605

Chalk, Mr J—

General Affairs:

Transport, 49

Own Affairs:

Education and Culture, 1159

Gastrow, Mr P H P—

General Affairs:

Home Affairs, 1269

Garber, Mr A—

Own Affairs:

Education and Culture, 19, 1432

Gibson, Mr D H M—

General Affairs:

Trade and Industry, 309

Goodall, Mr B B—

General Affairs:

Finance, 580

Gounden, Mr T L—

Own Affairs:

Education and Culture, 648

Greenewald, Mr P J—

General Affairs:

Defence, 1263

Haswell, Mr R F—

General Affairs:

Law and Order, 420

Isaacs, Mr N M—

General Affairs:

Public Works, 619

Own Affairs:

Local Government, Housing and Agriculture, 125

Landers, Mr L T—

General Affairs:

Justice, 1185

Lampy, Adv T—

General Affairs:

Justice, 413

Leon, Mr A J—

General Affairs:

Justice, 56

Moeroverf, Mr E K—

General Affairs:

Agriculture, 734

Naidoo, Mr P—

Own Affairs:

Education and Culture, 855

Schools: average expenditure

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

What was the average expenditure, excluding expenditure of a capital nature, per school under the control of her Department in 1992?

D161E

The MINISTER OF EDUCATION AND CULTURE:

R1 904 381.

Free textbooks/prescribed books: cost

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

What was the cost of providing free textbooks and prescribed books in (a) primary and (b) secondary schools under the control of her Department in the latest specified financial year for which information is available?

D150E

The MINISTER OF EDUCATION AND CULTURE:

Figures available for the latest financial year (1991/92) are as follows:

(a) R2 532 975

(b) R4 832 311

Class size/additional teachers

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

(1) What is the average class size in (a) primary and (b) secondary schools under the control of her Department;

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

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

D158E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) 32

(b) 25

(2) (a) 35

(b) 30

(3) Where a school requires additional staff over and above that which is permitted by the formula, comprehensive motivations as to why the additional staff is required must be submitted.

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Own Affairs:

Education and Culture, 629

Beyers, Mr J M—

General Affairs:

Constitutional Development, 573

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Own Affairs:

Agricultural Development, 783

Barrows, Mr R M—

Own Affairs:

Education and Culture, 99, 954

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NEWS Turfloop closed until further notice • No hope for most to own a home, professor

News in brief

Soweto cop killed

A SOWETO policeman was shot dead near the YMCA in Durbe yesterday.

Police say Constable Johannes Shabangu (30) was hit in the head by a shot fired from a crowd of about 600 people who were looting and setting alight a delivery truck at about 11.45am.

Police spokesman Major Herman Oosthuizen appealed to anyone with information to contact the police at 980-7997.

Joseph honoured

THE late anti-apartheid activist Helen Joseph will be awarded the Posthumous Award by the Gleitsman Foundation in Johannesburg today in honour of her work for human rights. The award will be presented to her friend Ilse Wilson.

Taxis blockade town

ABOUT 30 minibuses taxis yesterday blocked Wick Street, the main entrance to Venturam, to protest against the operation from Venturam to Durban of a bus company which charges lower fares. A police spokesman said the taxi operators had demanded that the bus

Man dies in ambush

A MAN was killed and five others injured in an ambush near the University of Zululand in northern Natal yesterday.

Teachers go back

CLASSES at Indian schools in Durban and Marburg were temporarily back to normal yesterday following a teacher chalk down protest against merit evaluation last week.

A spokesman for the SA Democratic Teachers Union said teachers returned to their classes pending the outcome of a meeting between House of Delegates Education Minister David Gobeud and a union delegation scheduled for today in Durban.

Sowetan Reporters and Staff

Varsity shuts its doors on students

By Josias Charle

THE UNIVERSITY OF BOPHUTHATSWANA has been closed indefinitely with effect from yesterday.

The decision to close the trouble-torn university was taken at a management meeting on Monday. The Information Service of Bophuthatswana confirmed yesterday that the university has been closed.

The closure comes at a time when students had decided to continue the class boycott until several of their demands are met.

- These demands include:
- That the university be renamed University of Northern Cape;
- The university council resigns with immediate effect as it is "not representative";
- Examinations be rescheduled; and
- Students be allowed freedom of travel

KEY DEMANDS Lawyers call for the

immediate reopening of campus:

movement and speed on campus. Last Friday police broke up a students' march to the government offices to present the demands. Several students were injured and some were arrested when police fired at the marching crowd.

Those arrested were released by court order on Saturday.

The crisis at Unibo was also discussed in parliament in Mmabatho on Monday.

President Lucas Mangope addressed members of parliament, providing background to the students' demands.

He also accused the media of failing to report on the riotous behaviour of some of the students, while "radical elements" in the student ranks failed to keep agreements.

Mangope said students were, by agreement, due to send a three-man delegation to government offices on Friday to present their grievances.

"Instead they refused to send the delegation and a riot had resulted," Mangope told parliament.

The Lawyers for Human Rights in Bophuthatswana condemned the closure of the campus and said there was no need for such drastic action. A spokesman for the organisation, Mr Pat Huma, called for the immediate reopening of the campus and said students and management should have tried to resolve their problems by negotiation.

He blamed the Bophuthatswana government for the disruptions.



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Taxis block major town

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More than 80 000 out 'indefinitely' from next Monday

Star 17/6/1983

Teachers' strike is on

(321)

By Phil Molefe
Education Reporter

An indefinite national strike by more than 80 000 teachers from black, coloured and Indian schools will definitely go ahead from next Monday, the South African Democratic Teachers' Union (Sadu) announced yesterday.

This action will coincide with plans by the Congress of South African Students to "deepen" the existing crisis in black schools through mass action to force the Government to address pupil and teacher demands.

Educationalists have warned that the action would plunge schooling into a catastrophic situation.

Sadu national president Shepherd Madlana said the country could be saved from "a disaster" only if the Government took urgent steps between now and May 24.

Sadu's national executive committee endorsed the strike yesterday after more than 90 percent of the union's members had voted in favour of action.

However, Education and Training Minister Saundee Bees warned that the strike would be illegal and that the department had an obligation to take steps to "prevent the fruitless expenditure of

taxpayers' money". The decision by Sadu will exacerbate the problems existing in black schools and I condemn it in the strongest possible terms," said Bees.

He said Sadu and its predecessors had a record of destruction "unparalleled in the history of education in South Africa and perhaps in the world".

At the National Education Crisis Summit held on Saturday, various organisations — including the main Government-recognised teachers' associations such as the National Professional Teachers' Organisation of South Africa (Naptosa) and the Teachers' Federal Council (TFC) —

supported the teachers' demand for a living wage as well as the right to strike.

This position, although not necessarily the TFC's, would call on its members to strike, as embodied in a resolution taken at the summit, held at Wits University.

The summit, organised by the National Education Coordinating Committee (NECC) and attended by the ANC, Csaan, student organisations including the AWC, Csaan, student organisations as well as white-collar workers' organisations, also resolved to support the demand for the scrapping of matric examination fees.

The summit also supported the campaign to occupy unused and under-utilised white institutions.

ANC secretary-general Cyril Ramaphosa made an impassioned plea at the summit, saying: "We simply cannot allow 1983 to become another wasted year of education."

The demands underpinning the planned strike are: ● An end to the unilateral rescinding of education ● The reopening of negotiations on salary increases — the Government offered a 5 per cent increase but Sadu is demanding 30 per cent. ● An end to the rationalisation and retrenchment of teachers.

● Collective bargaining rights for teachers, including

the right to take strike action if necessary.

● The scrapping of matric examination fees.

● The right to organise and the recognition of Sadu in KwaZulu, Ciskei and Bophuthatswana.

Meanwhile, ANC president Nelson Mandela yesterday told hundreds of people in Galeshewe, outside Kimberley, that he would soon meet President de Klerk to discuss the education crisis.

He urged teachers and pupils to go to their schools and act in a disciplined fashion and said protesters should use the correct channels to air their grievances.

Answered
For written reply:
General Affairs:

(i) Army, (ii) Air Force, (iii) Navy and (iv) Medical Services in 1992?
B229E

THE MINISTER OF DEFENCE:

20. Dr W J SIVIMAN asked the Minister of Defence:
SADD: voluntary period service system
Whether a voluntary-period service system came into operation in the Defence Force on 1 December 1992; if so, (a) (i) how many persons have joined the Defence Force in terms of this system and (ii) in respect of what date is this figure furnished; (b) what are the minimum educational qualifications for such entrants and (c) what does this system comprise?
B46E

THE MINISTER OF DEFENCE:

(a) (i) 2 822.

(ii) As on 2 February 1993.
(b) Standard 5 but current recruiting is focused on trained members with a minimum educational qualification of standard 8.

(c) The system provides for the employment of persons in all manning grades for an initial period of 2 years, with the option of extension by one or two years at a time, to a maximum of 6 years. The system is term bound and promotion is limited to a maximum of lieutenant and corporal respectively.

Permanent Force: applications

94. Lt-Gen R H D ROGERS asked the Minister of Defence:

How many Black, White, Coloured and Indian persons, respectively, (a) applied to join, and (b) were accepted into, the Permanent Force as members of the South African

	Blacks	Whites	Coloureds	Indians
(a) (i)	1 613	3 574	393	3
(ii)	4 132	2 892	1 118	113
(iii)	421	1 164	2 203	322
(iv)	666	1 869	400	25
(b) (i)	159	935	85	0
(ii)	171	541	186	3
(iii)	171	422	153	0
(iv)	648	648	91	74
				5

Permanent Force: subides

95. Lt-Gen R H D ROGERS asked the Minister of Defence:

How many (a) members of the Permanent Force, (b) national servicemen and (c) members of the Citizen Force/Commandos (i) attempted to commit and (ii) committed suicides in 1992?
B20E

THE MINISTER OF DEFENCE:

	(a)	(b)	(c)
(i)	45	176	2
(ii)	10	5	2

Electified fence on border: deaths

96. Mr P G SOAL asked the Minister of Defence:

What total number of persons died in 1992 as a result of contact with the electrified fence on the (a) northern and (b) eastern border of the Republic?
B231E

THE MINISTER OF DEFENCE:

(a)	(b)
(i) 0	(ii) 2

Answered
HOUSE OF DELEGATES

New questions:

QUESTIONS

Indicators translated version.

For oral reply:

General Affairs:

*1. Mr M F CASSIM — National Health and Welfare. [Withdrawn.]

*2. Mr N SINGH — Public Enterprises. [Withdrawn.]

*3. Mr M F CASSIM — State Expenditure. [Withdrawn.]

*4. Mr M NARANJIE — Regional and Land Affairs. [Withdrawn.]

Own Affairs:

Question standing over from Wednesday, 12 May 1993:

Early retirement package for teachers

*3. Mr K PANDAY asked the Minister of Education and Culture: (324)

(1) Whether her department is offering early retirement packages to teachers in 1993; if so, what are the relevant details; if not, what is the position in this regard;
(2) whether she will make a statement on the matter?
D223E

THE MINISTER OF EDUCATION AND CULTURE:

(1) Not envisaged at this stage.

(2) No.

Mr A RAIBANSI: Mr Chairman, arising from the reply of the hon the Minister, could she confirm whether any of those who are retiring are to be issued with free gold-class air tickets?

Dr K RAJOO: Mr Chairman, further arising from the reply of the hon the Minister, could she tell us whether any teachers requested early retirement in 1993?
THE MINISTER: No, Mr Chairman, not to my knowledge.

Sites in Chatsworth: Ministerial directives

*1. Mr A RAIBANSI asked the Minister of Housing:

(1) Whether any Ministerial directives were issued that information in respect of certain sites situated in Chatsworth be withheld from persons seeking resettlement as displaced traders; if not, what is the position in this regard; if so, (a) by whom were these directives issued and (b) what was the purpose thereof;
(2) whether he will make a statement on the matter?
D194E

THE MINISTER OF HOUSING:

(1) No. The Special Allocation Committee on displaced traders is at present considering all applications in this regard.

(a) Falls away.

(b) Falls away.

(2) No.

Mr A RAIBANSI: Mr Chairman, arising from the reply of the hon the Minister, could he tell us whether he is prepared to investigate a complaint in regard to an instruction from the previous Administration that certain sites be hidden from displaced traders?
THE MINISTER: Mr Chairman, any query we receive is subject to investigation. I shall investigate it.

Properties/immovable assets: register

*2. Mr M F CASSIM asked the Minister of Housing:

(1) Whether a comprehensive and up-to-date register of all (a) properties and/or Department is available in the name of this if so, when did it become available;
(2) whether he will make a statement on the matter?
D231E

THE MINISTER OF HOUSING:

(1) (a) and (b) No.

Following a resolution taken at the Multi-Party meeting held in Durban on 2 December 1992, where the hon member

May 22 to May 26 1993.

EDUCATION CRISIS IN BRIEF

South 2215-2657 93

Chalkdown at Cape HoD schools

CAPE teachers in the House of Delegates education department joined their Natal colleagues in a chalkdown on Monday to protest against the department's system of merit awards. (32)

Eighty-one percent of Sadtu teachers at Rylands High, Rylands Primary, Pelican Park High, Bellmore Primary and Cravenby Senior Secondary voted in favour of a chalkdown.

Many teachers to press on with strike - union

Star 24/5/92

By Phil Molefe
and Own Correspondent

Teachers in Soweto and at coloured and Indian schools in the western Cape will go ahead with a strike today, in spite of a national strike being called off on Friday after talks between the South African Democratic Teachers' Union (Sadtu) and National Education Minister Piet Marais.

Teachers at coloured and Indian schools in Natal and the Transvaal would also strike today, the union an-

nounced.

Sadtu Soweto branch chairman Matakanye Matakanye said yesterday after a weekend meeting that about 700 Soweto teachers would strike.

Sadtu secretary-general Randall van den Heever said teachers would go on strike today at Indian and coloured schools in Benoni, Laudium in Pretoria, Lenasia, Eldorado Park and Natal.

Van den Heever said the national position was that each Sadtu regional branch would meet today to discuss

the agreement between the national executive and the Government and formulate a position by tomorrow.

● Sapa reports that tertiary education institution students in Bophuthatswana would not write exams, the southern Transvaal region of the South African Students' Congress said yesterday.

● Bophuthatswana students took this decision because of campus disruptions, police detentions and the temporary closing of three colleges, Sasco said.

such as the possible introduction of a capital subsidy coupon for first-time home buyers in South Africa.

(2) No.

Hindu Seva Samaj Temple Investigation

6. Mr M RAJAB asked the Minister of Law and Order:

- (1) Whether any progress has been made in the investigation into the bombing of the Hindu Seva Samaj Temple in January 1993; if not, why not; if so, what are the relevant details;
- (2) whether he will make a statement on the matter?

D2706

THE MINISTER OF LAW AND ORDER:

(1) No.

A reward has been offered for any information leading to the arrest and conviction of the responsible person(s). No information has yet been received and the investigation is continuing.

(2) No.

Death of person at Pollsmoor: action

7. Mr M RAJAB asked the Minister of Correctional Services:

- (1) Whether, with reference to information furnished to the Minister's Department for the purpose of his reply, any action has been taken by his Department against two of its officers who were allegedly involved in the death of a person who died at Pollsmoor Prison on or about 29 June 1989; if not, why not; if so, what are the relevant details;
- (2) whether he will disclose the names of the persons involved; if not, why not; if so, what are their names?

D2776

THE MINISTER OF CORRECTIONAL SERVICES:

(1) No.

The matter was handed over to the SA

HOUSE OF DELEGATES

Management committee: Police investigations

9. Mr P PADAYACHEE asked the Minister of Law and Order:

- (1) Whether, with reference to certain information which has been furnished to the South African Police for the purpose of his reply, a member of Parliament has approached the Police in regard to police investigations into allegations relating to members of a certain management committee; if not, what is the position in this regard; if so, (a) what is the nature of the approach, (b) what is the nature of this management committee and (c) to whom was the approach made;
- (2) whether he will disclose the name of the member of Parliament in question; if not, why not; if so, what is the name of this member;
- (3) whether he will make a statement on the matter?

D2706

THE MINISTER OF LAW AND ORDER:

Yes.

- (1) (a) To enquire about alleged charges brought against a businessman, who appeared in the Protea Court on 5 March 1993.
- (b) Transis South East Management Committee.
- (c) Warran-Oficer D P Garnet, South African Police Liaison officer to the office of the Commissioner of the South African Police in Cape Town.

10. Mr D K Padirneyer.

(2) Yes.

Recommendations of Mail Committee

11. Mr M F CASSIM asked the Minister of Education and Culture:

- (1) Whether any steps have been taken or are being contemplated to implement

the various recommendations of the Mail Committees; if not, why not; if so, (a) what steps and (b) which recommendations;

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

D242E

Mr M F CASSIM: Mr Chairman, I am willing to have the two questions on the Question Paper in my name stand down if precedence can be given to the last notice of motion printed in my name on the Order Paper.

THE CHAIRMAN OF THE HOUSE: Order! The hon member is willing to have these questions stand down provided that precedence is given to what?

Mr M F CASSIM: To the member printed in my name on the Order Paper, Sir.

THE CHAIRMAN OF THE HOUSE: Order! I am afraid that unless such arrangements are made with the Whips, I am in no position to assist the hon member.

Mr M F CASSIM: Can we arrange for a speakers' list, Mr Chairman?

THE CHAIRMAN OF THE HOUSE: Order! Furthermore the hon member must understand that he cannot come here and set conditions. These arrangements ought to be made with the Whips.

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes.
- (a) Since the handling of the Report of the Committee of Enquiry into Education Matters on 29 October 1992, the Department is implementing the recommendations.
- (b) Since the time allocated for this oral reply is very limited, I shall refer to a few of the recommendations to substantiate that the Report is being used by the Department.
- (f) It is recommended that the Department investigate and

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DEMP

obtain statistics to enable them to plan for the provision of teachers for the forthcoming year timously and more accurately." (Page 9)

The recommendation was implemented during 1992. Statistical data was obtained prior to the commencement of the 1993 academic year in order to timously arrange for:

- needs of schools in terms of subjects;
- supplements;
- retirements;
- transfer applications and filling of resultant vacancies;
- promotions to a school;
- normal attrition; and
- the appointment of newly qualified teachers.

(ii) "It is recommended that, as financial cutbacks will be required in the foreseeable future, a master plan be developed to cope with the situation." (Page 13)

"The Committee recommends that a master plan and strategy to effect the agreed reduction in expenditure be developed as a matter of urgency." (Page 26)

The Department plans to implement a new financial management system with effect from the 1993/94 financial year. The plan basically provides for the allocation of funds to each school in a region. The principal of a school will be charged with the responsibility to manage his budget effectively and efficiently.

(iii) "It is recommended that a unit-form approach be adopted and that all successful applicants for

transfer/recommend from a promotion post who have not served the required minimum period of two years in that post be required to revert to their original post level." (Page 29)

This recommendation has now been established as departmental policy and has been implemented with effect from the 1993 academic year.

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(v) "It is recommended that a staffing section, responsible for CS Educators, be established within the Department of Education and Culture which would require that some offshats at the Department of Budgetary and Auxiliary Services be transferred to the Department of Education and Culture to man such a section." (Page 48)

This recommendation has been implemented with effect from 1 January 1993.

(v) Recommendation (Appointments in the Culture Promotion Division)

"The Committee recommends that:

Those appointments in the Culture promotion section that have already been made should be reviewed as a matter of urgency in the light of the Department's financial position and that all further appointments be halted and only be considered when finances permit;

A thorough researched study on the need of further appointments subject to the availability of finance and, if necessary, to develop criteria and a mechanism for selection.

of the most suitable persons, their job descriptions and positions." (Page 38)

In accepting this recommendation, the Department has arranged for a detailed work study investigation in this matter. The relevant investigation has been finalised and the report is under consideration.

(vi) Recommendation: Lowering of age restriction in the admission of pupils:

(a) "The Committee therefore recommends that this matter be thoroughly researched and that educationally accountable criteria be set to ensure that the early enrolment of a particular child is in that child's best interest." (Page 42)

(b) "It is further recommended that all policy decisions on professional matters should only be made after research information is available and thoroughly studied and considered." (Page 42)

These recommendations are being considered with a view to implementation in 1995.

(2) No.

Mr M F CASSIM, Mr Chairman, arising out of consultation with parent bodies of the registered teacher bodies?

THE MINISTER: Mr Chairman, that is under consideration. We have an agreement with SACS and with certain parent bodies at the moment.

Mr A RAJBANSI: Mr Chairman, the hon the Minister referred to departmental policy and consultation with parent bodies and SACS. Further arising out of her reply, firstly, is it not correct that the Mail Committee investigated a complaint about the Department's being undermined when there were dealings with parent bodies or teacher bodies? Secondly, as a subsequent action in order to remedy the situation, could the hon the Minister confirm whether the Department was ignored, snubbed or bypassed when there was a meeting with parent bodies on Friday and with teacher bodies on Monday?

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THE MINISTER: Mr Chairman, that supplementary question does fall within the ambit of the original question.

Mr P NAIDOO: Mr Chairman, further arising out of the hon the Minister's reply, I should like to know from her which recommendations of the Mail Committee the Department does not intend to implement.

THE MINISTER: Mr Chairman, there are a few which have not been applied, but I cannot classify them at the moment.

Mr P NAIDOO: Specify them!

THE MINISTER: Mr Chairman, I cannot do that now, but I shall be glad to do so if the hon member puts it in writing.

Mr M RAJAB: Mr Chairman, further arising out of the hon the Minister's comment that the recommendations of the Mail Committee, would she be prepared to table the entire list of recommendations in Parliament?

THE MINISTER: Yes, Mr Chairman, I shall be able to do that.

Educators absent from duty: salaries paid

*2. Mr M F CASSIM asked the Minister of Education and Culture:

(1) Whether any educators in the employ of her Department who were absent from duty on more days than the maximum number of days allowed per annum were

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paid their salary for the days exceeding this maximum; if not, what is the position in this regard; (b) (i) on whose authority are involved; (b) (j) on whose authority and (k) in terms of what statutory and other provisions were they so paid for days exceeding this maximum and (c) in respect of what date is this information furnished;

(2) whether she will make a statement on the matter? D244E

THE MINISTER OF EDUCATION AND CULTURE:

(1) No. If an educator proceeds on leave for any period but does not have leave to his credit, such educator is granted leave without pay and not full pay (salary). In this regard the following must be noted:

(i) Sick Leave

An educator may be granted 90 days sick leave on full pay and 90 days sick leave with half pay in any one sick leave cycle of 3 years. Educators who have completed at least 9 years of continuous service are granted additional 90 days sick leave on full pay and 90 days sick leave on half pay. Moreover, for every sick leave cycle completed, in service, an educator qualifies for an additional 3 days sick leave on full pay.

(ii) Vacation Leave

An educator is granted vacation leave on full pay only for the number of days accrued by him. Any additional days is covered by the granting of vacation leave without pay.

(iii) Accouchement Leave

Female educators are granted 84 days special leave on full pay for accouchement leave for a maximum of two confinements. The remaining

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(iv) Study Leave

Study leave on a 50/50 basis is granted to educators on the basis of 1 day's special leave on full pay for each day's vacation leave taken on full pay.

In this regard, on educator is granted full pay only for the maximum number of days vacation leave accrued and utilised for study purposes as well as an equal number of days special leave. The remaining period of leave is covered by the granting of leave without pay.

(a) Not applicable.

(b) (i) Not applicable.

(ii) Not applicable.

(c) As at 25 May 1993.

(2) No.

MR M F CASSIM: Mr Chairman, arising out of the hon. the Minister's reply, is she willing to present statistic details to this House to indicate how many teachers are utilising the maximum legal provisions to the detriment of pupils?

THE MINISTER: Mr Chairman, I can get that information, and I shall give it to the hon member in writing.

MR M ABRAHAM: Mr Chairman, further arising out of the hon. the Minister's reply, and in view of the recent education crisis which we experienced in this country, can she tell us what the situation is with regard to those teachers who stayed away during the recent stayaways or chalk-downs, which are also tantamount to absenteism?

THE MINISTER: Mr Chairman, the application of the principle "no work, no pay" is under consideration.

MR A RAIBANSI: Mr Chairman, further arising out of the hon. the Minister's reply in respect of "no work, no pay", can we have a guarantee that she will be not undermined by the hon. Chairman of the Ministers Council in respect of that statement? [Interjections.]

period, he or she would only be teaching for 103 days of the year?
THE MINISTER: Mr Chairman, that would appear to be so.

For written reply:

General Affairs:

La Mercy airport project: expenditure

31. **MR M RALIB:** asked the Minister of Transport: (a) Whether his Department incurred any expenditure in connection with the La Mercy airport project during the latest specified financial year for which information is available; if not, why not; if so, what are the relevant details? D232E

The MINISTER OF TRANSPORT:

Yes. An investigation to the amount of R425 207 23 into alternative development strategies for State airports in the Durban region was undertaken. A report in this regard has been released to interested parties for comment and further discussion.

(aa) public; (bb) Government, (cc) community and (dd) State-aided schools falling under her Department does not have electricity at present and (b) in respect of what date is this information furnished? ~~(b) D195E~~ D195E
THE MINISTER OF EDUCATION AND CULTURE:

(a)	(i) Number	(ii) %
(aa) Public Schools	None under the control of this Department	
(bb) Government Schools	1	2%
(cc) Community Schools	None under the control of this Department	
(dd) State-Aided Schools	N/A	N/A

THE MINISTER OF EDUCATION AND CULTURE:

(a) What is the teacher/pupil ratio for (i) primary and (ii) secondary schools in her Department and (b) in respect of what date is this information furnished? **(324)**

(a) The average teacher/pupil ratio is:
 (i) Primary schools—1: 26
 (ii) Secondary schools—1: 19

(b) The information is as at 01 May 1993.

47. Mr M RALAB asked the Minister of Education and Culture: teacher/pupil ratio

HOUSE OF ASSEMBLY

INTERPELLATIONS

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

General Affairs:

Executive transitional council/subcouncils legislation

*1. Adv T LANGLEY asked the Minister of Constitutional Development:

Whether any draft legislation has been or is being prepared to make provision for the establishment of an executive transitional council and subcouncils; if not, what is the position in this regard; if so, (a) what persons and bodies were or are involved in the preparation of this legislation and (b) when is it proposed to pilot it through Parliament?

B924E INT

***THE MINISTER OF CONSTITUTIONAL DEVELOPMENT:** Mr Chairman, as a result of the agreements in Working Group 3 of Codesa in connection with an executive transitional council, draft legislation was drawn up last year for the establishment of such a council. The object of this was to make statutory preparations for any further agreement which could be concluded in connection with this council.

The desirability of introducing such enabling legislation during the second session of Parliament last year was put to various parties involved in the negotiation process, since no negotiating forum was active at the time. Because the introduction of the legislation did not meet with general approval, it was not proceeded with.

The entire issue of the executive transitional council is now once again the subject of discussion in the multiparty negotiating process. The Negotiating Council has appointed seven technical committees, one of which is devoting particular attention to the subject of an executive transitional council.

The desirability of an executive transitional council and the detail in relation to such a

council and its subcouncils, the composition and appointment, powers and functions as well as all related matters, are still the subject of discussion at the meetings of that technical committee. The committee has so far published four reports. Further consideration of the reports can take place once the Negotiating Council has given a final answer on the construction-drafting process.

Once the final report of the technical committee has been approved by the Negotiating Council and thereafter by the negotiating forum, the agreements contained in it will be transcribed into legislation by the department's legal draftsmen. The final report of the technical committee may even be in the form of draft legislation, in which case it will then be submitted to Parliament.

On the question as to when such legislation will be piloted through Parliament, the answer is obvious. This will happen as soon as possible after the Negotiating Council and the negotiating forum have adopted the technical committee's final report.

*Adv T LANGLEY: Mr Chairman, since the hon the Minister of Constitutional Development and I last saw one another, he has wandered far afield. We see he has come back safely. [Interjections.] He is heavily laden with a doctorate and for the present we welcome him back here. [Interjections.]

We in the Negotiating Council are already beginning to talk of Roelf and Ramaphosa. If one abbreviates this in the modern-day style, it becomes "R and R". Then one begins to think of Shakespeare's Hamlet and one wonders "To R or not to R, that is the question." [Interjections.]

The hon the Minister has answered quite correctly. It is indeed as he has said. At the last meeting of the Negotiating Council it was decided that the technical committee's affairs should remain in abeyance until finally had been reached in regard to, *inter alia*, the negotiation process, as the hon the Minister said in his reply.

The problem is, however, that we at the Negotiating Council are not always sure of what is going to happen at the end of a day, because we have now twice already . . . [Interjections.]

Cultural promoters: termination of services
 42. Mr M RAJAB asked the Minister of Education and Culture:

- (1) Whether the services of any cultural promoters in the employ of her Department were terminated recently; if so, (a) when, (b) what are the names of these cultural promoters and (c) why;
- (2) whether the contracts of any part-time educators employed as cultural promoters by her Department were renewed recently; if so, (a) when, (b) what are the names of these educators and (c) why?

THE MINISTER OF EDUCATION AND CULTURE:

(1) No.	(1) No.
(2) Yes.	(2) Yes.
(a) and (b)	(a) and (b)
<i>Culture Promoters</i>	<i>Language Promoters</i>
01 January 1993	01 January 1993
K Triksamitje	M V Rajah
V Bakskisten (Miss)	H R Maharajah
A Perumal	B A Naidoo
G Balsewar	S Samuel
H Kalisnugh	S Siddiqui
V D Ramesh	P Moodley
R Sanokkissen (Mrs)	M Munsamy
M Govender	N F Naidoo
A K S Dawood	M Sayed
S Naidoo (Mrs)	K S Naidoo
S Pdamathanan (Mrs)	N P Pillai
B Veerasingam	M R Dayal
K Ramasunder	V J Jagannath
V K Naidoo	V K Naidoo
S Naidoo (Mrs)	R A Naidoo
S S Nacker (Mrs)	M G Nartsimulu
	J Bothath
	K S Naidu

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- 01 April 1993
- D Aluppi
 - N Triksamitje
 - K Dhokeel

(c) The contracts were renewed as their services are required to promote the performing arts and teaching of Indian languages and Arabic.

Subsidized school buses

43. Mr M RAJAB asked the Minister of Education and Culture:
- (1) (a) How many pupils attending schools under the control of her Department were transported daily in subsidized school buses; and (b) what was the total net cost involved in the provision of this transport, in each province in 1992;
 - (2) what is her Department's policy in regard to the transportation of pupils?

THE MINISTER OF EDUCATION AND CULTURE:

(1) (a) None.
 The Department does not operate a subsidized school bus scheme. The present scheme provides for the institution of contract bus services, the cost of which is borne by the state in full. Approximately 15 500 pupils are transported on a daily basis on state contract.

- (b) Not applicable.
 The cost, however, of providing State contract bus services for 1992 amounted to R7 196 169. The cost per province is, however, not available.

- (2) (a) In the case of pupils travelling by public transport to and from school, a maximum travelling allowance of R82 per pupil per annum (under review) is payable by the Department, subject to the following present conditions:

- (i) the pupil resides 3 km or more from the school; and
 - (ii) the parent of the pupil is not financially able to meet the transport costs involved.
- (b) A bus service on a contract basis is instituted by the Department subject to the following conditions:

(i) no public transport is available to the nearest school or if an existing public transport service is unreliable or unsuitable for the transportation of scholars;

(ii) the pupils who require transportation must reside 3 km or further from the nearest suitable school (not a school of their choice);

(iii) the number of pupils requiring transportation must be 20 or more; and

(iv) the necessary funds must be available.

Educators: one-off merit award
 44. Mr P NAIDOO asked the Minister of Education and Culture:

Whether any teachers received a one-off merit award recently; if so, (a) when was this award instituted and (b) (i) what categories of educators, and (ii) how many educators in each such category, have received this award to date?

THE MINISTER OF EDUCATION AND CULTURE:

Yes.

(a) 1 March 1993.

(b) (i) Level 1 to 8

(ii) Level 1	51
Level 2	10
Level 3	2
Level 4	2
Level 5	3
Level 6	Nil
Level 7	1
Level 8	Nil
TOTAL	78

Incentive payments to personnel

45. Mr M P CASSIM asked the Minister of Education and Culture:

- (1) Whether any incentive payments were made to personnel of her Department based to personnel of her Department (a) in Truro House and/or (b) at other regional administrative centres recently; if so, (i) what was the nature of these payments, (ii) for what reasons

where these payments made, (iii) who were the recipients, and (iv) what amount did each such recipient receive, in each case; if not, what is the position in this regard;

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

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) Yes.
 (b) Yes.

(i) Merit Awards and Department Specific Award.

(ii) Merit Awards — for special recognition for sustained above average work performance.
 Department Specific Award — retention of services under special circumstances.

(iii) and (iv) The following awards were made during the twelve months up to 30 April 1993:

Merit Awards

<i>Name of Recipient</i>	<i>Amount</i>
1. Mr R Bhoprasad	R7 469,40
2. Mr R J Maharaj	R7 469,40
3. Mr J Pillay	R8 469,40
4. Mr P Hariprasad	R8 022,32
5. Mrs T Singh	R5 250,80
6. Mrs T Nair	R2 994,12
7. Mr K R Ramdas	R7 556,24
8. Mr N R Singh	R4 374,40
9. Mr S G Moodley	R4 374,40
10. Mrs K Naidoo	R3 959,24

Department — Specific Award

<i>Name of Recipient</i>	<i>Amount</i>
1. Mr R J Maharaj	92/1221 — 93/0331 = R1 475,13 per month
	93/04/01 — 94/03/31 = R1 685,38 per month

- (2) No.

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

- (a) What (i) number and (ii) percentage of

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(a)(i) Adres	(a)(ii) Extent in M ²	(b)(i) Date	(b)(ii)	(b)(iii)
Stand No: 8637 Lenasia, Ext 10	718	16:10:91	D & K Coffin Manufacturers	Public Tender
Stand No: 8638 Lenasia, Ext 10	744	16:10:91	D & K Coffin Manufacturers	Public Tender
Stand No: 8639 Lenasia, Ext 10	936	20:02:92	Rajkumar Ajodha	Public Tender
Stand No: 9972 Lenasia, Ext 10	1890	20:12:91	S A Essop	Private Treaty
Stand No: 4150 Lenasia South Ext 4	3513	31:02:92	Ismail Ebrahim	Public Tender
Stand No: 3937 Lenasia South Ext 4	3212	31:02:92	Ismail Ebrahim	Public Tender
Stand No: 4862 Lenasia South Ext 4	5744	31:01:92	L Govender	Public Tender
Stand No: 6137 Lenasia South Ext 4	2455	10:02:92	K Govender	Public Tender
Stand 15 Lenasia South Ext 1	3900	03:02:92	K T Pillay	Public Tender
Erf 1009: Lenasia South Ext 1	644	16:07:91	Mrs R Pillay	Private Treaty
Stand 6869 Lenasia Ext 6	3721	27:03:93	P Padayachee	Public Tender
Erf 6870: Lenasia Ext 6	3480	05:06:92	Y Govender	Leased
Erf 9972: Lenasia Ext 11	1900	20:12:91	S A Essop	Private Treaty
Erf 10058: Lenasia Ext 11	5329	07/92	Omar's Towing Services	Leased
Erf 10202: Lenasia Ext 11	96, 478	Nov 92	Telcom: Post Office	Leased
Erf 11768: Lenasia Ext 13	1610	24:08:92	S O M S Baloo	Private Treaty
Erf 8249: Lenasia Ext 9	1020		Aboobaker Ismail	Public Tender

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50. Mr A RAJBANSI asked the Minister of Housing:
 Whether, with reference to certain information which has been furnished to the Minister's Department for the purpose of his reply, his Department has sold any land to a certain company; if not, what is the position in this regard; if so, (a) why, (b) when and (c) what was the (i) extent, (ii) official valuation and (iii) actual sale price of this property? D260E
THE MINISTER OF HOUSING:
 Yes.

(a) Prior to the expropriation by the State, the former owner of the land entered into a purchase and sale agreement with a Mr S M Naidoo representing a company called Capital Park Hospital (Pty) Ltd. When a rezoning application was advertised by the local authority, the Director of Indian Education objected to the rezoning as the site was identified for the proposed erection of a technical school. Therefore, to halt the transfer to Mr S M Naidoo, the Department of Public Works was requested to urgently expropriate and take possession of the property.

Mr Naidoo being unable to take transfer in view of the expropriation, applied to the Supreme Court to declare the expropriation invalid. The Department of Public Works defended the action and after some time elapsed, Mr Naidoo, probably realising that the Court would not set aside the expropriation, withdrew the application. Repeated representations were received from Mr Naidoo's attorneys by the Department of Education to release the property back to Mr Naidoo. Having identified an alternate site in the Pietermaritzburg area for the

erection of the school, the Department of Education had no objection to the release of the property and consequently on 9 December 1991, the former Minister of Housing approved the sale to Mr S M Naidoo.
 (b) 7 February 1992
 (c) (i) 3,7779 hectares
 (ii) R300 000,00 (market value)
 (iii) R450 000,00.

Education and Culture: merit awards
 56. Mr M RAJAB asked the Minister of Education and Culture:
 Whether any merit awards were made in her Department in 1992 and 1993, respectively; if not, why not; if so, in respect of each such year, (a) to whom and (b) what amount was paid to each of the recipients of these awards? D259E
THE MINISTER OF EDUCATION AND CULTURE:
 Yes.

(a) In 1992 and 1993 merit wards were granted to 721 and 778 Level 1 Educators, respectively. The list of Educators granted merit awards in 1993 is attached. However, the list of educators granted merit awards in 1992 is not readily available and should it still be required it will be extracted from the records and made available.

(b) The salary scale and salary notch in respect of the educators concerned were enhanced by one notch. This notch varies from R1 950, R2 326 to R2 547 per annum in view of the fact that the salary particulars of individual educators are not the same.

- Achievement Recognition (Level 1)*
- 1. P G Govender
 - 2. G Govender (Mrs)
 - 3. S Krippl
 - 4. S V Naidoo
 - 5. D R Gabriel
 - 6. L S Chetty

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7. S V Nacker (Mrs)	10966651	Arena Park Secondary
8. S S Secal	10991930	Arena Park Secondary
9. P Pillay (Mrs)	10858714	Arena Park Secondary
10. G Naidoo	10928207	Avoca Secondary
11. J Chhana	10969652	Avoca Secondary
12. S S Moody	10962085	Avonford Secondary
13. A Subban	10946799	Avonford Secondary
14. A S Secal	10982345	Betherton Secondary
15. G R Ramonitch (Mrs)	10957838	Betherton Secondary
16. A Bisunder	10994635	Betherton Secondary
17. B J Samuels (Mrs)	10971594	Brindale Secondary
18. R Krishnaswamy (Mrs)	10902935	Brindale Secondary
19. A Ebrahim	10986872	Burnwood Secondary
20. R Abdul Karam (Mrs)	10909666	Centenary Secondary
21. I Naidoo (Mrs)	10912516	Centenary Secondary
22. M S E Khanwa	10939478	Centenary Secondary
23. I Kalimathu	10952231	Chatsworth Secondary
24. S Naidoo	10952231	Chatsworth Secondary
25. T K Pillay (Mrs)	10957178	Chatsworth Secondary
26. K Pillay (Mrs)	10949146	Chatsworth Secondary
27. R Sempersad	10972502	Chatsworth Secondary
28. J Nedra (Mrs)	10948479	Chatsworth Secondary
29. I Naidoo	10993439	Chatsworth Secondary
30. K Pillay (Mrs)	10982035	Chatsworth Secondary
31. K Pillay	10971235	Chatsworth Secondary
32. K Gopal	10949529	Crossmoor Secondary
33. L Feather	10960786	Crossmoor Secondary
34. D M Maharaj	10953884	Crossmoor Secondary
35. D M Maharaj	10964710	Crossmoor Secondary
36. J L Naidoo (Mrs)	10990202	Crystal Point Secondary
37. P L Naidoo	10993302	Crystal Point Secondary
38. M Pillay	10991638	Crystal Point Secondary
40. B P Senthil	10929373	Daleview Secondary
41. L A Soodpall (Mrs)	10929801	Daleview Secondary
42. D M Naidoo	10912700	Dalhousie Secondary
43. K G Nair	10941827	Dalhousie Secondary
44. R B H M Karim (Mrs)	10989890	Darshnaberg Secondary
45. V C Maharaj	10965319	Darshnaberg Secondary
46. M A Osman	10995292	Darshnaberg Secondary
47. P Gowder	11026847	Dunitee Secondary
48. S Naidoo	10912765	Dunitee Secondary
49. P S Padanabache	10948015	Durban Girls Secondary
50. G Mahabadi (Mrs)	10933611	Durban Girls Secondary
51. A B H Bhai (Mrs)	10908981	Durban Girls Secondary
52. S Naidoo	10971165	Ealington Secondary
53. D Manick	10972298	Ealington Secondary
54. C L Naidoo	10962524	Ealington Secondary
55. K S Naidoo	10966473	Effingham Secondary
56. H R A Dhondhar	10988341	Effingham Secondary
57. D M Gowder	10961534	Effingham Secondary
58. C Chetty	10929275	Edith Playe Smith Secondary
59. L E S Christian	10998103	Fairbreeze Secondary
60. T Pillay (Mrs)	10986103	Fairbreeze Secondary
61. P G Moody	10973273	Fairbreeze Secondary

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62. K Panay	10925061	Fairbreeze Secondary
63. R Mahari	10928995	Fairbreeze Secondary
64. S D Secaran (Mrs)	10935428	Fairbreeze Secondary
65. K R Yusuf	10934456	Fairbreeze Secondary
66. O D Assarum (Mrs)	10939636	Fairbreeze Secondary
67. A Sheik	10951369	Fairbreeze Secondary
68. D Singh (Mrs)	10991859	Fairbreeze Secondary
69. S Koobhal (Mrs)	10965921	Fairbreeze Secondary
70. T Reddy	10970666	Fairbreeze Secondary
71. V M Subbarayan	10989238	Fairbreeze Secondary
72. A Pillay (Mrs)	10952471	Fairbreeze Secondary
73. S Ganiga	10987666	Ganges Secondary
74. S Ramiah	10984836	Glenhaven Secondary
75. A K Ganay	10973117	Glenover Secondary
76. A Reddy	10933085	Glenover Secondary
77. D Sewraj	10922403	Glenover Secondary
78. C Kisten	10944095	Glenover Secondary
79. E Soomaroo	10987151	Greenbry Secondary
80. I Copalan (Mrs)	10977538	Greenbry Secondary
81. R Mundumar	10986920	Greenbry Secondary
82. A Ramgopalam	11019344	Greytown Secondary
83. A R Mahari	10967982	Greytown Secondary
84. R Raigopal	10949291	Grove End Secondary
85. P R Singh	10977953	Haverpark Secondary
86. J Naidoo	10994782	Haverpark Secondary
87. A Singh	10955313	Heather Secondary
88. C Jagarath	10941566	Heather Secondary
89. S Muthulingum (Mrs)	10943161	Heather Secondary
90. S Rambaran	11005891	Hillgrove Secondary
91. C Moody	10907530	Howick Secondary
92. S Pramonony	11014865	Howick Secondary
93. L Sadeyan (Mrs)	10948023	Isipingo Secondary
94. M Sunderjall	10984190	Isipingo Secondary
95. E D Singh (Mrs)	10924205	Isipingo Secondary
96. S S Naidoo	10957291	Khanim Secondary
97. S Reddy (Mrs)	10959424	Khanim Secondary
98. V Naidoo (Mrs)	10952348	Khanim Secondary
99. J A Naidu (Mrs)	10953861	Khanim Secondary
100. Chetty (Mrs)	10984829	Lady Smith Secondary
101. K Chinnaib (Mrs)	10938613	Lady Smith Secondary
102. D Mannavellan	10939377	Lakaveen Secondary
103. N Singh (Mrs)	10989809	Lakaveen Secondary
104. T S Pillay (Mrs)	10936831	Lakaveen Secondary
105. V K Chandaka	10927646	Lakaveen Secondary
106. A Ruggedo	10971459	Lakaveen Secondary
107. V Moody	10960112	Lakaveen Secondary
108. M P Naidoo	10957283	Marburg Secondary
109. R Raopobar	10994122	Marburg Secondary
110. D Mahader	10958126	Marburg Secondary
111. N Chetty	10977287	Marburg Secondary
112. R Jungpandur (Mrs)	10902481	Marburg Secondary
113. J Mahabeer	10933077	Marburg Secondary
114. V Indurath	10949089	Marburg Secondary
115. M Madury (Mrs)	10952375	Marburg Secondary
116. K Tavarajan Pillay	10953639	Metbank Secondary

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117 J E Harris	10900527	Metbank Secondary
118 R Naidoo	10889299	Maaitrina Secondary
119 P Pillay	10951989	Maaitrina Secondary
120 D Pillay (Mrs)	10942657	Maaitrina Secondary
121 N V Naidu (Mrs)	10981418	New West Secondary
122 R R Seckhan	10959114	New West Secondary
123 V E Raipo	10937629	New West Secondary
124 B Sarabjot	10977641	Nlight Secondary
125 N Aliopt	10939270	Nlight Secondary
126 F A Salot	10949602	Nlight Secondary
127 M Naidoo	10953501	Nlight Secondary
128 P Naidoo (Mrs)	10953335	Nlight Secondary
129 J Sankar (Mrs)	10960287	Nlight Secondary
130 D R Naidoo (Mrs)	10983222	Northbury Park Secondary
131 A B Cassimjee (Mrs)	10888918	Northland Secondary
132 P Naidoo	10944559	Northland Secondary
133 C Debyprasad	10957293	Northland Secondary
134 P Moodley	10972803	Orient Islamic Secondary
135 M G H Jetham	10986676	Orient Islamic Secondary
136 O Moola	10982929	Overport Secondary
137 R D Kastiram	10942769	Phoenix Secondary
138 R Indralall	10944303	Phoenix Secondary
139 P S Governder	10946335	Phoenix Secondary
140 P Negesar	10942955	Phoenix Technical Secondary
141 P Ramtahal	10958461	Port Shepstone Secondary
142 J S G Naidoo	10904549	Port Shepstone Secondary
143 R J Jugroohan	10943226	Port Shepstone Secondary
144 L D Naidoo	10952811	Port Shepstone Secondary
145 J M Moses (Mrs)	10982124	Protea Secondary
146 T N P M Singh (Mrs)	10973206	Protea Secondary
147 S Chetry	11016931	Protea Secondary
148 V M Cooppan	10945750	P R Palter Secondary
149 D T Naidoo	10888420	P R Palter Secondary
150 N D Lalla (Mrs)	10982175	P R Palter Secondary
151 R Governder	10958649	P R Palter Secondary
152 G S Pillay	10983147	Reservoir Hills Secondary
153 T Kasmassany (Mrs)	11012145	Reservoir Hills Secondary
154 V Bhatram	10948155	Reservoir Hills Secondary
155 K Maraj	10975802	Reservoir Hills Secondary
156 R Chellakooty (Mrs)	10956578	Reservoir Hills Secondary
157 L E Tillet (Mrs)	11015110	Reservoir Hills Secondary
158 K Rabhokosen	10954479	Reservoir Hills Secondary
159 D Governder	10883797	Raunton Secondary
160 G P Pillay (Mrs)	10965651	Richards Bay Secondary
161 T Moodley	10971513	Richards Bay Secondary
162 A Bhanprakash	10944652	Roseville Secondary
163 K K Singh	10957575	Roseville Secondary
164 V Bhatnangh	10949569	Roseville Secondary
165 F M Governder	10960284	Roseville Secondary
166 G S N Governder	10952011	Rydelpark Secondary
167 G S N Governder (Mrs)	10958525	Rydelpark Secondary
168 J F Governder	10966566	Rydelpark Secondary
169 S Preadad (Mrs)	10954096	Rydelpark Secondary
170 J Moodley		
171 L Governder (Mrs)		

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172 T Governder (Mrs)	10940090	Saint College Secondary
173 N D Moodley (Mrs)	109066102	Sea Cow Lake Secondary
174 S M Prady (Mrs)	10973052	Sea Cow Lake Secondary
175 Z J Cassin (Mrs)	10943099	Sea Cow Lake Secondary
176 K Ramnunder	109565408	Sea Tides Secondary
177 D Moomsany	10953115	Shakastkral Secondary
178 A Rampersad	10953108	Shakastkral Secondary
179 I Sahaneev	10957714	Shakastkral Secondary
180 V Singh	10925198	Shakastkral Secondary
181 H K Naicker	10994050	Shalcross Secondary
182 S S Maharee	10959904	Silver Heights Secondary
183 S Pillay	10917641	Solvita Secondary
184 R Sukraj	10965548	Solvita Secondary
185 L Pillay	10981527	Solvita Secondary
186 S Pillay	10974326	Solvita Secondary
187 P Pillay	10978330	Southern Secondary
188 M Moomsany (Mrs)	10958915	Springfield College Secondary
189 M Gengiam	10981659	Springfield College Secondary
190 K Serrali	10973354	Sungar Secondary
191 J R Shadavee	10981555	Sungar Secondary
192 A Singh	10932534	Sungar Manor Secondary
193 F M Saib	10929539	Sungar Manor Secondary
194 E Dhootha	10940553	Sungar Manor Secondary
195 S M Desai	10944656	Sungar Manor Secondary
196 L R Pillay	10990895	Sungar South Secondary
197 L Rambaram	10959591	Sunmore Secondary
198 G Naidoo (Mrs)	10943081	Sunmore Secondary
199 A S Hassan	11024160	Sunmore Secondary
200 A Harital (Mrs)	10966072	Strelitzia Secondary
201 A Sheik Maloumed	10958134	Strelitzia Secondary
202 S Sarjoo (Mrs)	10890807	Temple Valley Secondary
203 S Bhatram	10944036	Tengaa Secondary
204 N P Chetry	10993193	Treanace Park Secondary
205 S Hansraj	11020299	Treanace Park Secondary
206 A Naidu	10981942	Tyela Secondary
207 L Naidoo	11021411	Tyela Secondary
208 P Soekoo	10977988	Tyela Secondary
209 P Chetry (Mrs)	10994301	Umkomass Secondary
210 V D Mashury (Mrs)	10966170	Umkomass Secondary
211 S Chetry (Mrs)	10978151	Umkomass Secondary
212 M Moodley (Mrs)	11030227	Umkomass Secondary
213 P Sewaratan	10960223	Umkomass Secondary
214 P Governder	10973001	Umkomass Secondary
215 G Baillnath (Mrs)	10953085	Umkomass Secondary
216 D Naidoo	10953031	Umkomass Secondary
217 M Komal	10982205	Umkomass Secondary
218 G Reddy	10937498	Umkomass Secondary
219 Y Naidoo	10952537	Umkomass Secondary
220 R Mohindal	109744831	Umkomass Secondary
221 M Reddy	10981934	Umkomass Secondary
222 S Ganput	10951938	Umkomass Secondary
223 S J Naidoo	109930771	Umkomass Secondary
224 K A David	10972277	Umkomass Secondary
225 R Pillay (Mrs)	10930728	Umkomass Secondary
226 A W M Essop		

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227. S Naidoo	Westfitt Secondary	108900041
228. R Bissson	Westham Secondary	108932288
229. N Naidoo (Mrs)	Windham Secondary	108946769
230. P A Rasool	Wingen Heights Secondary	108920925
231. P Naidoo (Mrs)	Wingen Heights Secondary	108948507
232. K Naidoo	Wingen Heights Secondary	110133362
233. T Kistan	Wingen Heights Secondary	109399654
234. B A Richard	Wingham Secondary	109434004
235. N Ebrahim (Mrs)	Wingham Secondary	109539922
236. I Singh	Wingham Secondary	109243111
237. P Swamin	Woodham Secondary	109242998
238. P P Govender	Woodham Secondary	109798687
239. K Ramdutt (Mrs)	Woodham Secondary	109000471
240. U S Mohanraj	Woodlands Secondary	109847074
241. F B Omarar (Mrs)	Woodlands Secondary	109455598
242. R C Singh	Wyebank Secondary	109603109
243. I Nacker	Wyebank Secondary	108884854
244. K G Tutsi	Wyebank Secondary	109942013
245. S Kedy	School of Industries	109550701
246. S Moody (Mrs)	Mendowlands Secondary	109355550
247. J S D Raip	Mendowlands Secondary	109458374
248. D I Raip	Mendowlands Secondary	109540209
249. H A Kazi	Springfield College	109552746
250. A Bissosson	Springfield College	109833225
251. R D Nedesan (Mrs)	Wyebank Secondary	109577115
252. S Naidu	Alceon Primary	109733220
253. S Naidoo (Mrs)	Alceon Primary	108865853
254. S Kissonnall (Mrs)	Alceon Road Primary	109846666
255. P Singh (Mrs)	Alceon Road Primary	109195680
256. L Munsany	Alibughan Primary	109499980
257. K Reddy (Mrs)	Alibughan Primary	109795522
258. Y D Naidoo	Alceon Park Primary	110194343
259. Y D Naidoo (Mrs)	Antunham Islam Primary	109272824
260. P A Narandas	Ashville Primary	109140099
261. H I Bhayat	Astra Primary	109306588
262. V Ramakhan (Mrs)	Avoca Primary	109184842
263. D A Moody (Mrs)	Benson Ridge Primary	109704847
264. A Naidoo (Mrs)	Benson Ridge Primary	108846944
265. K Appalamy (Mrs)	Belcrest Primary	108909564
266. T Polayya (Mrs)	Belcrest Primary	109593934
267. L Nacker (Mrs)	Belvedere Primary	108958284
268. J Jugwanth	Berg Street Primary	109036656
269. V Harichand	Berg Street Primary	11001082
270. V Kannigan (Mrs)	Brackenham Primary	109929413
271. N N Naidoo	Brasenar Primary	108904025
272. D Gokal	Brasford Primary	108980877
273. S Lalle	Brasford Primary	109815453
274. J Govender (Mrs)	Brinsdale Primary	109792721
275. S Singh	Brinsdale Primary	10941797
276. S Nandlal (Mrs)	Brooklyn Heights Primary	109544241
277. S Patner (Mrs)	Brooklyn Heights Primary	109656318
278. T Mudly (Mrs)	Butfield Primary	10942602
279. N Indrpeeth	Castle Hill Primary	109384660
280. L Dhanrajath	Caversham Primary	10962867
281. S Naidoo (Miss)	Caversham Primary	10931970

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282. S Chetty (Mrs)	Clareville Primary	10951431
283. C Preer	Clayhaven Primary	10916148
284. J Ramiah (Mrs)	Clayhaven Primary	10941878
285. D Pillay (Mrs)	Clayhaven Primary	11003405
286. L Pillay (Mrs)	Clayridge Primary	108888337
287. N Singh (Mrs)	Clayton Primary	10991824
288. D Sikes (Mrs)	Clayton Primary	10926127
289. P Govender (Mrs)	Cleburne Primary	10895680
290. P Sathyan	Cleburne Primary	10882971
291. F Naidoo (Mrs)	Columba Primary	10942025
292. F Naidu	Crescent Ridge Primary	10987464
293. P Pillay	Cresview Primary	11051179
294. M Pillay	Cresview Primary	109086731
295. K Naidoo (Mrs)	Darwinide Primary	10911634
296. B Jeevanprasad	Darwinide Primary	10902490
297. K David (Mrs)	Darwinide Primary	109588480
298. S Naidoo (Mrs)	Deccan Road Primary	109588480
299. A Chatterjee (Miss)	Deccan Road Primary	1095816
300. L G Govender	Deport Road Memorial Primary	10957197
301. I Singh (Mrs)	Deport Road Memorial Primary	10969721
302. K H Mahaling	Deport Road Memorial Primary	10992445
303. Z D Hassan (Mrs)	Deport Road Memorial Primary	10976621
304. K Deyaram	Dhanibus Primary	11002174
305. K Vaidoo	Dr Macken Primary	10910646
306. K Vaidoo	Duffs Road Primary	11004681
307. K Vaidoo	Duffe Primary	10891986
308. Chamean	Dundee Primary	10948775
309. R Fackell (Mrs)	Dundee Primary	10948775
310. D Nayanar (Mrs)	Durban Heights Primary	10940243
311. S Pillay (Mrs)	Durban Heights Primary	10949305
312. P Kisten	Durban South Primary	10929590
313. P Kisten (Mrs)	Durves Primary	10960136
314. P Chetty	Durves Primary	10918370
315. M A Khan	Durves Primary	10976205
316. G Reddy	Eastview Primary	1094162
317. R Ishoori	Eastview Primary	10950388
318. L Mahari	Edinham Heights Primary	10905308
319. D Moody (Mrs)	Enona Primary	11000147
320. A Soobhoo	Etica Primary	10885358
321. G Govender	Etica Primary	10950213
322. R Soobhoo	Everest Primary	10976043
323. S Bassind	Everest Heights Primary	10976043
324. R K Drazan	Everest Heights Primary	11017945
325. R Ramayya (Mrs)	Everest Heights Primary	10957464
326. G Satharan	Esselen Heights Primary	10956166
327. S S Ramsonop	Everest Primary	10920676
328. S Govender (Mrs)	Everest Primary	108989506
329. D E Moody	Everest Heights Primary	109828248
330. D P Sanker	Everest Heights Primary	10951407
331. S Pillay	Everest Heights Primary	10972226
332. R Gopalan	Everest Heights Primary	10898239
333. S Reddy	Everest Heights Primary	10957472
334. G Simanathan	Evergreen Primary	10964819
335. S Sunindan	Evergreen Primary	10991735
336. R Seethal	Excelsior Primary	10923102

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337. Y Rannhiall (Miss)	10943078	Excelsior Primary
338. P Narrhian	10930817	Falhaven Primary
339. S V P Pillay (Mrs)	10930870	Falhaven Primary
340. R B Abdoal Basrah (Ms)	10913860	Falhaven Primary
341. M Pillay (Mrs)	10953935	Falcon Park Primary
342. K Governder (Miss)	10944971	Falson Park Primary
343. P Governder (Miss)	10945861	Falson Park Primary
344. T Naidoo (Mrs)	10942959	Falson Primary
345. S Soobramoney	10913551	Glenelg Primary
346. Y Hassim	10913559	Glenelg Primary
347. L C Martin	10908971	Glen Heights
348. Y S Woodley	10908971	Glen Heights
349. G Laban (Miss)	10908209	Glenelg Primary
350. D P Pillay (Miss)	10982746	Glenelg Primary
351. R Mohun	10988746	Glenelg Primary
352. N Chetty	11092000	Grandnorie Primary
353. L Pillay	10979210	Grandnorie Primary
354. T B Sheik (Mrs)	10957602	Grandnorie Primary
355. R Chhana (Mrs)	10966920	Greenbury Primary
356. A Arunngum (Mrs)	10956158	Greenhill Heights Primary
357. S B Ali	10952110	Greenvale Primary
358. R B Maharaj	10964675	Greenvale Primary
359. E R Maharaj	10905120	Groeyon Primary
360. K K Bodasing	10960723	Henry Bodasing Primary
361. V Bodasing	10962541	Henry Bodasing Primary
362. B Tripl (Mrs)	10976654	Highlands Primary
363. S M Munechur (Miss)	10952245	Highlands Primary
364. A S Godfor	11015845	Hillstone Primary
365. A D Maharij	10995697	Hillstone Primary
366. A Ramih (Mrs)	10992936	Hillgrove Primary
367. R Meosa (Mrs)	10992936	Hillgrove Primary
368. E Governder (Mrs)	10992824	Hillgrove Primary
369. D Chetty	10970363	Hope Primary
370. J M C Gunden	10962343	Illovo Primary
371. J Moolody (Mrs)	10964301	Illovo Primary
372. M D Prater (Miss)	10934332	Isipingo Primary
373. N Behari (Mrs)	10959575	Isipingo Primary
374. R Governder (Mrs)	10946420	Isipingo Primary
375. V D Paddayachee	10966438	Isipingo Primary
376. A Malaher (Mrs)	109886255	Isipingo Primary
377. N Governder (Mrs)	10959246	Isipingo Hills Primary
378. S Governder (Mrs)	10937145	Isipingo Hills Primary
379. B R Governder	10970398	Jai Hind Primary
380. M H Khamassa	10972498	Jai Hind Primary
381. S Naidoo	109885159	Jungroo Primary
382. M Khan (Mrs)	10903232	Juma Masjid Primary
383. P Raipo	11001348	Juma Masjid Primary
384. K Raipoal (Miss)	10948228	Jungartha Road Primary
385. K V Moolody	11017635	Jungartha Road Primary
386. P Naidoo	10953060	Kentville Primary
387. R C Singh	10924876	Kentville Primary
388. P Ramnar	10988277	Lansdowne Primary
389. L Soobramoney	10939971	Lansdowne Primary
390. R Persakh	10973869	Latus Primary
391. I Naidoo	10976272	Latus Primary

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392. D Kistan (Mrs)	10903534	Latusville Primary
393. P Yegambaram	10959211	Latusville Primary
394. S Rannu	10993169	Latusville Primary
395. K Sevall	10981306	MLS Blackburn Primary
396. N Under	10943395	MLS Blackburn Primary
397. S Gangal (Mrs)	10995064	MLS Colenso Primary
398. M Peer Mohamad	10928103	MLS Umtzintlo Primary
399. J Rampersad	10920366	MLS Escourt Primary
400. A I Cassim	10930701	MSL Ladysmith Primary
401. T S Jugvaah	10902457	MSL Ladysmith Primary
402. A B David (Mrs)	10941614	MSL Ladysmith Primary
403. Z Timol (Mrs)	10954288	MLS St Marys Primary
404. A K Maharajah	10972501	Mahatuma Primary
405. S Governder	10951148	Mahatuma Primary
406. R B Hoosan Ally (Mrs)	10952756	Mahatuma Primary
407. J Rannund	10918441	Malvern Primary
408. S R Baskal	10939881	Marburg Primary
409. G V Reddy	10929754	Marburg Primary
410. S Governder	10958037	Marburg Primary
411. R Eshtar	10971617	Maratank Primary
412. K Pillay	10988251	Maratank Primary
413. S Segedswan (Miss)	10939172	Merville Primary
414. S Naidoo (Mrs)	10944327	Merry Hill Primary
415. F Mahomed (Mrs)	10991332	Merry Hill Primary
416. F E Mail (Mrs)	10982108	Milview Primary
417. M P Gopal (Mrs)	10967907	Milview Primary
418. R Phokun (Mrs)	11048841	Milview Primary
420. K C Naidoo	10928804	Milford Primary
419. M Governder	10956742	Milford Primary
421. K Pillai (Mrs)	10947892	Montford Primary
422. C Muthulingum (Miss)	10938958	Montford Primary
423. M Soothkew	10925635	Moorton Heights Primary
424. C A Naidoo	10910930	Moorton Heights Primary
425. R M Choonoo (Mrs)	10984291	Moorton Heights Primary
426. R Sunkeran	10963690	Mounahaven Primary
427. G Maistry (Mrs)	10925490	Mounahaven Primary
428. B Pillay (Mrs)	10954709	Near Prachtan Primary
429. A Sewpersad (Miss)	10930484	Near Prachtan Primary
430. S M Naidoo	10971660	Naidoo Memorial Primary
431. M W Quarsung	10931988	Naidoo Memorial Primary
432. V Governder (Mrs)	10927158	Naidoo Memorial Primary
433. D Governder	10990488	Naidoo Memorial Primary
434. L Khan (Mrs)	11005205	Nadoolville Primary
435. C R Chetty	10954542	Nadoolville Primary
436. E V Lawrence	10985736	Nadoolville Primary
437. D Singh (Mrs)	10954571	Nedwone Primary
438. D Woodley	10891978	Nizam Road Primary
439. A Governder (Miss)	10930418	Nizam Road Primary
440. S S Governder	10926239	Noroli Primary
441. S Sunder	10957430	Norolice Primary
442. J Pillay	10957693	Norolice Primary
443. P Naidoo (Mrs)	10990839	Norolice Primary
444. S Amichand (Mrs)	10974261	Norolice Primary
445. V Rangah	109759875	Norolice Primary
446. P D Mungru (Mrs)	109759875	Norolice Primary

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447. V. Baldravo	10893075	Northlands Primary
448. V. D. Thompson (Mrs)	10926780	Northlands Primary
449. S. D. Rablsson (Mrs)	10893369	Northlands Primary
450. R. Roopnarain (Mrs)	10950796	Northlands Primary
451. S. Moodley (Mrs)	10945237	Northlands Primary
452. S. Goverder	10909194	Northlands Primary
453. B. Jonassen	10958680	Oceanview Primary
454. R. B. Hassan (Mrs)	10958458	Oceanview Primary
455. U. Moodley (Mrs)	10929843	Oceanview Primary
456. V. Pillay (Mrs)	10941843	Oceanview Primary
457. S. Sewpersad	10947094	Olympia Primary
458. P. R. D. Baichan	10956966	Olympia Primary
459. A. D. Buchanan (Mrs)	10956764	Olympia Primary
460. D. Kamal	10932992	Olympia Primary
461. R. Balaram	10954860	Olympia Primary
462. P. Soocharan	10993231	Olympia Primary
463. R. D. Jugnandan (Mrs)	10954525	Olympia Primary
464. P. Davapersad (Mrs)	10941690	Olympia Primary
465. D. Naidu	10962981	Olympia Primary
466. A. Bussani	10943501	Olympia Primary
467. T. Mukerjee (Mrs)	10942289	Olympia Primary
468. R. Pahlal (Mrs)	10952535	Olympia Primary
469. T. Appannah (Mrs)	11001321	Olympia Primary
470. T. Pillay	10957332	Olympia Primary
471. R. Hiraman	11001658	Olympia Primary
472. M. M. Goverder (Mrs)	10952462	Olympia Primary
473. R. Moodley (Mrs)	10951563	Olympia Primary
474. L. Baskall (Mrs)	10953914	Olympia Primary
475. J. Goverder (Mrs)	10941835	Olympia Primary
476. J. Moodley (Mrs)	10948911	Olympia Primary
477. M. Pillay (Mrs)	10983643	Olympia Primary
478. R. Rajpal (Mrs)	10983643	Olympia Primary
479. A. J. Joseph (Mrs)	10964550	Olympia Primary
480. T. Moodley (Mrs)	11016230	Olympia Primary
481. N. B. Sukool	10953919	Olympia Primary
482. S. Kistana (Mrs)	11014822	Olympia Primary
483. R. Aljodpersad	10979069	Olympia Primary
484. M. Pillay (Mrs)	10951539	Olympia Primary
485. M. Hamid	10976094	Olympia Primary
486. T. Pillay	10984017	Olympia Primary
487. M. N. Goverder	10970401	Olympia Primary
488. S. Hoosen	10981691	Olympia Primary
489. H. Mahomed (Mrs)	10931821	Olympia Primary
490. J. Naidoo (Mrs)	10976761	Olympia Primary
491. O. D. Janarain (Mrs)	10989345	Olympia Primary
492. G. M. Munsumi	10949641	Olympia Primary
493. S. B. Moodley	10949171	Olympia Primary
494. P. Hatprasad	10900624	Olympia Primary
495. A. Bradnath	10977210	Olympia Primary
496. Y. Ramasamy	10952294	Olympia Primary
497. D. Pillay (Mrs)	10957006	Olympia Primary
498. D. D. Goverder	11020962	Olympia Primary
499. P. E. Ellappa (Mrs)	10942084	Olympia Primary
500. P. Goverder (Mrs)	10943382	Olympia Primary
501. K. Reddy	10903089	Olympia Primary

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502. N. Soomaroo (Mrs)	10951024	Redfern Primary
503. N. Bridgall (Mrs)	10957120	Redfern Primary
504. N. Amin (Mrs)	10943722	Resmount Primary
505. T. Kassecpersad	10940901	Resmount Primary
506. L. V. Seeger (Mrs)	10941681	Richmond Primary
507. K. Ramchandrar	10976426	Ridgeview Primary
508. S. A. Arifun	10892443	Ridgeview Primary
509. Y. G. H. Dadan (Mrs)	10972285	Ridgeview Primary
510. T. Ponnau	10969040	Riverview Primary
511. M. S. Yusuf	10927905	Riverview Primary
512. M. Hassan	10976108	Riverview Primary
513. P. Hatprasad	10980385	Riverview Primary
514. H. R. Harrim	10972161	Riverview Primary
515. M. Nedassen	10972510	Riverview Primary
516. U. Thak	10976574	Riverview Primary
517. S. Indurjeet (Mrs)	10972269	Riverview Primary
518. R. B. Ganji (Mrs)	11000104	Riverview Primary
519. P. Goverder	10885820	Riverview Primary
520. P. Luntheenarain	10969667	Riverview Primary
521. N. Thoo (Mrs)	10886842	Riverview Primary
522. A. Goverder	10989831	Riverview Primary
523. A. Khushal	10942777	Riverview Primary
524. P. N. Goverder	10954597	Riverview Primary
525. S. Goverder	10923764	Riverview Primary
526. N. Moodley (Mrs)	10963251	Riverview Primary
527. R. A. Naidoo	10962672	Riverview Primary
528. V. Reddy (Mrs)	10972692	Riverview Primary
529. S. Moodley	10955593	Riverview Primary
530. J. Goverder	1099736	Riverview Primary
531. D. Pillay (Mrs)	10989812	Riverview Primary
532. R. Hantsunker	10892079	Riverview Primary
533. S. Naicker	10943379	Riverview Primary
534. K. S. Naidoo	10949683	Riverview Primary
535. N. Parumai	10884246	Riverview Primary
536. S. G. Naicker	10913688	Riverview Primary
537. S. Naicker (Mrs)	10938664	Riverview Primary
538. P. Bridgell	11019549	Riverview Primary
539. A. Krishna (Mrs)	10890641	Riverview Primary
540. C. M. Hargovan	10900233	Riverview Primary
541. N. Nankoo (Mrs)	10919988	Riverview Primary
542. A. D. O. (Mrs)	10952232	Riverview Primary
543. A. Amritlal	10947957	Riverview Primary
544. M. D. Isah	10901167	Riverview Primary
545. M. N. Bundoon (Mrs)	11023384	Riverview Primary
546. S. M. Usman	10952074	Riverview Primary
547. C. E. Rajpal (Mrs)	10956674	Riverview Primary
548. R. Moola (Mrs)	10984267	Riverview Primary
549. R. Chetty	10949321	Riverview Primary
550. D. Govindasamy (Mrs)	10949321	Riverview Primary
551. M. D. Seetarp (Mrs)	10971044	Riverview Primary
552. H. Rawatall	10886682	Riverview Primary
553. S. Rajaram	10918752	Riverview Primary
554. R. Timol	10955925	Riverview Primary
555. F. B. Khan (Mrs)	10994408	Riverview Primary
556. S. Pillay	10917519	Riverview Primary

HOUSE OF DELEGATES

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Howard

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557. I. Abraham	10970436	Slanger Manor Primary
558. S.K. Podeskyachae	10914803	Slanger Manor Primary
559. P. Munirajan (Mrs)	10913336	Slanger Manor Primary
560. L.L. Moody (Mrs)	11013707	Stamores Primary
561. Santhoshan	10929771	Stamores Primary
562. J. Rajah (Mrs)	11001984	Stamores Primary
563. U. Moondley (Mrs)	10964533	Stangerove Primary
564. D. Naidoo (Mrs)	10984283	Stangerove Primary
565. S. Merali	10906223	Stangeridge Primary
566. M. Pathir (Mrs)	10950761	Stannembridge Primary
567. L. Pillay (Mrs)	10904638	Sunnitt Primary
568. N. Ramasobhan (Mrs)	10932607	Sunnitt Primary
569. M. Williams (Mrs)	10942017	Sunnitt Primary
570. S. Naidoo (Mrs)	10912631	Sunford Primary
571. P. Ramprasad (Mrs)	10943994	Sunford Primary
572. R. Ramprasad (Mrs)	10932542	Sunrayville Primary
573. S. Maharaj (Mrs)	10886851	Sunnvale Primary
574. N.K. Singh	10951377	Sunnvale Primary
575. A.D.S. Ramprasad	10958350	Sydenham Primary
576. S. Naidoo (Mrs)	10979816	Sydenham Primary
577. N. Ramkisson (Mrs)	10948431	Sydenham Primary
578. N.D. Nageswaran (Mrs)	10914285	Sydenham Primary
579. L. Hennard	11006251	TEA Primary
580. P. Munirajan (Mrs)	10933654	TEA Primary
581. P. Moondley (Mrs)	10966889	Tongat Primary
582. P. Govender (Mrs)	10969910	Tongat Primary
583. G. Ramnarayan	10969910	Tribe Primary
584. N. Padayachee (Mrs)	10938656	Tribe Primary
585. K. Moondley (Mrs)	11027584	Turo Primary
586. S. Sewral (Mrs)	10907394	Turo Primary
587. G. Sivoo (Mrs)	10985581	Turo Primary
588. R. Moondley (Mrs)	11027584	Turo Primary
589. K. N. Naidoo	10913416	Tyburn Primary
590. K. Pillay (Mrs)	10910395	Tyburn Primary
591. P. Singh (Mrs)	11014415	Umluhuzane Primary
592. G. Govender (Mrs)	11002025	Umluhuzane Primary
593. D. Naidoo	11026120	Umluhuzane Primary
594. R. Sumanarin	10939041	Umbilo Primary
595. R. Quansah	10918396	Umbilo Primary
596. R. V. Singh	10924949	Umbilovale Primary
597. M.D. Ramraj (Mrs)	10920773	Umbilovale Primary
598. N. Essa	10920773	Union Park Primary
599. S. Ramnunder (Mrs)	10901779	Union Park Primary
600. A. Mahesh	10903038	Union Park Primary
601. M. Kalipersad (Mrs)	10945754	Verulam Madressa Primary
602. D. Amooagan	10940931	Victoria Primary
603. R. Ramchandrar	10921923	W.A. Levitt Primary
604. A.L. Singh	10923385	W.A. Levitt Primary
605. M. Perumal	10923385	W.A. Levitt Primary
606. R. Naidu	10928987	Wembley Primary
607. T.K. Govender (Mrs)	10977694	Wembley Primary
608. G. Ramnarayan (Mrs)	10950281	Whitestone Primary
609. S. Munday (Mrs)	10957782	Whitestone Primary
610. S. Reddy (Mrs)	10938931	Willow Park Primary
611. S. Naidoo (Mrs)	10946268	Willow Park Primary
	10912657	Willow Park Primary

HOUSE OF DELEGATES

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612. L. Moondley (Mrs)	10950541	Willow Park Primary
613. N.P. Govender	10892826	Windy Heights Primary
614. S. Mahabeer (Mrs)	10951760	Windy Heights Primary
615. L. Govender (Mrs)	10941916	Woodview Primary
616. S. Mahabeer (Mrs)	10955381	Woodview Primary
617. S. Singh (Mrs)	10887423	Greenhill Primary
618. A. Ramraj (Mrs)	10948007	Parise Rustonjee Primary
619. N. Mautun	10913998	Stannfield Primary
620. K. Naidoo	10988024	Dawncrest Primary
621. A. Moondley	10936651	Dawncrest Primary
622. S. Bhanijan	10959688	St. Anne's Primary
623. R. A. Seetlal	10929111	Azadville Secondary
624. M. Moonsary Pillay	10978062	Azra Secondary
625. J. R. Singh (Mrs)	10982582	Azra Secondary
626. B. U. Naidoo	10838443	Barberton Secondary
627. M.I. Arefi	10956560	Central Secondary
628. N. Chetty (Mrs)	11021021	Eastdene Secondary
629. W. Ellenidin (Mrs)	10988024	Himalaya Secondary
630. Y. Moosa (Mrs)	10992685	Johannesburg Secondary
631. Y.M. Desai	10969250	Johannesburg Secondary
632. A.V. Ramnath	10985778	Kennington Secondary
633. A. Kaka	10993983	Kirkstrop Secondary
634. J.K. Phinathai	10929657	Kirkstrop Secondary
635. S. Sulje	10972689	Laundon Secondary
636. M.Y. Ismail	10901311	Laundon Secondary
637. H. Aham	10891757	Laundon Secondary
638. M. Hassan	10900551	Lenasia Secondary
639. R.M. Jajbhay	10935126	Lenasia Secondary
640. I.D. Harpersad (Mrs)	10973985	Lenasia Secondary
641. S. Kanvar	10999191	Lenasia Secondary
642. N.M. Govender	10992495	Lenasia South No 1 Secondary
643. M.A. Karani	10929495	Lenasia South No 2 Secondary
644. P. Singh (Mrs)	10962824	Liverton Secondary
645. A. Hamid	10999124	M.H. Joosten Secondary
646. S.A.B. Saleh (Mrs)	11004746	Matiboro Gardens Secondary
647. F.A. Moondley (Mrs)	10982019	Matiboro Gardens Secondary
648. R. Pillay (Mrs)	11004746	Nirvana Secondary
649. F. Mohamed (Mrs)	11570547	Nirvana Secondary
650. D.D. Naidoo (Mrs)	11006307	Nirvana Secondary
651. J.M. Pillay	10965305	Palmeridge Secondary
652. J. Dorasamy	10896086	Palmeridge Secondary
653. Z. Silek (Mrs)	10920820	Palmeridge Secondary
654. S. Naidoo	10887733	Packtown Secondary
655. R. Koopsamy	10981202	Rosstone Secondary
656. V. Jagannath	10935215	Springs Secondary
657. S. Ramjathan (Mrs)	10934871	Springs Secondary
658. Y.B. Mahomed (Mrs)	11019204	Stanness Secondary
659. N.M. Deyal	10988448	Stanness Secondary
660. M.S. Dada	11015853	Taxila Secondary
661. R. Rahim (Mrs)	10935865	Thistle Grove Secondary
662. K. Govender (Mrs)	10934391	Thistle Grove Secondary
663. D. Y. Ebrahim	10933565	Topaz Secondary
664. M.A. Osmail	10889931	Topaz Secondary
665. M.A. Moosa	10974687	Trinity Secondary
666. S.A. Butulla	10890386	Trinity Secondary

HOUSE OF DELEGATES

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HOUSE OF DELEGATES

667. R A Vythingum	10992707	Trinity Secondary
668. G Dhantap	10888161	Trinity Secondary
669. S Manikam	11017708	Valencia Secondary
670. A Ramji (Miss)	11026405	Valencia Secondary
671. S Moonsamy	10994963	William Hills Secondary
672. J Inacker	10981055	William Hills Secondary
673. S Abdul	10950184	Zakaria Park Secondary
674. S Butler	10939709	Zakaria Park Secondary
675. A O Essah	10987208	Zimbabwe Secondary
676. M A Kaka	10992135	Zimbabwe Secondary
677. H Singh	10969501	Liverpool Secondary
678. S R Singh	10963599	Liverpool Secondary
679. K Khan	10903224	Accoville Primary
680. L H K Rajagopal	10903224	Accoville Primary
681. J C Ebrahim	10989693	Andrew Anthony Prim
682. J Bhagat (Mrs)	10983636	Andrew Anthony Prim
683. A Rasool	10987857	Apex Primary
684. S A Khan	10992146	Apex Primary
685. N Dasso (Miss)	11015829	Azadville Primary
686. P A Veerasamy (Mrs)	10990127	Azadville Primary
687. S P Nacker	10981063	Azadville Primary
688. S Ramamy	10989913	Bentoni Primary
689. N Woodley (Mrs)	10929851	Bentoni Primary
690. D Ramaratnam (Mrs)	10952527	Bentoni Primary
691. H M Naidoo (Mrs)	10914137	Daxina Primary
692. M Mangera (Miss)	10933972	Daxina Primary
693. S P Naidoo	10987720	Elthyllis Primary
694. G Kowjee (Mrs)	10962689	Flamingo Primary
695. R S Hara (Mrs)	10989910	Fordsburg Primary
696. R Docrat (Miss)	10986589	Greenville Primary
697. V Pillay	10956638	Greenville Primary
698. T Naidoo	10998829	Harmony Primary
699. S Packer	10998802	Harmony Primary
700. S J B Padayachy	10939930	Hillside Primary
701. A Mayne (Mrs)	10953275	Impati Crescent Primary
702. P Butcha (Mrs)	10982842	Laundium Primary
703. K Pillay (Mrs)	10995251	Ladlum Heights Primary
704. A D Gopal (Mrs)	10999043	Ladlum Heights Primary
705. G Vallab (Mrs)	10936394	Lensia Model Primary
706. S Woodley (Miss)	10992910	Lensia Model Primary
707. M Neethanandam	11019409	Lensia Model Primary
708. D Barai (Mrs)	10941665	Lensia South No 2 Primary
709. J D Wilsra	10946333	Libra Primary
710. Z C S Omarjee (Mrs)	10960708	M D Coovadia Primary
711. S Badal	10980938	Part Primary
712. N E Varava (Mrs)	10939849	Part Primary
713. Pillay	10970746	Partside Primary
714. L Ebrahim (Mrs)	10944354	Pentastar Primary
715. C Lala	10904221	Pentastar Primary
716. R Bhoodam	10935177	Pioneer Primary
717. M M Jogee	10902031	Pioneer Primary
718. M K Syed	10969471	Rosbane Primary
719. J K Mistry	10975748	Rosbane Primary
720. I Chaudhyan	10943510	Rysood Primary
721. J Vally	10950150	Shatcrest Primary

722. H Rasool (Miss)	10921911	Zodie Primary
723. R Chetty	10931911	Zodie Primary
724. P Naidoo	10949259	Zodie Primary
725. M S Hatjee	10987801	Alpha Primary
726. K Governder	10995410	Craveny Secondary
727. S M Gangah	10986176	Craveny Secondary
728. L Soma (Miss)	10940804	East London Secondary
729. J Pillay	10953525	East London Secondary
730. M Naidoo	10956791	East London Secondary
731. C L Francis	1098127	East London Secondary
732. A Aroun	10940359	Pelham Park Secondary
733. A Aroun	10962905	Pelham Park Secondary
734. Y Gounden	10951121	Pelham Park Secondary
735. N Reddy	10962743	Pelham Park Secondary
736. T T Chowan	10987452	Woodhoop Secondary
737. A J Jairam	10971705	Woodhoop Secondary
738. M V Pillay	10917225	Woodhoop Secondary
739. J S R Singh	10939750	Woodhoop Secondary
740. E T Mooldey	109895205	Malabar Primary
741. P Mackenzie	11005343	Malabar Primary
742. S Pillay (Miss)	10942122	Rylands Primary
743. K Naidoo (Mrs)	11000554	Rylands Primary
744. E R Leevraahnam	10901914	Durban School for the Hearing Impaired
745. S Palter (Miss)	11019271	Durban School for the Hearing Impaired
746. N Pillay (Mrs)	10948767	New Horizon
747. A H Ismail	11021274	S Dass School
748. V S Kinnuni	11001101	S Dass School
749. R Naidoo (Mrs)	10939096	Stanger Training Centre
750. S K Nyudo	10976337	V N Nair
751. K S Mudaly	10909401	V N Nair
752. S Governder	10965009	V N Nair
753. J J Reuben	11006145	V N Nair
754. T Palter	10965327	West Park School
755. J Mohamed	10986640	Jiswa
756. S B Sewral (Mrs)	10915944	M C C Kharbhai
757. R Van Graan (Mrs)	11036095	Sunrise
758. B Richard	10936017	Northside Technical College
759. N Panday	10915687	Northside Technical College
760. S A Chattergeon	11012919	Northside Technical College
761. P S Gopal	11016884	Northside Technical College
762. R Ranjit	10982215	Ssiri Technical College
763. K Naidoo	10962115	Ssiri Technical College
764. L Peer	10962026	Ssiri Technical College
765. M Dislook	11263051	Ssiri Technical College
766. V Chaturgeon	10986631	St Oswald's Technical College
767. R Negoro	10889639	Ladysmith Secondary
768. S Moodley	10986189	Metebank Secondary
769. R Debba	11004631	Ssiri Park Secondary
770. P Ramchandrar	11000643	Alfordale Primary
771. H Dehpreasad	10952799	Longport Primary
772. A S Maharij	10905006	S E Yawa Primary
773. G Brihal	10955691	Victoria Primary
774. H Moosa	10961283	Lensia South Secondary

HOUSE OF DELEGATES

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Handwritten signature: C. J. P.

775. S S Seepersad 11005467 A M Moolah School
 776. D Naidoo 10998501 Northdale Technical College
 777. V D Naidoo 11015047 Northdale Technical College
 778. P K Moodley 10998522 Northdale Technical College

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HOUSE OF ASSEMBLY

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lation; if not, why not; if so, what are the relevant details;

(3) whether he will make a statement on the matter? B843E

THE MINISTER OF DEFENCE:

(1) No. The K35-system is applied.

(2) Yes. All SA Defence Force Examiners are qualified at the School of Armour in accordance with the K35-system.

(3) No.

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QUESTIONS

† Indicates translated version.

For written reply:

General Affairs:

SADF: military/civilian drivers' licences

361. Mr A E DE WET asked the Minister of Defence:

(1) Whether the test for a military driver's licence differs from the test for a civilian driver's licence; if not, why not; if so, (a) why and (b) in what respects;

(2) whether examiners testing prospective candidates for a military driver's licence are competent to perform this function in accordance with road traffic legis-

Afforestation applicants

376. Mr M J ELLIS asked the Minister of Water Affairs:

(a) How many afforestation applications were received by his Department in each province in 1992; (b) (i) how many of these applications were approved and (ii) for what areas were they approved; in each case, and (c) (i) how many applications were refused and (ii) for what reason was each application refused? B872E

THE MINISTER OF WATER AFFAIRS:

	TRANSVAAL	NATAL	CAPE PROVINCE	ORANGE FREE STATE
(a)	32	42	31	NH
(b)	26	40	31	NH
(c)	4 514 ha	10 902 ha	5 981 ha	NH
(d)	6	2	NH	NH

(ii) The maximum permissible area for afforestation in the relevant catchment or sub-catchment, which had been determined earlier by the Central Afforestation Permit Committee, had already been fully allocated.

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HOUSE OF DELEGATES

Hansard

INTERPELLATIONS UNDER NAME OF MEMBER

QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

Training of teachers' cost

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

What is the estimated cost to the State of training a teacher at a (a) university and (b)

teacher-training college on a non-residential full-time basis for three and four years, respectively? D202E

THE MINISTER OF EDUCATION AND CULTURE:

(a) Cost to the State of training a teacher at university:

Four years — ± R35 000

Three years — not applicable

(b) Cost to the State of training a teacher at a College of Education:

Four years — ± R48 000

Three years — not applicable

Abrams, Mr. T.—

Own Affairs:

Education and Culture, 629

Beyers, Mr. J. M.—

General Affairs:

Constitutional Development, 573

Botha, Dr. W. J.—

General Affairs:

Finance, 2057

Bruwer, Mr. A. A. B.—

Own Affairs:

Agricultural Development, 783

Burrows, Mr. R. M.—

General Affairs:

Regional and Land Affairs, 1617

Own Affairs:

Education and Culture, 99, 954, 1920

Carlske, Mr. R. V.—

General Affairs:

National Health and Welfare, 1127

Own Affairs:

Housing and Works, 605

Charterwood, Mrs. C. H.—

Own Affairs:

Welfare, 1524

Chabé, Mr. J.—

General Affairs:

Transport, 49

Own Affairs:

Education and Culture, 1159

Gastrow, Mr. P. H. P.—

General Affairs:

Home Affairs, 1269

Law and Order, 1504

Gerber, Mr. A.—

Own Affairs:

Education and Culture, 19, 1432, 1814, 2058

Gibson, Mr. D. H. M.—

General Affairs:

Trade and Industry, 309

Goodall, Mr. B. B.—

General Affairs:

Finance, 580

Own Affairs:

Welfare, 1707

Gouwsen, Mr. T. L.—

Own Affairs:

Education and Culture, 648

Groenewald, Mr. P. J.—

General Affairs:

Defence, 1263

Haswell, Mr. R. F.—

General Affairs:

Law and Order, 420

Isaacs, Mr. N. M.—

General Affairs:

Public Works, 619

Own Affairs:

Local Government, Housing and Agriculture, 125

Housing, 1719

MP qualifies 'pregnancy prediction'

ARCT 12/10/93

Political Staff

DURBAN. — Democratic Party Member of the House of Delegates for Phoenix Omie Singh said today he never intended to cast discredit on Indian children by warning that school girls could fall pregnant during the teachers' strike.

Speaking in an interpellation in the House on September 15, Mr Singh predicted that there would be an increase in teenage pregnancies. The figures "will show exactly what has happened in the two weeks'

strike", he said at the time.

This unleashed a torrent of criticism against him from parents, teenagers, striking teachers and political opponents.

Answering his critics today, Mr Singh said that he was heavily involved during the teachers' strike, acting as an intermediary between parents and teachers.

Mr Singh said his attack in the House was directed at Indian Education Minister Devagie Govender for being away dur-

ing the strike, and on members of the South African Democratic Teachers Union for striking in the first place.

It was "unfortunate" that in his assault he "may have cast some doubt on the integrity of the children of my community, for whom I have great respect".

"But let me stress that my fears in this regard were raised in the first instance by parents of the Phoenix community who contacted me," Mr Singh said.