TEACHERS - GENERAL

1985 - 1986

Botha told of angry teachers

Education Reporter

REPRESENTATIVES of every recognized teachers' association in the country met the State President, Mr P W Botha, in Cape Town yesterday to convey to him the anger of their members over the government's recently announced austerity measures for the civil service.

After the meeting teacher representatives, as well as representatives of the Public Servants League and the Public Servants Association, indicated they did not expect any reversal of the measures announced last month by Mr Botha.

They said however that Mr Botha and Finance Minister Mr Barend du Plessis had outlined clearly why the measures had been necessary.

"We made it quite clear that in future we expect decisions of this nature not to be taken without consultation with teachers," said Mr Pat Samuels, president of the Indian teachers' body, the Teachers Association of South Africa.

Bonus cuts

All the teacher associations appeared to be particularly concerned at the government's decision not to fill 75 percent of all vacant teaching posts because of the effect it would have on stability in the profession, the quality of education and the attractiveness of the profession.

Mr H H Dlamlenzi, president of the African Teachers Association of South Africa, said he had told Mr Botha that the cut in bonus pay cheques would affect black teachers hardest since they had not yet reached parity with other race groups.

● Last night Mr Botha said discussions he held yesterday with teachers associations, personnel associations of the civil service and postal service and the SATS had been "open-hearted and constructive".

190 000 teachers needed by year 2000

(321)

Star 6/5/85

By Susan Pleming,
Education Reporter

About 17 000 black teachers will have to qualify each year if parity in pupil/teacher ratios in black and white schools is to be obtained by the year 2000, according to the associate head of the Department of Educational Studies at the Johannesburg College of Education, Mr Tom Swart.

Discussing recent research statistics at a seminar on education held at the Johannesburg Hospital at the weekend, Mr Swart said at present only 8 000 black students qualified as teachers each year. This was a shortfall of over half of what was needed by the year 2000.

"At the rate we are producing new teachers we will have a shortfall of about 190 000 teachers by the year 2000. There will be fewer and fewer teachers to carry the load of increasing pupil numbers," Mr Swart stressed.

He pointed out that official pupil/teacher ratios given by the Government included non-teaching staff.

For example in 1984 the pupil/teacher ratio in white schools was said to be 20:1.

When non-teaching staff such as librarians and school principals were deducted from this figure, the ratio was about 30:1.

In the black schools the figure was said to be 41:1 while it was really 56:1.

The heart of the problem in black education was the poorly qualified teaching corps, Mr Swart explained.

He pointed out that in white schools four percent of the teachers were underqualified while in black schools this figure rose to a staggering 78 percent.

DEGREE

He added that in 1983 only 3,6 percent of black teachers had a university degree and that this amounted to one graduate per school.

Also the majority of teachers in black schools were under the age of 29.

Mr Swart said in-service training was needed to upgrade the qualifications of black teachers.

Since 1983 the education budget had exceeded money allocated to defence, but most of this money was aimed at improving facilities and not at upgrading of teacher qualifications.

He added that there was still a vast disparity in the per capita expenditure on pupils from different racial groups.

The 1983/1984 budget allocated R1,184 per white child, R651 per coloured child, R997 per Asian child and R213 per black child.

Equal teacher pay in sight'

Cape Times 8/6/85

By PETER DENNEHY

THE end of the fight for equal salaries for teachers was in sight, and all inequalities in these salaries could be cancelled out within three years, Mr Franklin Sonn said last night in Vredenburg.

Mr Sonn, president of the Cape Teachers Professional Association, said this to an audience of more than 800 teachers in his opening address at the asociation's 18th annual congress.

The association is a non-racial body whose membership is predominantly coloured.

Mr Sonn said great inequalities still existed in the salaries of the lower ranks of teachers. There was a strong possibility that there would be salary increases for lower-qualified teachers from October this year.

He ascribed the CTPA's success in this field and others partly to the organization's unity.

A great deal of nonsense had recently appeared in various newspapers about the CTPA he said.

"A so-called new teachers' organization in the Eastern Cape, if it still exists, is not a breakaway body from the CTPA," he said. He wished the new organization well, but said the CTPA was stronger than ever in the E Cape.

He was aware that there were organizations and individuals who believed they alone were right, and he warned them not to become oppressors.

There was only one test for the CTPA and that was whether its actions strengthened apartheid, or helped destroy it: "Our deeds speak for themselves."

The CTPA believed in tough and undaunted negotiation, and would continue to fight "to the very doors where decisions are made".

"We reject as laughable the argument that when one negotiates with another party, one becomes part of that body."

Mr Randall Peteni, chairman of the African Teachers Association of South Africa and president of the Joint Council of Teachers Associations of South Africa, who chaired the meeting, said it was time for people of vision to come together and for teachers of all races to fight apartheid together.

Occupational class	Implementation	Announcement
Limnological Technician		
Marine Superintendent		
Medical Technical Officer		
Nature Conservation Research Technician		
Nagivating Officer		
Research Biotechnician		
Oceanographic Technician		
Farm Manager		
Plant and Seed Inspector		
Plant Production Technician		
Explosives Expert		
Radio Officer		
Standards Technician		
Horticulturist		
Livestock Improvement Technician		
Veterinary Technician		
Fishing Mate/Master		
Meat Inspector		
Food Service Manager		
Water Care Technician		
Meteorological Technician		
Wine Controller		
Other Individual Occupational Classes		
Deeds Controller	1.9.81	2.11.81
Biokinetician	1.4.83	30.5.83
Medical Orthotist and Prosthetist	1.7.83	16.8.83
Registrar: Supreme Court	1.6.82	1.7.82
	1.11.83	25.11.83
Trade Metrologist	1.3.82	15.3.82
Chaplain	1.4.84	21.5.84
Landscape Architect	1.9.83	19.9.83
Landscape Developer	1.9.83	19.9.83
Master of the Supreme Court	1.9.81	26.11.81
	1.11.83	25.11.83
Musicians	1.1.84	6.1.84
Industrial Technician: S.A.	1.1.85	8.2.85
Defence Force/Naval Dockyard	1.4.81	24.4.81
Personnel Officer	1.11.83	22.11.83
Personnel Clerk	1.4.81	24.4.81
	1.11.83	22.11.83
Legal Officer	1.6.84	30.1.85
S.A. Naval Dockyard Divisional Manager	1.1.85	8.2.85
Specialist Scientist	1.8.84	5.10.84
Transport System Planner	1.8.84	2.8.84

(c) Departments dealt with the translation of personnel to the relevant dispensations and the Commission does not keep record of dates on which payments were actually made. It is therefore not possible to furnish an answer to this question. In practice the dates of payment in respect of the same groups will differ amongst departments, depending on the volume of work as dictated by the numbers of personnel affected.

HoA

(2) New dispensations are applicable to personnel retrospectively from the date of implementation of the dispensation or from date of appointment, whichever is the latest date. The new dispensations naturally also apply to persons appointed subsequently.

(3) Yes, but only as from 15 June 1983.

(4) Up to 14 June 1983 it was policy that new dispensations which were implemented with retrospective effect, were only applied to persons who had still been in service on the date of announcement. As from 15 June 1983 improved dispensations are also applicable in the case of persons who pass away or retire with pension, between the date of implementation and the date of announcement.

Teachers: salary scales

HANSARD Q. Col 1853 17/6/85

927. Mr R M BURROWS asked the Minister of Co-operation, ~~Development~~ and Education:

~~256~~ ~~334~~ 321

(a) What are the salary scales currently applicable to teachers serving in his Department with qualifications below M + 3 and (b) how many teachers were there on each salary scale as at the latest specified date for which figures are available?

The MINISTER OF CO-OPERATION, DEVELOPMENT AND EDUCATION:

Statistics as on 31 October 1984.

(a) and (b)

Post-level	Category	Salary Scale	Number Male	Number Female
1	a3	Male : R2 574	1 169	
		Female : R1 989		5 332
	a2m	Male : R2 910×336–3 582	736	
		Female : R2 379×195–2 574×336–2 910		1 092
	a2	Male : R2 910×336–3 918×540–4 998×600–6 198	478	
		Female : R2 379×195–2 574×336–3 918×540–4 998		2 392
	a1	Male : R3 246×336–3 918×540–4 998×600–6 198×690–6 888	4 017	
		Female : R2 574×336–3 918×540–4 998×600–5 598		13 014
	A	Male : R4 458×540–4 998×600–6 198×690–8 958×750–9 708	2 113	
		Female : R3 246×336–3 918×540–4 998×600–6 198×690–7 578		3 697
	B	Male : R4 998×600–6 198×690–8 958×750–10 458	1 501	
	B	Female : R3 582×336–3 918×540–4 998×600–6 198×690–8 958		1 001

Post-level	Category	Salary Scale	Number Parity	Male/Female
2	a3	R3 918	159	
	a2m	R3 918×540–4 998×600–6 198×690–8 268	4	
	a2	R3 918×540–4 998×600–6 198×690–8 268	344	
	a1	R4 458×540–4 998×600–6 198×690–8 958	1 545	
	A	R7 578×690–8 958×750–10 458	829	
	B	R8 268×690–8 958×750–11 208	466	

HoA

3	a3	R4 458	25
	a2m	R4 998×600−6 198×690−8 958×750−9 708	—
	a2	R4 998×600−6 198×690−8 958×750−9 708	162
	a1	R4 598×600−6 198×690−8 958×750−10 458	358
	A	R8 958×750−11 958	248
	B	R9 708×750−12 708	15
4	a3	R4 998	—
	a2m	R6 198×690−8 958×750−11 208	—
	a2	R6 198×690−8 958×750−11 208	55
	a1	R6 888×690−8 958×750−11 958	121
	A	R9 708×750−12 708	108
	B	R10 458×750−12 708×903−13 611	21
5	a3	R6 198	—
	a2m	R7 578×690−8 958×750−12 708	—
	a2	R7 578×690−8 958×750−12 708	49
	a1	R8 268×690−8 958×750−12 708×903−13 611	99
	A	R11 208×750−12 708×903−14 514	217
	B	R11 958×750−12 708×903−15 417	82

Provision of Education in the Republic of South Africa: White Paper

1001. Mr R M BURROWS asked the Minister of National Education:

(1) Whether he has established the data base and approved the set of rules referred to in paragraph 4.4.3(d) of the White Paper of the Provision of Education in the Republic of South Africa, 1983; if not, why not; if so, (a) when and (b) which organizations currently make use of this data base;

(2) whether every organization which agreed to this set of rules is allowed access to this data base; if not, why not;

(3) whether any requests have been received for access to this data base to be made available to members of Parliament; if so, (a) from whom and (b) what was the response thereto;

(4) whether his Department intends to make this data base available to members of Parliament; if not, why not;

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

The MINISTER OF NATIONAL EDUCATION:

(1) Yes.

(a) Information was collected on an individual basis for the first time in 1980 in order to establish an individual data base for educators at educational institutions for Whites.

Since then only aggregated information has been collected in respect of educators at universities and technikons for Whites in order to establish an aggregated information data base to supplement the individual data base.

The Committee on Education Structures (CES) and its Research Committee (RECES) are at present considering the extention of the data base to provide for the regular collecton of individual and aggregated information in respect of educators of all population groups.

The set of rules for the use of the data base has been approved by my predecessor in 1982, and makes provision for access to the data base by all official branches of the educaton sectors associated with CES/RECES.

(b) The data base is at present only used in investigations undertaken by CES/RECES.

(2) No. Neither the acceptance of the rules nor the use of the data base have been negotiated with these organisations.

(3) No.

(4) Since the individual data base contains confidential information supplied by individuals, this data base will only be made available to those organisations mentioned in 1(a) for internal official use.

Some of the information contained in the aggregated information data base, is tabled in Parliament annually by departments of State responsible for education.

(5) Yes. It is envisaged that negotiations concerning the use of the data base will take place within the following few months.

State Revenue Fund: staff

1010. Mr R M BURROWS asked the Minister of Home Affairs:

(1) Whether the investigation by the Commission for Administration into a system of organized consultation in respect of conditions of service and remuneration structures for staff remunerated from the State Revenue Fund has been completed; if so, (a) when and (b) which organizations were consulted in this regard; if not, (i) why not, (ii) which organizations are to be consulted and (iii) when it is anticipated that the investigation will be completed;

(2) whether any document outlining this system of organized consultation has been devised; if not, why not; if so,

(3) whether this document (a) has been or (b) is to be made available to the public; if not, why not; if so, when;

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

The MINISTER OF HOME AFFAIRS:

(1) No.

(a) Falls away.

(b) Falls away.

(i) It is a comprehensive project which is being executed together with numerous other projects of high priority.

(ii) All government institutions with an interest in the matter, as well as the formally and informally recognized staff associations.

(iii) End of 1985.

(2) No. The investigation has not yet been completed.

(3) Falls away.

(4) No. As from 1 July 1985, the designated Minister of Administration and of Economic Advisory Services, will have to decide on this matter.

Gratuities

1045. Mr D J N MALCOMESS asked the Minister of Transport Affairs:

(a) How many employees of his Department who retired from service in the 1984-85 financial year were paid gratuities and (b) what total amount was paid in respect of such gratuities in that year?

The MINISTER OF TRANSPORT AFFAIRS:

(a) 107.

MONDAY, 17 JUNE 1985

†Indicates translated version.

For written reply:

General Affairs:

Q. col 1833 Hansard 17/6/85

Sporting facilities

446. Mr M A TARR asked the Minister of Co-operation, Development and Education:

What was the total amount spent by the Department of Education and Training on the provision of sporting facilities in South Africa in the 1984-85 financial year?

The MINISTER OF CO-OPERATION, DEVELOPMENT AND EDUCATION:

R2 179 202.

Q. col 1833 Hansard 17/6/85

Bathurst: secondary schools

592. Mr E K MOORCROFT asked the Minister of Co-operation, Development and Education:

(1) Whether there are any secondary schools in the Black township of Bathurst in the Eastern Cape; if not, (a) why not, (b) where is the nearest secondary school to this township situated and (c) when is it anticipated that a secondary school will be provided in this area; if so,

(2) how many (a) secondary schools are there in this township and (b)(i) pupils, (ii) teachers and (iii) classrooms are there at each of these schools?

The MINISTER OF CO-OPERATION, DEVELOPMENT AND EDUCATION:

(1) No.

(a) The total number of residents (only 300 houses) in the Black township does not justify a secondary school.

(b) Port Alfred.

(c) No secondary schools are planned for this area.

(2) (a) None.

(b) (i), (ii) and (iii) Fall away.

Q. col 1834 Hansard 321 17/6/85

Teachers' associations/federations

808. Mr R M BURROWS asked the Minister of Co-operation, Development and Education:

Whether his Department recognizes, for consultation and negotiation purposes, teachers' associations and federations; if not, why not; if so, (a) which associations and federations are recognized by his Department, (b) what number of teachers are represented by each of these recognized bodies and (c) what criteria are applied by his Department prior to its granting recognition to a teacher organization?

The MINISTER OF CO-OPERATION, DEVELOPMENT AND EDUCATION:

Yes.

(a) (i) African Teachers' Association of South Africa (ATASA).

(ii) Association of White Teachers in the Department of Education and Training.

(b) (i) ATASA (including teachers in the National States)—60 000.

(ii) Association of White Teachers in the Department of Education and Training—983.

(c) At present there are no specific criteria that have been laid down in the regulations that apply to the recognition of a teachers' association. The above-mentioned associations exist for many years and are recognized *de facto*.

been set aside for the creation of job opportnities by his Department; if so, what amount was set aside for this purpose;

(2) whether any part of this amount is to be spent on the creation of jobs in the Western Cape; if so, (a) what total amount, (b) on what specified projects, (c) what total number of job opportunities is it anticipated will be created as a result, (d) where will these jobs be created, (e) what will be the nature of these jobs, (f) who will be in charge of these projects and (g) when is it anticipated that these jobs will be created; if not, (i) why not and (ii) where will this money be spent;

(3) whether his Department has any further plans to create job opportunities in the Western Cape; if so, (a) what is the nature of these plans and (b) when is it anticipated that they will be implemented?

The MINISTER OF CO-OPERATION, DEVELOPMENT AND EDUCATION:

(1) No, the Department of Co-operation and Development did not make any funds available out of it's own estimates for the sole purpose of creating job opportunities. However, an amount of R100 m was allocated for this purpose by the Government, R53 m of which was allocated to the Department of Co-operation and Development.

(2) and (3) Development boards in conjunction with Black local authorities and community councils are presently identifying projects for this purpose. Attention is thus also given to the Western-Cape. A final decision on the allocation of funds will be made shortly.

Hansard Q.61.1707
Persons killed in operational area
4/6/85

936. The LEADER OF THE OFFICIAL OPPOSITION asked the Minister of Defence:

Whether he will furnish information on the number of persons killed in the operational area in 1984; if not, why not; if so, (a) how many (i) members of the South African Defence Force and (ii) civilians were killed, and (b) how many persons were killed by members of the South African Defence Force, in the operational area in that year?

The MINISTER OF DEFENCE:

(a) (i) As our enemy may utilize statistics on the number of SA Defence Force members who have been killed in the operational area for propaganda purposes it is not customary to divulge the figure separately or for individual years. The honourable Leader of the Official Opposition is also referred to the reply to question number 10 on 26 February 1985 and the figures which I gave during the discussion of the Defence Vote on 29 May 1985.

(ii) 169.

(b) 916 terrorists were killed by the SA Defence Force and 18 members of the local population died in cross fire during contacts with terrorists.

Hansard
Detainees: private medical practitioners
Q.61.1708 4/6/85

944. Dr M S BARNARD asked the Minister of Law and Order:

(1) How many (a) private medical practitioners were called in by district surgeons, at the request of detainees, to see such detainees in each of the latest three years for which figures are available and (b) detainees died in each of these years;

(2) whether any of the detainees who died were seen by private medical practitioners while in detention; if not, why not; if so, how many in each of these years?

The MINISTER OF LAW AND ORDER:

(1) (a) The South African Police has no statistics in this regard.

(b) One during 1983

(2) Yes, at the request of the district surgeon the person referred to in (1)(b) was seen by a radiologist and a surgeon.

Hansard
Bus companies: subsidies
Q.61.1709 4/6/85

974. Mr D J N MALCOMESS asked the Minister of Transport Affairs:

What total amount was paid to bus companies in respect of subsidies for the transport of passengers in the (a) Vaal Triangle, (b) Cape Town/Peninsula, (c) Port Elizabeth/Uitenhage and (d) Durban/Pinetown areas in the 1984-85 financial year?

The MINISTER OF TRANSPORT AFFAIRS:

(a) R1 141 967,85

(b) R13 685 932,09

(c) R4 767 473,20

(d) R33 834 326,45

Supplementary reply to Question 807 on Wednesday, 29 May 1985, put by Mr R M Burrows (col 1635):

321 Hansard
Teachers' associations/federations
Q.61.1710 4/6/85

807. Mr R M BURROWS asked the Minister of National Education:

Whether his Department recognizes, for consultation and negotiation purposes, teachers' associations and federations; if not, why not; if so, (a) which associations and federations are recognized by his Department, (b) what number of teachers are represented by each of these recognized bodies and (c) what criteria are applied by his Department prior to its granting recognition to a teacher organization?

The MINISTER OF NATIONAL EDUCATION:

Yes, the Department recognizes specific teachers' associations, federal and national bodies of teachrs' associations and also a registering and professional council for teachers, in terms of section 1(vii) of the National Policy for General Education Affairs Act, 1984 (Act 76 of 1984).

	(a)	(b)
(i)	Federal Council of Teachers' Associations in South Africa	52 371
(ii)	Union of Teachers' Associations of South Africa	20 000
(iii)	Teachers' Association of South Africa	7 312
(iv)	African Teachers' Association of South Africa	28 000
(v)	South African Teachers' Council for Whites	74 706

(c) Section 1(vii) of the mentioned Act makes the recognition of teachers' organizations dependant on the test whether they are representative of the relative profession, or not, and prescribes that in the exercising of the discression of the Minister of National Education in this regard, he has to consult with the concerned Minister of education.

certain areas; if so, how many trading licences were operative in the urban Black townships attached to (a) Kokstad, (b) Howick, (c) Mooi River, (d) Ixopo and (e) Richmond as at 1 January 1983 and 1984, respectively?

The MINISTER OF CO-OPERATION, DEVELOPMENT AND EDUCATION:

		1983	1984
(a)	Kokstad	4	5
(b)	Howick	—	—
(c)	Mooi River	3	3
(d)	Ixopo	No Black Township	
(e)	Richmond	No Black Township	

Amount spent on advertisements

875. Mr D J DALLING asked the Minister of Constitutional Development and Planning:

(1) What was the total amount spent by his Department in 1984 on placing advertisements for any purpose in newspapers in the Republic;

(2) what amount was paid to each specified newspaper in the above regard in that year?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

(1) R3 471.

(2)

The Argus	R679
Die Beeld	R805
Die Burger	R594
The Cape Herald	R944
The Low Velder	R 90
Oudtshoorn Courant	R 38
The Star	R226
Rand Daily Mail	R 95

Hansard Q.61.1703

Khayelitsha

4/6/85

924. Mr K M ANDREW asked the Minister of Co-operation, Development and Education:

Whether any serviced sites have been completed at (a) Site C and (b) any other specified areas in Khayelitsha; if so, (i) how many, and (ii) when, in each case?

The MINISTER OF CO-OPERATION, DEVELOPMENT AND EDUCATION:

(a) Yes.

(i) 3 439.

(ii) 25 April 1985.

(b) Yes.

(i) 134 in Section 1 of Town 1.
58 in Section 2 of Town 1.
95 in Section 4 of Town 1.

(ii) 10 on 4 October 1984 in Section 1 of Town 1.
124 on 30 November 1984 in Section 1 of Town 1.
58 on 24 April 1984 in Section 2 of Town 1.
95 on 8 February 1984 in Section 4 of Town 1.

321 Hansard Q.61.1704

Teachers: conditions of service

4/6/85

926. Mr R M BURROWS asked the Minister of National Education:

(1) Whether his Department has investigated and/or drafted a report detailing the costs of the full equalization of all conditions of service of teachers; if not, why not; if so, (a) in respect of which conditions of service has equalization not been effected as yet and (b) what is the estimated cost of effecting equalization in respect of each condition of service;

(2) whether the report of the investigation will be made public; if not, why not; if so, when?

The MINISTER OF NATIONAL EDUCATION:

(1) No. The Department of National Education is at present undertaking investigations in respect of which the outcome will reflect the expected costs of the full equalization of all conditions of service of educators.

(a) and (b) Fall away.

(2) Normally reports on such investigations are confidential internal documents. After receiving such reports, however, I shall decide on the possible release thereof.

University degrees/standards 10/8/6

932. Mr K M ANDREW asked the Minister of Constitutional Development and Planning:

With reference to his reply to Question No 680 on 23 April 1985, what total number of (a) White, (b) Coloured, (c) Asian and (d) Black persons in the Republic had (i) obtained university degrees and (ii) passed (aa) standard 10, (bb) standard 8 and (cc) standard 6 as at the latest specified date for which figures are available?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

	(a) Whites	(b) Coloureds	(c) Asians	(d) Blacks
(i)	193 374	3 564	7 112	7 509
(ii) (aa)	1 207 736	59 814	62 390	170 038
(bb)	1 082 495	178 014	109 850	738 138
(cc)	703 393	419 316	161 257	1 603 129

Population Census 6 May 1980.

(*Note:* Persons in each category are not included in the lower category/categories. Figures relate to RSA including the Republic of Ciskei which was not yet independent on Census Day.)

Road Transportation Act: summonses

933. Mr D J N MALCOMESS asked the Minister of Transport Affairs:

(1) How many summonses were issued in 1984 for contraventions in terms of the Road Transportation Act, No 74 of 1977, and the regulations relating thereto;

(2) how many of these summonses were issued to employees of the South African Transport Services for contraventions whilst driving official vehicles;

(3) in respect of how many of these summonses were the (a) cases withdrawn and (b) accused found guilty?

The MINISTER OF TRANSPORT AFFAIRS:

Statistics of the relevant nature are not kept on a calendar year basis and the figures submitted hereinafter are in respect of the 1984/85 financial year.

(1) 26 352.

(2) 5.

(3) (a) 3 793.

(b) 19 201. For the sake of completeness it is mentioned that:

For reasons of expediency 12 221 cases where admission of guilt fines had been paid have been included in the figure of 19 201 submitted above.

1 758 accused were acquitted by the courts.

1 600 cases are still pending.

Hansard Q.61.1706

Western Cape: job opportunities

4/6/85

935. Mr K M ANDREW asked the Minister of Co-operation, Development and Education:

(1) Whether any funds have recently

Teachers upset to see council go

321 2/7/85

Mercury Reporter

TEACHERS in Natal regarded the demise of the Provincial Council system with severe misgivings, the president of the Natal Teachers' Society, Prof André le Roux, said last night.

Speaking at the opening of the society's annual conference at the Edgewood College of Education near Pinetown, Prof le Roux said Natal had always fought to retain the values and beliefs of its predominantly English-speaking community.

But while about 70 percent of teachers and pupils in the province were English-speaking, the top hierarchy of the Natal Education Department was virtually devoid of English-speakers.

'Natal witnesses the demise of the Provincial Councils with severe misgivings.

'Assurances that nothing has changed are an affront to our intelligence.'

He outlined several moves to centralised control of education that had taken place in the past in spite of resistance from Natal.

'And now we are to be controlled not by our own MEC elected by the people of Natal but by the Department of Education and Culture situated in Pretoria.

'The only way for us to retain our Natal ethos is for us to have our school committees and regional councils as envisaged and also an elected Provincial Education Council with teeth.

'The NTS expects to be consulted on the composition, powers and functions of such a Provincial Education Council.'

Prof le Roux also said teachers had taken note of the Government's calls for a rationalisation of education to conserve finances and to enable finance to be spread more equitably among all race groups.

But teachers insisted that rationalisation be researched and planned, and not achieved at the expense of teachers.

Prof le Roux suggested joint planning of education between Natal and KwaZulu.

'We have too many teachers — teachers without jobs. They have too few. We have colleges which are empty. They are not able to produce teachers in sufficient numbers.

'Such consultation would demonstrate our commitment to the rationalisation of education.'

Call to teachers to solve crisis

CAPE TIMES 19/7/85 (321)

Staff Reporter

THE general secretary of the African Teachers' Association of South Africa (ATASA) yesterday called on teachers' associations "jointly or individually" to help solve the crises in black schools.

Mr H H Dlamlenze was speaking at the first day of the national education conference which opened at the University of Cape Town.

Mr Dlamlenze said: "We, as teachers' associations within South Africa, need to take a global view of education in the country and make an honest effort to bring about peaceful change and co-existence. At the same time we should not be blind to the fact that we shall meet with hardened attitudes."

Mr Dlamlenze outlined the unrest in black schools from 1976 to this year and said that black education was in serious trouble with pupils revolting against the system of their education.

He called for a single Ministry of Education, as did ATASA and the De Lange Commission, but said that "the story will not end there" because politics dictated what form education took.

"It seems clear to me that without parliamentary representation by blacks, for the blacks, boycotts will continue."

Mr Dlamlenze suggested an education campaign as a starting point.

● Professor Hennie Maree, chairman of the Federation of Afrikaans Teachers' Associations, at the conference yesterday predicted the formation of a trade union for teachers but rejected this as a viable proposition for South Africa.

Professor Maree was a panel member in a discussion on the position of teachers in the educational structure.

The pros and cons of a trade union system had been studied by the teaching profession for about four years and three people had been sent overseas to investigate unions.

The advantages were a right to negotiate, a clearly defined structure and a right to submit a stalemate to arbitration.

On the negative side, teachers could be "priced out of the market" by the demands of a trade union and formal strikes used as a weapon. Teachers would tarnish their image and the financial demands made on a union by strikes were crippling.

While predicting the formation of a trade union in South Africa, he did not see it as a solution.

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At least 70 Natal teachers will lose jobs at month's end

Mercury Reporter

AT LEAST 70 Natal teachers, mostly married women, who are classified as temporary staff will lose their jobs at the end of this month to make way for student teachers with Government loans.

And white teacher training colleges will have a 25 percent cut back in their first year intake, mainly those hoping to be primary school teachers, following a steady drop in pupil figures.

This was confirmed yesterday by Mr Willem van Rooyen, Director of Education in Natal, who was reacting to rumours within the profession that up to 700 temporary teachers would not have their employment contracts renewed at the end of term.

Meanwhile, Mr Mike Ellis, president of the Natal Teachers' Society (NTS) has expressed 'deep concern' that the cutbacks will see experienced and highly qualified teachers making way for 'first years'.

But Mr van Rooyen says the department is contractually bound to giving students posts.

'I sincerely regret having to introduce cutbacks in a period of such terrific economic pressure. Many of the women have helped us for a number of years,' he said.

Serious

Besides the economic climate, a major reason for the decision is the constant decrease in pupil numbers over the past few years, he said.

In 1984 the number of pupils in Natal dropped by 1 200, almost 3 percent, and is expected to do the same this year. The figures are serious enough to threaten the existence of two schools every year.

Meanwhile, Mr van Rooyen has given the assurance that when vacancies occur during the year, temporary staff will once again be rehired.

The cutback is expected only to affect schools where the pupil/teacher ratio has decreased.

Teaching posts created

PARLIAMENT — Increases in its budgetary allocation had enabled the Department of Education and Training to cope effectively with the increase in pupil numbers, according to its 1985 report tabled here yesterday.

The department said it had even been able, in some measure, to lessen the backlog. It had been able to do this because its parliamentary vote had increased by 148 percent over the past four years.

The teacher-pupil ratio had been increased from 1:42,2 to 1:38,8 over the four years.

"Apart from the 3 989 teaching posts that were created during this period to provide for the normal increase in pupil numbers, 3 688 posts were created to bring about this improvement in the teacher-pupil ratio," said the report. — Sapa.

Pay parity for teachers a step closer

321

Star 29/7/85

Further steps to bring about parity in the salary scales of teachers of all races have been announced by the Government.

The Minister of National Education, Mr F W de Klerk, said in a statement released in Pretoria yesterday that the service dispensation of certain coloured, Indian and black teachers would be improved from October 1 this year.

He said the Government would spend R56 million between October and March next year to reduce disparities between teachers of the various population groups. The adjustments were in accordance with the Government's commitment to the elimination of "unjustifiable disparities based on population group".

Mr de Klerk said about 100 000 teachers would benefit from the adjustments which applied to teachers in the lower qualification categories.

Lower qualified whites had already been placed on parity scales and would therefore not be affected. The same applied to teachers of other population groups who had already been placed on parity scales.

"Although good progress is being made with the elimination of disparities, in practice the process cannot be implemented faster than available funds allow."

Mr de Klerk said individual teachers would not receive the same percentage adjustment because the disparities were not of equal size at all levels.

The announcement gave only a general indication of the adjustment and any further information would be supplied by the individual ministers of education. — Sapa.

Ban new loans says UK party

The Star Bureau

LONDON — A statutory ban on new bank loans and new investment in South Africa throughout the European Economic Community has been proposed by the Social Democratic Party in a policy document.

SDP leader Dr David Owen said: "Britain should be working for a common European position in its policies towards South Africa and actively identifying with the excellent resolution put forward by France to the United Nations Security Council."

He warned there was a grave danger of Britain becoming isolated in the world community if it associated so completely with President Ronald Reagan's policies.

NATIONAL/INTERNATIONAL

Argus 29/7/85 (3 21)

Increases for lower-qualified coloured teachers

Education Reporter

THOUSANDS of lower-qualified coloured teachers will get salary increases on October 1, bringing them one step closer to parity with whites.

The move, announced by the Minister of National Education, Mr F W de Klerk, comes after intense lobbying by the organised teachers' profession for a better deal for teachers handicapped by qualifications now deemed inadequate.

Those in line for higher take-home pay are teachers falling under Category A — those with the defunct Junior Certificate and two years' training; Standard 6 or 7 and two years' training; matric and no diploma or Standard 9 and no training.

According to the Cape Teachers' Professional Association (CTPA), they make up 60 percent of the coloured teaching corps.

Their salaries will increase by one notch on the salary scale, bringing them just one notch away from parity with white teachers.

Although complete parity was the goal, it could not be realised at this stage because of "adverse financial circumstances", the Minister of Education and Culture in the House of Representatives, Mr Carter Ebrahim, said.

CTPA president Mr Franklin Sonn said good progress had been made in closing the salary gap and the total elimination of disparity was in sight.

The CTPA was disappointed the gap had not been closed fully "but at least we are closer to the ideal", he said.

However, the entire salary structure for lower-qualified teachers had to be reviewed and negotiations for this were under way, he said.

Better pay for black teachers

(321) (50) (51) E-Post 29.07.85

PRETORIA — The Government has announced further steps to bring about parity in the salary scales of teachers of all races.

The Minister of National Education, Mr F W de Klerk, said in a statement released in Pretoria that the service dispensation of certain coloured, Indian and black teachers would be improved from October 1.

He said the Government would spend R56 million between October and March next year to reduce disparities between teachers of different races.

The adjustments were in accordance with the Government's commitment to the elimination of "unjustifiable disparities based on population group".

Mr De Klerk said about 100 000 teachers would benefit from the adjustments which applied to teachers in the lower qualification categories.

Lower qualified whites had already been placed on parity scales and would therefore not be affected.

The same applied to teachers of other population groups who had already been placed on parity scales.

"Although good progress is being made with the elimination of disparities, in practice the process cannot be implemented faster than available funds allow."

Mr De Klerk said individual teachers would not receive the same percentage adjustment because the disparities were not of equal size at all levels.

The announcement gave only a general indication of the adjustment and any further information would be supplied by the individual Ministers of Education. — Sapa

Grade 10

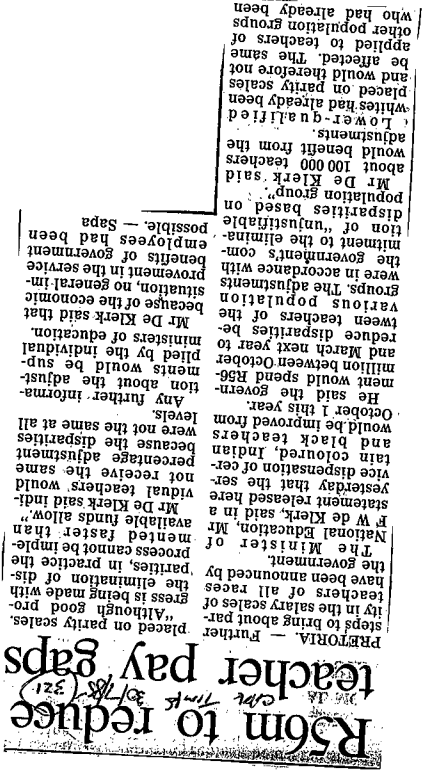
0.00	0.00	17.59	20.22	21.98	23.74	27.72	27.72	31.68	34.76
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Current Hours: 44 Hourly Change 1975 to date: Nominal +0.0% Current Real Weekly Wage: R 19.85

Grade 12

11.88	15.84	19.43	21.58	23.74	25.90	30.24	30.24	34.56	38.16
22.12	29.06	33.21	26.09	26.55	25.82	23.74	21.77	23.87	23.57

Current Hours: 44 Hourly Change 1975 to date: Nominal +425.6% Real +61.2% Current Real Weekly Wage: R 21.79



R50m to reduce teacher pay gaps

PRETORIA. — Further steps to bring about parity in the salary scales of teachers of all races have been announced by the Government.

The Minister of National Education, Mr F W de Klerk, said in a statement released here yesterday that the service dispensation of certain coloured, Indian and black teachers would be improved from October 1 this year.

He said the government would spend R56-million between October and March next year to reduce disparities between teachers of the various population groups. The adjustments were in accordance with the Government's commitment to the elimination of "unjustifiable disparities based on population group".

Mr De Klerk said about 100 000 teachers would benefit from the adjustments.

"Lower-qualified whites had already been placed on parity scales and would therefore not be affected. The same applied to teachers of other population groups who had already been placed on parity scales. "Although good progress is being made with the elimination of disparities, in practice the process cannot be implemented faster than available funds allow."

Mr De Klerk said individual teachers would not receive the same percentage adjustment because the disparities were not the same at all levels.

Any further information about the adjustments would be supplied by the individual ministers of education.

Mr De Klerk said that because of the economic situation, no general improvement in the service benefits of government employees had been possible. — Sapa

Salary boost for teachers

Sowetan (321) 30/7/85

THE GOVERNMENT will spend R112m in salary adjustments during the next 12 months in an effort to eliminate "unjustifiable" disparaties among teachers of different population groups.

Speaking at a Press conference in Pretoria yesterday morning, Dr Gerrit Viljoen, Minister of Co-operation, Development and Education said this new dispensation included salary adjustments for 90 000 black teachers in the lower qualification categories.

Others who are to benefit from this scheme include 10 000 whites, Indian and coloured teachers who are also in the same category. The national states will also be affected by these adjustments.

Lower

Dr Viljoen said: "The main problem identified was that the salaries of black teachers in the lower qualification categories were substantially lower than the salaries of teachers of other population groups". The salary adjustments will come into effect from October 1 this year.

He added: "In several cases the gap has been narrowed to one notch and in some cases black teachers are being put on parity with other population groups".

Dr Viljoen also emphasised that it was the policy of the Government to achieve full parity in salaries. And despite the current economic situation in the country, considerable progress towards full parity had already been made, the minister said.

A special meeting is expected to be held sometime this week between the Minister and senior officials of the African Teachers Association of South Africa (Atasa) to discuss details of the salary scales for black teachers.

Spending

The Minister of National Education, Mr F W de Klerk, in a statement released at the weekend said the adjustments were in accordance with the Government's "commitments to a policy of elimination of unjustifiable disparaties based on population group".

And because of the economic situation, it was necessary to impose strict limitation on Government spending in this year's budget. As a result, no general improvement in the service benefit of government employees was possible, Dr de Klerk said.

The Government's decision to adjust salaries, both ministers said, followed recommendations from the Commission for Administration and the Advisory Board in which the various education sectors, including Atasa were represented.

"Everybody showed understanding for the elimination of unjustifiable disparities on the one hand and the limitation imposed by the lack of funds on the other hand", Mr de Klerk said.



Dr GERRIT VILJOEN, Minister of Co-operation, Development and Education.

'Teachers must work for salaries'

Education Reporter

If the school boycotts continue and attendance rates do not improve, the Department of Education and Training may transfer teachers to places where "they will have an opportunity to work for their monthly salaries".

In a letter sent to parents of school-going children living in Alexandra, DET's Johannesburg regional director, Mr J P Engelbrecht, said no employer could afford to pay salaries to employees who did not have work to do.

He said Alexandra residents should not be surprised if "even the most dedicated" teachers considered a transfer away from areas where children were boycotting classes.

Mr Engelbrecht urged parents to send their children to school and outlined the short-term and long-term disadvantages of boycotting classes.

Teachers plan new 'progressive' body

Staff Reporter

DELEGATES from 70 teaching institutions in the Western Cape have resolved to form a new progressive teachers' organization to play "an effective and meaningful educative role in the struggle for liberation".

The recently-formed Teachers' Interim Co-Ordinating Committee, which claims support among the majority of teachers and lecturers in 70 schools and tertiary educational institutions, met last week to discuss ways of responding to the current crisis in the country and particularly in education.

They resolved:

● To unite as progressive educators in order to co-ordinate united action to defend students, teachers and lecturers from any form of victimization, intimidation or arrest, and

● To support the stand taken by pupils in their fight against separate and inferior education.

Transfer

"We denounce the action of the State, police and army in their brutal treatment of our people, the killing of innocent children and the attack on the right of the oppressed to organize themselves," the committee said in a statement released yesterday.

"The transfer of Mrs Galant, the recent arrest of Mr Zunaid Dharsey and the victimization of teachers at Rylands High School by the Department of Indian Education, and victimization by other education departments, will not go unchallenged.

"We note with contempt the arrest of 30 students from Fezeka High School as well as the detention of teacher Mr Yusuf Adam and student leaders Mr Victor Steyn and Mr Russell MacGregor.

"We demand the unconditional release of all detainees and political prisoners and pledge our total support for their families," the statement said.

Teacher training during boycotts

(350) (321)

Dispatch Reporter

EAST LONDON. — Teachers and other school personnel who could not attend to their duties because of unrest and school boycotts would be sent on an in-service training course, Mr E. Posselt, the liaison officer for the Department of Education and Training in Pretoria, said yesterday.

DISPATCH

Mr Posselt was commenting on the DET policy regarding the teachers and other administrative school staff in the light of continued school unrest and boycotts countrywide.

Mr Posselt said teachers and administrative staff would not "necessarily" undergo the same course.

Mr Posselt said the courses would go on until the unrest was over at schools. The in-service training programme would not affect teachers' salaries, he added.

29:08:85

Mr Posselt said the DET did not intend to retrench any of its teaching staff.

Meanwhile, a spokesman for the DET in Pretoria said matric pupils who had registered for examinations would sit for their examinations from October 21 to December 2. Only pupils who had registered for examinations and whose names appeared in their school register would be allowed to write, the spokesman said.

He said no decision had been made concerning the other classes.

A spokesman for the regional office in Port Elizabeth reported yesterday that the situation in the Border schools had not changed since last week.

Teachers called on to form non-racial body

18/9/85 (321) Mercury

Pietermaritzburg Bureau

TEACHING bodies in South Africa which call for one non-racial education system should themselves be implementing the idea by disbanding and forming non-racial education bodies.

This was proposed at the annual meeting of the Pietermaritzburg branch of the National Education Union of South Africa in a motion rejecting segregated education.

Speakers at the meeting said while organisations such as the Natal African Teachers' Union, the Natal Teachers' Society (whites), the Teaching Association of South Africa (Indians) and the Society of Natal Teachers (coloureds) called for a non-racial education ministry, they had not implemented the idea within their own organisations.

Mr Mike Ellis, president of the Natal Teachers' Society, said while his organisation did not have any black members it was open to all races as the society supported moves for a non-racial teacher organisation.

He said teacher unity was in the forefront of education debate at the moment but there were a number of practical issues which had first to be worked out.

'Our excutive committee has had a number of extraordinary meetings after having attended a conference at the University of Cape Town in July where teacher unity was discussed in depth.'

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A black teacher's life is now one of hazard

321

STAR 18/9/85

By Susan Pleming, Education Reporter

The mounting unrest and increasing class boycotts have made life difficult — and sometimes dangerous — for teachers at black schools.

A teacher at a secondary school in Soweto, who recently gained a high degree in education from a university (we will call him "Mr Kaiser"), described what is going on in black schools as "nerve-racking and frustrating".

"We don't know whether we are coming or going. The trouble has been going on for too long," he said.

Many of the teachers in Soweto are in fear of their lives. On September 3 the homes of two teachers at Madibane High School were attacked.

They were believed to be the first on a "hit list" said to have been drawn up by pupils after some of them had been punished at the school.

"It is sometimes life-threatening to be a teacher," said "Mr Kaiser".

"If you are seen as working with the system, you can have your house burnt, and if the police believe you may be working with the children, then you risk detention."

ENORMOUS DILEMMA

Teachers do not know which way to turn. They have to satisfy the demands of the pupils, parents, the education authorities and the police — at the same time.

"Teachers are faced with an enormous dilemma. If pupils feel teachers are not playing their game, then the teachers' lives are threatened. On the other hand, the police often feel teachers influence the pupils.

"Then, parents feel the teachers should be the saviour of their children, while the authorities demand that the teachers be loyal to them."

Teachers have to make difficult decisions for their pupils. For example, many teachers have recommended that children should not wear uniforms or carry books to school.

"If you tell them to wear uniforms, they will be victimised by the children who are boycotting, and if they do not wear uniforms they will be picked up and arrested by the police, who will think they are boycotting. We have told our children that wearing a uniform is optional."

Though upset and frustrated by what is going on in the schools, "Mr Kaiser" said he would carry on and do his best — and hope that one day the situation will return to normal.

DROPPING MORALE

After the 1976 riots, hundreds of teachers resigned either because of pressure from the pupils or in sympathy with what had happened to the pupils. "Mr Kaiser" was one who resigned, but he said it was unlikely the same situation would occur this year.

"To my knowledge, teachers are not resigning," he said. But though they are staying, morale is low.

"It is very demoralising when you go to school and find there are no pupils — and know it will be the same the next day.

"It is frustrating to have an empty classroom, but you keep going back and hope the situation will normalise."

There was no one solution to the problems in the schools. "If we want to normalise education, then we must create a society which is based on equality," emphasised "Mr Kaiser".

The pupils demands — such as democratically-elected SRCs and an end to corporal punishment — would have to be met, he said. There would also have to be a large input of qualified and efficient teachers.

"Many people tell me that with my qualifications I should leave the school. But I believe that my duty lies with solving the problems, not taking an escape route to lecture at a university. That would solve nothing."

Tvl teachers seek all-race alignment

321 STAR 30/9/85

Education Reporter

The Transvaal Teachers' Association (TTA) plans to cross the colour bar and make contact with teachers' associations from various racial groups.

At the TTA's annual congress in Johannesburg this weekend, the newly elected president, Mr Hugo Ackermann, told *The Star* that he wished to seek an "alignment" with all teachers' associations that shared common ground with the TTA.

"It is important that we seek contact and that we gain a better understanding of each others' problems," he said.

Mr Ackermann, headmaster of Potchefstroom Boys' High School, said the TTA condemned any social, political or religious policy that interfered with education, adding that the TTA wanted a society based on human dignity and civil liberty.

Mr Ackermann, who was present at last week's Alliance meeting in Johannesburg attended by 150 South African leaders, said the system of working under several different education Ministries was against TTA policy.

MINISTRIES

"We accept a single Ministry and the concept of Own Affairs obviously implies that we do not have one Ministry," he said.

Mr Ackermann said that, although he was unhappy about there being more than one Ministry of Education, the TTA had to work within the system.

"Our aim is to represent the teachers within the existing system and, at the same time, work towards the creation of a single Ministry."

Mr Ackermann said there was some dissatisfaction among teachers concerning the proposed alliance between the South African Teachers' Council and the Federal Council for Teachers' Associations.

"We will have to reconsider seriously where we stand in relation to the proposed new Federal Teachers' Council which is again an entrenched 'whites only' council."

Mr Ackermann said the English-speaking teachers' associations countrywide would soon meet to discuss this issue.

He declined to discuss last week's announcements by the Minister of National Education, Mr F W de Klerk, on changes in the education structure because he had not yet studied the full text.

But, he said, parents should have the choice of deciding where they sent their children to school.

"I am not for forced integration but I believe parents should have the right to choose if they want to send their children to an open school."

Discussing compulsory tuition fees, Mr Ackermann said this was not the best system to raise additional revenue.

"Additional funds must be raised through existing structures. The general public should be taxed more," he said.

He added that the collection of fees should not be the responsiblity of the school.

Boycott: 1 000 call on minister

CAR Tigers 30/9/85

* By YAZEED FAKIER
and
HILARY VENABLES

MORE THAN 1 000 parents, teachers and pupils from Cape Town's black townships yesterday called on the Minister of Education and Development Aid, Dr Gerrit Viljoen, to meet them to discuss their demands in an attempt to end the current class boycott.

At a mass meeting called by the Parents' Action Committee (PAC) in Guguletu, the audience supported the call for the boycott to continue until pupils' demands for "equal, free and dynamic education" were met.

Meanwhile at the Kismet Cinema in Athlone, more than 800 people attended the launch of the non-racial Western Cape Teachers' Union (Wectu) and decided that its members would return to school at the official start of the new term.

This decision means that teachers at the 465 schools closed and later reopened by the Minister of Education and Culture in the House of Representatives, Mr Carter Ebrahim, will return to school — but not normal classes — tomorrow.

Rylands Senior Secondary School, the only Asian school in the Peninsula under the Department of Education and Culture, House of Delegates, starts its school term today, while black and white schools open officially tomorrow.

However, a large number of Cape Flats pupils have decided not to return to school tomorrow. They have instead decided to attend a mass meeting at the University of the Western Cape, returning to school on Wednesday.

The SRCs at the four high schools in the black townships have been holding alternative education programmes in place of lessons since the beginning of the boycott.

The PAC has called for a meeting on Wednesday with the local circuit inspector, Mr Piet Scheepers, to discuss demands and grievances.

Mr Scheepers is reported to have previously refused to meet the PAC, an elected body of parents from all four schools, saying he recognized only the existing school committees.

Mr Scheepers said last night he had not yet been informed about the meeting with the PAC.

The PAC has thrown its weight behind the pupils' demands, which include the release of detained pupils, official recognition of elected SRCs, an end to age limits on pupils, reduction of examination fees and the scrapping of discriminatory education.

● The Athlone meeting heard that Piketberg teacher Mr A J Wells had been informed by an Administration of Coloured Affairs telegram that his services would no longer be needed.

The meeting passed a resolution condemning the dismissal and called for his immediate reinstatement.

Mr Yusuf Gabru was elected first chairman of Wectu, which is open to all teaching staff, retired teachers and support staff attached to any educational institution.

Support

Mr Joe Adam, who is currently in detention, was elected vice-chairman, Ms Jean Pease assistant secretary and Mr Joe Cloete treasurer.

Messages of support were received from a broad spectrum of the independent trade union movement and community, civic and other organizations.

● Sapa reports from Johannesburg that a meeting for parents, teachers and pupils called yesterday by the Soweto Civic Association to bring the Soweto school situation back to normal did not take place — it was banned by the Divisional Commissioner for Soweto Police, Brigadier Carel Coetzee.

Teachers' groups will have to talk

STAR
11/10/85
321

Education Reporter

Teachers' associations will have to talk to each other and consider matters of common interest, the Federal Council of Teachers' Associations' secretary, Mr J F Steyn, said.

He said in the South African Teachers' Council's newsletter, *Bulletin*, that previous attempts to create an informal forum for discussion had not met with much success.

Despite their differences, teachers' associations would have to discuss issues of common concern.

Mr Steyn said many organisations over-emphasised specific areas of interest and he believed teachers' groups should examine a variety of interests.

These could include a role in determining the norms and standards of examination and certification.

DISPATCH 13/11/85

Teachers, court employee released

patch Reporter

WILLIAM'S — Six Middledrift rs and a messen- he court who have detained under n 26 of the Nation- curity Act since er 28 were re- l on Monday.

y are Mr Mathem- lfour; Mrs Tamara ka, Mr Ray Twaku, anoxolo Sonjica, Bulelwa Tunyiswa, Nomvuyo Stofile, eachers and Mr ni Ngcuka, a mes- er of the court.

eir release was con- ed by Mr Vuyani ka and their attor- ney, Mr Dumisani Tabata.

Mr Tabata said they were released on the same day their attorneys had served papers on the registrar of the Supreme Court applying for the detention of their clients to be declared unlawful.

US firms offer aid for black education

AMERICAN companies in South Africa have called on the Government to abolish the racially divided education system and have offered to help to finance "immediate steps" to upgrade black teachers.

In a memorandum submitted this week to the Minister of National Education, Mr F W de Klerk, and the Minister of Co-operation, Development and Education, Dr Gerrit Viljoen, signatories of the Sullivan Code for equal employment opportunities for blacks, said:

"Unless the teacher problem is tackled the private sector will be doing remedial work in education forever and will struggle to train people effectively to run the economy.

QUALITY

The group, which includes Mobil, General Motors and IBM, offered to help improve the quality of teaching and learning through independent programmes.

The memorandum said the lack of properly qualified teachers was the single most serious factor seen by pupils as hampering their progress at school and the most likely cause of school boycotts.

The chairman of the group, Mr Pat O'Malley, said the survival of free enterprise in South Africa depended on such reforms.

WELCOMED

In response to the memorandum, Dr Viljoen said today the Government "obviously welcomed" all support from the private sector in upgrading black education.

Dr Viljoen said one of the Government's "highest priorities" was, and had been for the last three years, to give black teachers the opportunity to upgrade their standards through in-service training.

There were already various upgrading projects for teachers under way, with the co-operation of the private sector, especially video and electronic teaching programmes.

On the question of a single education structure, Dr Viljoen said Mr de Klerk had already indicated that the new Department of National Education was the single, central structure for policy affairs in respect of all population groups.

— Sapa and Staff Reporter.

Cape court dismisses urgent application on exams

CAPE TOWN — A full bench of the Supreme Court yesterday dismissed with costs an urgent application by the Cape Teachers' Professional Association and 12 others aimed at allowing pupils and students to write supplementary examinations.

The applicants applied for relief against decisions prohibiting coloured pupils from Std 6 to 9 and students at teachers' training colleges, who did not write examinations or did not complete examinations in 1985 from writing supplementary examinations.

The court was asked to direct the officials to allow all pupils and student teachers to write supplementary examinations.

Mr Justice M R de Kock, with Mr Justice W Vivier and Mr Justice P W E Baker concurring, ruled the court had no power to dictate to an administrative official as to the expediency or desirability of his decisions, unless these had been taken in bad faith, for ulterior motives or if the official could be proved not to have applied his mind to the matter at hand.

In judgment, he said that 1985 had been a year of unprecendented furbulence, with widespead violence and unrest.

"The applicants are trying to procure just treatment for the pupils and to remove discrimination and the sense of grievance together with the danger that this sense of grievance could be exploited," said Mr Justice de Kock.

He said there could be no denying the decision taken had resulted in great hardship for many students and said the court had sympathy for innocent victims. — Sapa.

ARGUS 28/1/86

Training colleges stand empty — Andrew

Political Staff

MR KEN Andrew MP, the Progressive Federal Party's spokesman on black education, said today apartheid had caused or aggravated problems in black schools.

The commitment of the Deputy Minister of Education and Development Aid, Mr Sam de Beer, to bringing about improvements in black education was fine as far as it went, but it did not go far enough.

"Mr de Beer talks of building 10 new training colleges for blacks in urban areas. This sounds commendable and sensible until one realises there are numerous empty and half-empty teacher-training colleges which could be used at little or no capital cost," Mr Andrew said.

WHITES ONLY

"Cape Town, Port Elizabeth, Johannesburg and Graaff-Reinet are just a few of the places where teacher-training facilities are available but not being used because they are for whites only and there is no shortage of white teachers in most subjects.

"The Government should remove its apartheid blinkers and stop wasting valuable time and money that South Africa can ill afford.

"The plain fact is that the Government continues to place the demands of its racial ideology before the education needs of black children."

PARLIAMENT

Labour opens schools to all



● HENDRICKSE

BARRY STREEK

HOUSE OF REPRESENTATIVES — The Labour Party has defiantly opened coloured schools to all races.

And it has decided that teachers of all races, including whites, can get permanent posts in schools under the control of the House of Representatives.

Confirmation of the Labour Party decision to open schools and teaching positions to all races comes days after senior Nationalist spokesmen, including President P W Botha, reaffirmed that it remained government policy to have segregated schools for the different races.

The Minister of Education and Culture, Carter Ebrahim, said in a statement yesterday that "open schools is the established policy of the Labour Party".

Ebrahim said "the only limitation on admission is the availability of places".

He said that the policy of open schools was established in the days of the Coloured Representative Council when Allan Hendickse, then executive member for education, opened schools to black people.

Before that date, coloured schools were traditionally attended by Indian pupils, he said.

"This policy is accepted practice today.

"Several applications from other groups for admission to primary, secondary and tertiary institutions like the Peninsula Technicon are approved as a matter of course," Ebrahim said.

At present no applications had been received from black people for admission to colleges of education.

"In the event, consideration will certainly be given to such applications, even though our colleges can barely accommodate the applications of our own aspirant teachers," Ebrahim said.

It is reliably understood that the Labour Party-controlled House of Representatives administration has also decided that teachers of all races will be allowed to get permanent posts.

In the past, white teachers have only been employed on a temporary basis and could be given 24-hours notice.

The new policy means that they can now get permanent posts with full pension, medical and housing benefits.

Graduates may spark major lay-offs at Tvl schools, warns TTA 17/12/85 BUSDAY 321

Teachers demand big pay rise

TEACHERS are pressing for big salary increases from April.

Transvaal Teachers Association (TTA) has also warned that many white teachers could be laid off to make way for this year's graduates.

It is understood that the Federal Council of Teachers Associations met Education and Culture Minister Piet Clase last month to discuss the need for compensation for spiralling living costs.

Teachers base their claim for pay adjustments on the grounds that the gap between the public and private sectors has again widened.

This will lead to drain of experienced teachers to the private sector when the upturn starts, they say.

After intense lobbying and a number of angry confrontations with govern-

GERALD REILLY

ment, including a meeting with President P W Botha, teachers received pay increases in October last year.

However, they claim there is still a big backlog when current salary levels are measured against the consumer price index.

Economists point out that government has come under extreme pressure from the public sector to lift the pay freeze and grant increases from April.

The Public Servants Association, Federal Council of SA Transport Services Trade Unions and Post Office staff associations have all demanded pay rises.

TTA secretary Jack Ballard has expressed fears that many experienced white teachers could be jobless next year.

He said the Transvaal Education Department was obliged to find employment for graduate students with provincial bursaries.

This meant many experienced teachers might have to be laid off.

According to a department spokesman, 2 483 students were expected to graduate from Transvaal universities and the province's five colleges of education this year.

Of these, only 556 were English-speaking.

This, Ballard said, highlighted another problem — the reluctance of English-speaking matriculants to enter teaching.

Ballard said a decrease in teacher resignations because of the slump, and fewer new pupils being enrolled, had compounded the problem.

The TTA office had been overwhelmed by calls from teachers who feared their jobs were in jeopardy. Lay-offs would affect mainly primary school teachers, he said.

A possible solution was to limit the intake of student teachers.

This was one aspect being discussed by teachers' organisations and provincial authorities, Ballard said.

Asked why white teachers could not be drafted to black schools, Ballard said some whites were teaching in the townships.

However, many were dissuaded from taking up posts at black schools because of the unrest.

Cape Times, Friday, February 21, 1986 3

'Mixed feelings' on pay

Education Reporter

THE Union of Teachers Associations of South Africa has received the announcement of a 10 percent salary increase for teachers, educationists and other civil servants "with mixed feelings".

Utasa said in a statement that it had made consistent representations for improvements of teachers' salary and service conditions and such improvements would always be welcomed.

However, since the last salary increase in January, 1984, an "enormous increase" in cost-of-living expenses and consumer goods and a "soaring" inflation rate of more than 18 percent made the latest increase inadequate.

Utasa expressed its dismay at the continued racial disparities which still existed between teachers falling below Category B (teachers with matric and two years' training), as well as the sex discrimination inherent in the salary scale in Post Level 1 (assistant teachers).

Row as head of elite black school quits

SUNDAY TIMES 9/4/84

321

Sunday Times Reporter

THE headmaster of Soweto's prestige Pace Commercial College has resigned following a week of tension between staff and pupils.

The elite private school — built by American multinational corporations at a cost of millions of rands — was established to prepare black youths for careers in private enterprise.

Headmaster Mr Rex Pennington, a former head of Michaelhouse, Natal, quit on Friday during a board meeting.

Sources blame differences between him and the deputy headmaster, Mr Oswald Mtshali, the celebrated poet and author of "Sounds of a Cowhide Drum".

Mr Mtshali has accused the white teaching staff of an organised stayaway. But the school was closed by the board of governors on Tuesday and teachers ordered not to return until they were told to.

Accusations

Teachers and members of the board said they had been told not to comment. Only Mrs Debbie Mabilitsa, the chairwoman, was in a position to say anything, they said. She declined to do so.

Despite Mr Mtshali's accusations, one source said the crisis at Pace was made to look like a white-black confrontation, which it wasn't.

"Everybody in Soweto believes that the white teachers walked out. This is not the case," the source said.

"Six heads of department, consisting of white and black members, tendered their resignations last week.

"The following day a hit-list of the so-called sellouts was stuck on a noticeboard. Pupils reacted by slashing the tyres of a staff member's car and a school vehicle.

Defiance

"To defuse the situation, the board had a staff meeting at which teachers were told not to come back until ordered.

"However, Mr Mtshali telephoned to tell them to return in defiance of the board's ruling. Several, including black staff, did not respond and continued with the stayaway, which had gone into its second week."

"As far as the teachers are concerned, the whole school has collapsed. Many teachers are afraid to return," said a source. "Several have been threatened and classes have become ungovernable.

"But the fact is that most pupils would like to complete their education."

Members of the board, under the chairmanship of Mrs Debbie Mabiletsa, include Anglo American's Dr Zac de Beer, head of the Urban Foundation Mr Jan Steyn, vice-chancellor of Wits Mr Mike Rosholt, businessmen Mr Ian Haggie, and Marina Maponya, a leading Soweto business personality.

Top-level talks attempt to end school boycott

Sunday Times Reporter

TOP-LEVEL discussions between the Government and the Soweto Parents' Crisis Committee reportedly took place this weekend.

Top of the agenda was the progress made by the authorities towards meeting six demands set by the SPCC late last year with an end of March deadline.

Among those understood to have attended the talks were the Minister of Education and Development Aid, Dr Gerrit Viljoen; his deputy Mr Sam de Beer, and the Director-General of Education and Training, Dr A B Fourie.

The talks followed the lifting of the state of emergency on Friday and the release of hundreds of detainees, coupled with the Government's promise to steadily withdraw troops from the townships.

Those were among the chief demands of thousands of boycotting schoolchildren, via the SPCC, as a prerequisite for a return to classes.

The pupils warned they would start the school boycott again this month if their demands were not met.

The SPCC claimed pupils had demonstrated their part of the bargain by returning to school.

It said the pupils had placed the ball in the Government's court.

The demands seem to have been largely met by the lifting of the state of emergency and yesterday's talks were believed to have been aimed at solidifying the truce between the SPCC and the Department of Education and Training.

Caning for teacher policy

By DENYSE ARMOUR

CHIEF Mangosuthu Buthelezi and the rector of a white teachers' training college yesterday joined forces to condemn the gross over-supply of white teachers while black schools face an acute shortage of teachers.

Speaking at the graduation ceremony of the Edgewood College of Education in Pinetown, near Durban, the rector, Professor André le Roux, told students they would be teaching black pupils sooner than they thought and non-racial classes before they retired.

Professor le Roux called on the Government to investigate allowing white teachers into black schools.

"Thousands of white matriculants who want to take up teaching as a career have been denied the career of their choice because we have an excess of white teachers.

"Meanwhile, black classrooms are devoid of qualified teachers," he said.

Chief Buthelezi, Chief Minister of KwaZulu and Inkatha president, called on educationalists to honour their calling and pressure the Government into allowing places like Edgewood to be opened to blacks soon.

It was such segregationist practices — as with excluding blacks from decision-making and the running of the country — which combined to create a climate of revolution, he said.

"It is suicidal for South Africa to continue excluding blacks from the best educational institutions," Chief Buthelezi said.

Blacks should also be involved in the development of education and not only its teaching, he said.

Chief Buthelezi said it was "worse than criminal" that there were white schools and teacher-training colleges with under-utilised facilities and unemployed teachers.

Chief Buthelezi said the KwaZulu Government had struggled to provide the educational services its people needed. But it had been impossible because there simply was not the money to build enough classrooms, buy books and pay enough teachers.

WEATHER AND TIDES

TRANSVAAL: Fine to partly cloudy and warm to hot with scattered thundershowers.

FREE STATE: Partly cloudy and hot with scattered thundershowers.

CAPE: Partly cloudy and mild with occasional rain, clearing later today.

NATAL: Partly cloudy and warm to hot with occasional thundershowers in the interior; somewhat cooler with isolated thundershowers along the South Coast.

	High/Low	High/Low
Cape Town	0903/0252	2115/1508
Mossel Bay	0919/0311	2133/1526
Knysna	0933/0334	2149/1548
Port Elizabeth	0926/0321	2140/1535
East London	0919/0315	2133/1525
Durban	0930/0328	2144/1537
Walvis Bay	0846/0244	2102/1508

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The MINISTER OF HOME AFFAIRS:

(1) Transkei—960; Bophuthatswana—704; Venda—230; Ciskei—1 761.

(2) No. (a) and (b) Fall away.

Sentenced prisoners: mental institutions

321. Mr A B WIDMAN asked the Minister of Justice:

How many sentenced prisoners were transfered to mental institutions in 1985?

The MINISTER OF JUSTICE:

Fifty three (53). This figure includes twenty five (25) prisoners who were admitted to hospital prisons for psychopaths in terms of Section 30 of the Mental Health Act, 1973 (Act No. 18 of 1973).

Deportations/arrests/prosecutions

355. Mr K M ANDREW asked the Minister of Home Affairs:

(1) (a) How many citizens of (i) Ciskei, (ii) Transkei, (iii) Venda and (iv) Bophuthatswana were deported from the Republic in 1981, 1982, 1983, 1984 and 1985, respectively, and (b) in terms of what statutory provisions were they deported in each case;

(2) whether any (a) employers and/or (b) employees have been (i) arrested and/or (ii) prosecuted in terms of the Aliens Act, No 1 of 1937; if so, how many as at the latest specified date for which information is available?

The MINISTER OF HOME AFFAIRS:

(1) (a) (i) None.

(ii) 1981—98
1982—63
1983—37
1984—15
1985—41

(iii) 1981-1984 None
1985—2

(iv) 1981-1984 None
1985—1

(b) The removals mentioned under (1)(a)(ii)—(iv) were ordered in terms of section 43 of Act 59 of 1972.

(2) Such statistics are not kept by the Department of Home Affairs.

Import surcharge

371. Mr R M BURROWS asked the Minister of Finance:

(a) What total sum had been raised by the State by way of the import surcharge on (i) books and (ii) periodicals since the introduction of this surcharge as at the latest specified date for which information is available and (b) what sum is it anticipated will be raised by way of this surcharge in the 1986-87 financial year?

The MINISTER OF FINANCE:

(a)

Period	Surcharge
(i) 1 October 1985 to 31 December 1985	R3 322 913
(ii) 1 October 1985 to 31 December 1985	R393 335

(b) Estimates of surcharge in respect of separate goods are not made.

Own Affairs:

Teacher training colleges

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

What was the (a) actual enrolment and (b) potential capacity of each specified teacher training college for Whites falling under his Department or any of the provincial education departments in (i) 1980 and (ii) 1985?

The MINISTER OF EDUCATION AND CULTURE:

College	(a) Actual enrolment (i) 1980	(a) Actual enrolment (ii) 1985	(b) Potential capacity (i) 1980	(b) Potential capacity (ii) 1985
Barkly House	130	122	150	150
Denneoord, Stellenbosch (1)	209	—	200	—
Graaf-Reinet (1)	295	—	400	—
Cape Town	256	261	450	450
Oudtshoorn	290	190	350	350
Paarl	528	454	550	550
Port Elizabeth	259	242	350	350
Wellington	495	355	600	600
Durban	328	365	365	500
Edgewood	680	620	1 200	1 200
Natal	246	218	350	350
Bloemfontein	674	655	750	750
Potchefstroom	1 280	1 305	1 400	1 400
Pretoria Normaal	2 395	2 036	2 200	2 200
Goudstad	1 148	1 477	1 500	1 500
Johannesburg	1 472	1 972	2 500	2 500
Pretoria College	93	469	550	550
Witwatersrand (2)	104	17	125	125

(1) Converted into Colleges for Continued Training in 1985.

(2) Closed end of 1985.

Teacher training colleges

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

Whether any (a) new and/or (b) extensions to teacher training colleges for Whites are planned to be built by his Department or any provincial education department; if not, why not; if so, (i) where, (ii) when, (iii) what is the total estimated cost, and (iv) what will be the maximum enrolment, in respect of each such college?

The MINISTER OF EDUCATION AND CULTURE:

(a) and (b) No, because there is no need for additional accommodation at this stage. Projects in progress will however, be completed.

(i) and (ii) The following projects are in different stages of construction and the expected completion dates are as follows:

Pretoria Onderwyskollege 1987.
Durban ..... 1988.
Edgewood ..... 1987.

(iii) Pretoria Onderwyskollege R85 000 000 of which R40 000 000 will be obtained by the alienation of a part of the old campus. The remaining part of the old campus will be retained for urgent other needs for which provision would have had to be made in any case.

Durban ..... R9 000 000.
Edgewood ..... R1 510 000.

(iv) Pretoria Onderwyskollege 2 200.
Durban ..... 500.
Edgewood ..... 1 200.

(b) For a preliminary diagnosis of diarrhoea, dehydration, jaundice and headache.

(3) Yes.

(a) On 21 and 22 December 1985.

(b) By military doctors on both dates.

(c) On 21 December 1985—headache, muscular pains, nausea and vomiting. On 22 December 1985—headache, muscular pains, nausea, vomiting and slight jaundice.

(d) For the symptoms as mentioned in part (3)(c).

(4) Yes.

(a) 26 December 1985.

(b) Malaria, cerebral involvement, abdominal pain, anaemia and a blood clotting abnormality.

(c) The clinical image and a positive bloodsmear pointed to this.

(5) Yes, on 27 December 1985.

(6) Yes.

(a) One.

(b) Nobody on a full-time basis.

(7) Yes, on 27 December 1985.

(8) Yes.

(a) 27 December 1985.

(b) To undergo kidney dialysis.

(c) H F Verwoerd Hospital.

(9) Yes, a Board of Inquiry is being held at present.

(a) and (b) Boards of Inquiry are confidential internal departmental documents and any recommendations contained therein are not made public but implemented after appropriate consideration. If necessary appropriate professional and/or disciplinary steps will be considered.

(10) No.

HANSARD 18/3/86 Q COL 608

Salaries of Teachers

321

*34. Mr R M BURROWS asked the Minister of National Education:

(1) Whether (a) he, (b) his Department and/or (c) any advisory body under his control received any representations during the past year for the equalisation of the salaries of male and female teachers at Post Level 1; if so, (i) from which bodies, (ii) when were they received and (iii) what was the response in each case;

(2) whether any other distinctions between the salaries of male and female teachers occur in any posts in his Department; if so, (a) what distinctions and (b) why?

The MINISTER OF NATIONAL EDUCATION:

(1) (a) No.

(b) Yes.

(i) The Department received representations from the Department of Education and Culture (Administration: House of Assembly) as well as the Department of Education and Training.

(ii) On 2 March 1986 and 7 March 1986 respectively.

(iii) These representations were referred to the Committee on Education Structures and its Research Committee for advice.

Q COL 609

(c) No.

(2) I assume that the hon member is referring to the salaries of male and female teachers in posts within the education sector, in which case the answer is no. Distinctions between salaries of male and female teachers presently only exist on Post Level 1.

Krugersdorp: person killed

HANSARD Q COL 609

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

18/3/86

(1) Whether a certain person, whose name has been furnished to the South African Police for the purpose of the Minister's reply, was killed in a Black township near Krugersdorp in February 1986; if so, (a) on what date, (b) what was the cause of death, (c) what were the circumstances surrounding his death and (d) what is the name of this person;

(2) whether an investigation has been held into the death of this person; if not, why not; if so, (a) who was responsible for his death and (b) what action has been taken as a result;

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

†The MINISTER OF LAW AND ORDER:

(1) Yes.

(a) 24 February 1986.

(b) Cerebral haemorrhage due to a blow on the head with a heavy object.

(c) The circumstances which caused his death are still being investigated.

(d) Steven Matshogo.

(2) Yes, the investigation is not finalised yet. (a) and (b) Fall away.

(3) No.

Nelson Mandela

HANSARD 18/3/86 Q COL 610

*36. Mr F J LE ROUX asked the Minister of Justice:†

(a) For what crimes is Mr Nelson Mandela serving a term of imprisonment and (b) what sentences were imposed upon him in respect of each of these crimes?

†The MINISTER OF JUSTICE:

(a) and (b) He is serving as sentence of imprisonment for life. He was convicted on two counts contravening section 21(1) of Act 76 of 1962 (sabotage), one count of contravening section 11(a) read with sections 1 and 12 of Act 44 of 1950 and one count of contravening section 3(1)(b) read with section 2 of Act 8 of 1953. All four counts were taken together for purposes of sentence.

Own Affairs:

Drought

*1. Dr J P GROBLER asked the Minister of Agriculture and Water Supply:†

(1) Whether drought conditions are prevailing in the Northern and North-Western Transvaal bushveld area at present; if so, to what extent;

(2) whether these conditions are also prevailing in the designated area of 50 kilometres in the Northern and North-Western Transvaal; if so, what percentage of this area is affected thereby;

(3) whether he recently made an announcement on special measures for this area; if so, (a) when and (b) what measures have been and/or will be taken;

(4) whether he intends paying a visit to the area; if so, when;

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

as the buildings have been vacated.

Regarding the provincial education departments the following:

TRANSVAAL EDUCATION DEPARTMENT

Case 1
(c) Yes,

(i) (aa) Fill the Gap Ministry,

(bb) 13 August 1985,

(cc) Old Forest Hill Primary School, Johannesburg.

(ii) No. Required for educational purposes.

Case 2
(c) Yes,

(i) (aa) Department of Local Government: Housing and Agriculture (House of Delegates),

(bb) 5 July 1985,

(cc) Old Crown Reef Junior School, Johannesburg.

(ii) Yes (alienation).

Case 3
(c) Yes,

(i) (aa) School of Economic Science, Johannesburg,

(bb) 21 February 1985,

(cc) Closed Commercial High School Belgravia, Johannesburg.

(ii) Yes (alienation).

Case 4
(c) Yes,

(i) (aa) Department of Posts and Telecommunications,

(bb) 15 May 1985,

(cc) Laerskool Belgravia, Johannesburg.

(ii) Yes (alienation).

Case 5
(c) Yes,

(i) (aa) South African Police,

(bb) 5 December 1985,

(cc) Old Laerskool Eendracht, Leandra.

(ii) Yes (alienation).

OFS EDUCATION DEPARTMENT

(c) No,

(i) (aa), (bb), (cc) and

(ii) fall away.

CAPE EDUCATION DEPARTMENT

Case 1
(c) Yes,

(i) (aa) Messrs J C A Botma and Z P Oberholzer,

(bb) 1 May 1985 and 20 May 1985 respectively,

(cc) Vryburg: Grootpan Primary School.

(ii) The matter has been referred to the Works Department of the Provincial Administration which is concerned with the alienation of property, and is being investigated.

HoA

Case 2
(c) Yes,

(i) (aa) Mr J H L Stephan.

(bb) 21 October 1985,

(cc) Klawer: Sybrandt Primary School.

(ii) The matter has been referred to the Works Department of the Provincial Administration which is concerned with the alienation of property, and is being investigated.

Case 3
(c) Yes,

(i) (aa) The Department of Posts and Telecommunications,

(bb) 24 December 1985,

(cc) Port Elizabeth: Cunningham Primary School.

(ii) The building is not available for alienation, as the school has not been closed.

Case 4
(c) Yes,

(i) (aa) De Hoop D R Church, Oudtshoorn and a certain Mr Zeelie,

(bb) 19 August and 2 December 1985 respectively,

(cc) Oudtshoorn: De Hoop Primary School.

(ii) The applications are still under consideration.

NATAL EDUCATION DEPARTMENT

(c) Yes,

HoA

(i) (aa) M L Sultan Technikon,

(bb) July 1983,

(cc) Mansfield High School complex.

(ii) The complex still houses a school for 300 pupils as well as the Durban Music School.

Investigations into the provision of alternative accommodation are still proceeding. No final response has been made.

Q COQ. 618

Suspended teachers: salaries

HANSARD (321) 18/3/86

*6. Mr A SAVAGE asked the Minister of Education and Culture:

(1) Whether his Department withholds the salaries of teachers who are suspended from duty; if so, why;

(2) whether any provision is made for the subsistence of the families of such teachers pending the outcome of the investigation of their cases; if not, why not; if so, what provision;

(3) whether teachers who have been suspended and are subsequently found not guilty are (a) reinstated and (b) (i) given backpay in respect of the period of suspension or (ii) recompensed for loss of remuneration; if not, why not?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS (for the Minister of Education and Culture):

(1) Yes. In terms of similarly worded articles of Education Ordinances and Education Acts. (In certain cases, an Administrator or Minister may decide that emoluments may be paid in whole or in part.)

(2) No. No such provision is made in terms of the Acts and Ordinances mentioned above. (With the approval of the Education Head, a teacher

may do paid work outside the educational sector during suspension.)

(3) (a) Yes.

(b) (i) Yes.

(ii) Falls away.

Q CQR 619
HANSARD 18/3/86
Married women teachers

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

(1) Whether (a) his Department and/or (b) the provincial education departments employ or employed married women teachers in a temporary capacity; if so, how many were so employed as at the latest specified date for which information is available;

(2) whether any married women employed as temporary teachers have had their services terminated as a result of their marital status; if so, (a) how many, (b) for what reasons and (c) in respect of what date is this information furnished;

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

†The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS (for the Minister of Education and Culture):

(1) (a) Yes, 754 on 12 March 1986.

(b) Yes, 7 167 on 12 March 1986. The numbers given in (a) and (b) do not include the numbers of the Natal Education Department. Due to a change of office accommodation, this information could not be made available in time. The information will be released as soon as possible.

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

(3) No.

Mr R M BURROWS: Mr Chairman, arising out of the hon the Minister's reply, is it not true that the temporary teachers are employed because of their marital status and lose their jobs because of their marital status?

The MINISTER: Mr Chairman, the hon member is welcome to put that question on the Question Paper for my colleague the hon the Minister of Education and Culture to reply to.

HANSARD 18/3/86
Budgetary control

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

(1) Whether his Department has or intends to have full budgetary control of the provincial education departments; if so, as from what date;

(2) whether there will be any retention of micro-control by the provinces; if so, (a) why and (b) of what matters will the provinces retain control;

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

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS (for the Minister of Education and Culture):

(1) and (2) As indicated by the Chairman of the Ministers' Council on 20 February 1986, the rationalisation of the functions of the Administration's departments is at present being studied. The division of control functions within the Department of Education and Culture is included in this rationalisation;

(3) No.

For written reply:

General Affairs:

Q CQR 620
HANSARD 18/3/86
Corporal punishment

193. Mr D J DALLING asked the Minister of Justice:

How many persons of each race group were sentenced to corporal punishment during the period 1 Junly 1984 to 30 June 1985?

HoA

The information is not available in the Department. The Central Statistical Services supplied the following information:

The MINISTER OF JUSTICE:

Race	Corporal punishment coupled with imprisonment— (i) which was not suspended	(ii) which was suspended	Corporal punishment not coupled with other sentences
Whites	22	142	1 730
Indians	2	6	656
Coloureds	187	461	14 016
Blacks	439	1 114	23 886
Total	650	1 723	40 288

The number of persons in the last column includes juvenile males who have been sentenced to a moderate correction of whipping in terms of section 294 of the Criminal Procedure Act, 1977 (Act 51 of 1977).

Q CQR 621
HANSARD 18/3/86
Resignations

266. Mr P R C ROGERS asked the Minister of Justice:

(1) Whether any resignations were received from legally qualified personnel in his Department in 1985; if so, how many in each category;

(2) whether any of these posts have since been filled; if so, how many in each category?

The MINISTER OF JUSTICE:

(1) Yes.

Occupational Class	
State Advocate	7
State Prosecutor	59
Magistrate	10
State Attorney	2
Legal Administration Officer	3
Article Clerk	7
Deputy-Director	1

(2) Yes.

Occupational Class	
State Advocate	7
State Prosecutor	42
Magistrate	7
State Attorney	2
Legal Administration Officer	3
Article Clerk	7
Deputy-Director	1

Q CQR 622
HANSARD 18/3/86
Rape

267. Mr P R C ROGERS asked the Minister of Justice:

(1) How many cases of rape were tried in (a) each province of the Republic and (b) the Western Cape during the latest specified period of 12 months for which figures are available;

(2) in respect of how many such cases (a) were convictions obtained and (b) was (i) the death penalty and (ii) a suspended sentence imposed?

The MINISTER OF JUSTICE:

(1) (a) and (b) The information is not readily available in the Department. According to the Central Statistical Services the total number of prosecutions in the Republic of South Africa

HoA

may do paid work outside the educational sector during suspension.)

(3) (a) Yes.

(b) (i) Yes.

(ii) Falls away.

Q CSR 619
HANSARD 18/3/86
Married women teachers

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

(1) Whether (a) his Department and/or (b) the provincial education departments employ or employed married women teachers in a temporary capacity; if so, how many were so employed as at the latest specified date for which information is available;

(2) whether any married women employed as temporary teachers have had their services terminated as a result of their marital status; if so, (a) how many, (b) for what reasons and (c) in respect of what date is this information furnished;

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

†The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS (for the Minister of Education and Culture):

(1) (a) Yes, 754 on 12 March 1986.

(b) Yes, 7 167 on 12 March 1986. The numbers given in (a) and (b) do not include the numbers of the Natal Education Department. Due to a change of office accommodation, this information could not be made available in time. The information will be released as soon as possible.

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

(3) No.

Mr R M BURROWS: Mr Chairman, arising out of the hon the Minister's reply, is it not true that the temporary teachers are employed because of their marital status and lose their jobs because of their marital status?

The MINISTER: Mr Chairman, the hon member is welcome to put that question on the Question Paper for my colleague the hon the Minister of Education and Culture to reply to.

HANSARD 18/3/86
Budgetary control

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

(1) Whether his Department has or intends to have full budgetary control of the provincial education departments; if so, as from what date;

(2) whether there will be any retention of micro-control by the provinces; if so, (a) why and (b) of what matters will the provinces retain control;

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

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS (for the Minister of Education and Culture):

(1) and (2) As indicated by the Chairman of the Ministers' Council on 20 February 1986, the rationalisation of the functions of the Administration's departments is at present being studied. The division of control functions within the Department of Education and Culture is included in this rationalisation;

(3) No.

For written reply:

General Affairs:

Q CSR 620
HANSARD 18/3/86
Corporal punishment

193. Mr D J DALLING asked the Minister of Justice:

How many persons of each race group were sentenced to corporal punishment during the period 1 Junly 1984 to 30 June 1985?

The information is not available in the Department. The Central Statistical Services supplied the following information:

The MINISTER OF JUSTICE:

Race	Corporal punishment coupled with imprisonment— (i) which was not suspended	(ii) which was suspended	Corporal punishment not coupled with other sentences
Whites	22	142	1 730
Indians	2	6	656
Coloureds ..	187	461	14 016
Blacks	439	1 114	23 886
Total	650	1 723	40 288

The number of persons in the last column includes juvenile males who have been sentenced to a moderate correction of whipping in terms of section 294 of the Criminal Procedure Act, 1977 (Act 51 of 1977).

Q CSR 621
HANSARD 18/3/86
Resignations

266. Mr P R C ROGERS asked the Minister of Justice:

(1) Whether any resignations were received from legally qualified personnel in his Department in 1985; if so, how many in each category;

(2) whether any of these posts have since been filled; if so, how many in each category?

The MINISTER OF JUSTICE:

(1) Yes.

Occupational Class	
State Advocate	7
State Prosecutor	59
Magistrate	10
State Attorney	2
Legal Administration Officer	3
Article Clerk	7
Deputy-Director	1

(2) Yes.

Occupational Class	
State Advocate	7
State Prosecutor	42
Magistrate	7
State Attorney	2
Legal Administration Officer	3
Article Clerk	7
Deputy-Director	1

Q CSR 622
HANSARD 18/3/86
Rape

267. Mr P R C ROGERS asked the Minister of Justice:

(1) How many cases of rape were tried in (a) each province of the Republic and (b) the Western Cape during the latest specified period of 12 months for which figures are available;

(2) in respect of how many such cases (a) were convictions obtained and (b) was (i) the death penalty and (ii) a suspended sentence imposed?

The MINISTER OF JUSTICE:

(1) (a) and (b) The information is not readily available in the Department. According to the Central Statistical Services the total number of prosecutions in the Republic of South Africa

(b) (i) None. Pre-primary classrooms are not provided by the Department.

(ii) 1 418 classrooms at 184 existing primary schools.
492 classrooms at 20 new primary schools.

(iii) 334 classrooms at 44 existing secondary schools.
300 classrooms at 9 new secondary schools.

(2) Yes.

(a) (i) The Department does not erect pre-primary schools.

(ii) 2 896 calculated at 40 pupils per classroom. (Global statistical calculation with information as at March 1985.)

(iii) 2 221 calculated at 35 pupils per classroom. (Global statistical calculation with information as at March 1985.)

(b) Approximately R348 million calculated at 40 and 35 pupils per primary and secondary classroom respectively and approximately R476 million calculated at 40 and 30 pupils in primary and secondary classrooms.

Q COL 659
Teachers
HANSARD 20/3/86 321

292. Mr K M ANDREW asked the Minister of Education and Development Aid:

How many persons studying to become (a) pre-primary, (b) primary and (c) secondary school teachers (i) were enrolled in, and (ii) qualified as teachers from, each specified teacher training institution falling under the control of his Department in 1985?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

College of Education:

		(i)	(ii)
Transvaal	(a)	none	none
	(b)	217	none
	(c)	625	154
East Rand	(a)	none	none
	(b)	174	22
	(c)	453	120
Soweto	(a)	80	21
	(b)	261	47
	(c)	629	125
Mphohadi	(a)	none	none
	(b)	135	5
	(c)	290	70
Sebokeng	(a)	none	none
	(b)	249	7
	(c)	470	97
Indumiso	(a)	none	none
	(b)	522	68
	(c)	513	127
Cape	(a)	16	16
	(b)	95	6
	(c)	107	14
Kagisanong	(a)	none	none
	(b)	151	none
	(c)	none	none
Phatsimang	(a)	none	none
	(b)	78	none
	(c)	39	none
Technikon:			
N.Transvaal	(a)	none	none
	(b)	none	none
	(c)	212	none

Figures as on 5 March 1985

Citizenship
Q COL 662
HANSARD 20/3/86

515. Mr R A F SWART asked the Minister of Home Affairs:

How many citizenship certificates (a)(i) had been issued and (ii) remained to be issued as at 31 December 1985, and (b) were issued in 1985, to citizens of each national state?

The MINISTER OF HOME AFFAIRS:

	(a)(i)	(ii)	(b)
KwaZulu	1 594 008	2 092 874	10 896
Lebowa	276 177	1 459 807	8 580
Quaqua	159 343	1 061 047	7 983
Gazankulu	97 829	503 826	730
KaNgwane	4 566	549 833	9
KwaNdebele	31 046	242 555	9 756

The figures furnished under (a)(ii) are mere estimates based on the 1980 Census figures and allowing for a population growth of 3,3% per year.

Q COL 661
Passports
HANSARD 20/3/86

572. Mr S S VAN DER MERWE asked the Minister of Home Affairs:

(a) How many applications for passports and renewal of passports were received from (i) Coloureds, (ii) Indians, (iii) Blacks and (iv) Whites in 1985 and (b) how many such applications in each category were refused in that year?

The MINISTER OF HOME AFFAIRS:

(a) (i), (ii), (iii) and (iv) These statistics are not kept on the basis of population groups. A total of 225 675 applications for passports and renewal of passports were received in 1985.

(b) Coloureds 7
Indians 15
Blacks 101
Whites 22

Deportations/repatriations
HANSARD 20/3/86 Q COL 66

573. Mr S S VAN DER MERWE asked the Minister of Home Affairs:

(a) How many persons in each population group were deported and/or repatriated from the Republic in 1985 and (b)(i) in terms of what legislation and (ii) to which states were they so (aa) deported and (bb) repatriated?

The MINISTER OF HOME AFFAIRS:

The hon member is kindly referred to sections 16, 43, 44 and 45 of the Admission of Persons to the Republic Regulation Act,

TEACHERS MUST AVOID POLITICS, SAYS VILJOEN

TEACHERS should avoid politics in their professional work and it was certainly not their task to prepare children to fit a particular political mould, said the Minister of Education and Development Aid, Dr Gerrit Viljoen.

SA PRESS ASSOCIATION

Speaking at a graduation ceremony in Sasolburg for 155 students of the Sebokeng Teacher's Training College, he said teachers were not political appointees. They were employed and paid by the State — not the Government.

They continued doing the same job in their communities regardless of what political winds might be blowing at any particular time.

"It is in the teacher's avoidance of politics, and his professionalism, that his strength lies.

"These are the reasons why it is the teacher who can solve check-mate situations where others may fail, for if he makes a firm positive stand for a return to normalcy in education based on educational considerations alone, his position will be unassailable and there is no doubt that the tide will turn," Dr Viljoen said.

"As a professional the teacher in our times is constantly confronted by the high degree of politicisation of the community and unfortunately also of education."

There was turmoil in South Africa's schools because irresponsible elements sought to misuse education to promote political aims.

Such misguided people apparently failed to appreciate that sound and continuing education was an indispensable prerequisite for the efficient and responsible use of political rights and freedom.

Motto

The motto should be "Education for Freedom". "With a half-educated or ignorant generation of young people issuing from damaged, disrupted and disorderly schools the enjoyment of freedom will be a hollow shell and the people will be surrendered to a clique of selfish power seekers," the Minister said.

The Government had clearly committed itself to constitutional reform to be negotiated with representative black leaders to achieve real power sharing involving all communities of the South African population up to the highest levels of Government.

"This process of negotiated political reform should be expedited by the cooperation of all leaders who have the real interests of their people at heart.

"There is no reason for disrupting and damaging the education process in order to achieve political ends," he said.

Dr Viljoen reiterated his regret at the decision of the national council of the African Teachers Association of South Africa (Atasa) to withdraw its representatives from the education councils and committees of his department.

While political reform was being brought about through negotiation, it was essential the process of improving education provision should continue uninterrupted "and with the cooperation of all interested parties, among which the organised black teaching profession is of great importance."



Mr Ken Andrew . . . time to admit blacks to white teacher training colleges

Call to open colleges

Political Staff

Admitting blacks to under-used white teacher training colleges would more than double the number of black student teachers, Mr Ken Andrew (PFP, Gardens) said during the debate on the "own affairs" Budget.

He said there were 2 767 empty places in white teacher colleges last year and only 5 269 black student teachers.

Making available the empty places at white teacher training colleges would have meant an increase of 53 percent in the number of black students at college.

That increase belied the Government's argument that opening white colleges would make no real difference to the shortage of qualified black teachers.

Mr Andrew said to build colleges for the extra 2 767 black students would cost R27 million. Therefore it made sense to provide training at no extra capital cost to the State.

statement from the external auditors places the matter in its proper perspective.

"We, Aiken + Carter and Deloitte, Haskins + Sells, joint auditors of Escom have substantially completed our examination of the financial statement for the year ended 31 December 1985 and report that:

(i) We have examined the accounting records and internal control procedures to the extent we have considered necessary for the purpose of expressing an opinion on the financial statement.

(ii) We have reviewed the work papers on the internal audit department and their reports to management.

(iii) Accounting records have been adequately maintained.

(iv) Based on the work done we have no reason to believe that there has been a deterioration in internal and accounting control since 31 December 1984, and nothing has come to our attention that would preclude us from expressing an unqualified opinion on the financial statements for the year ended 31 December 1985."

Escom has compiled comprehensive answers to each and every allegation and shown them to be either untrue, incorrect, unjustified or out of context. Escom's replying affidavit is available for perusal.

(2) and (3) Fall away.

(4) No.

Escom

*35. Mr R R HULLEY asked the Minister of Mineral and Energy Affairs:

(1) Whether any steps have been or are to be taken to privatise certain functions performed by Escom; if so, (a) what steps and (b) in respect of which functions;

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

†The MINISTER OF MINERAL AND ENERGY AFFAIRS:

(1) Escom's main activity is the generation of electricity and its distribution via its national, integrated network. Consideration is not being given to the privatisation of this activity.

In terms of the new control and management structure of Escom, the Electricity Council is constituted mainly from members of the private sector including representatives from large consumers of electrical power such as the mining, industry, commerce, transport and the agricultural sector. It is envisaged that this body will exercise effective control over the management of Escom and ensure that its business will be conducted in the most efficient manner.

Regarding Escom's peripheral activities, there are certain aspects which could probably be conducted effectively by the private sector. As these activities are identified they may be privatised. While this is not a high priority for the current year, an inter-departmental task force of senior Escom employees has already been constituted to identify areas which could be considered for privatisation.

(2) No.

Mr D J DALLING: Mr Speaker, arising out of the hon the Minister's reply, why is the privatisation of individual power stations not being considered?

The MINISTER: Mr Speaker, it is not being considered because each of the individual power stations falls into a distribution grid, and it will be an almost impossible task to differentiate among the various grids. However, when privatisation becomes a priority and we look into it, this may also be considered if it is at all possible.

Mr B B GOODALL: Mr Speaker, further arising out of the hon the Minister's reply, has consideration been given to doing to Escom what was done to Sasol so that it is not necessarily privatised but one allows the public to own a portion of the equity in the undertaking?

The MINISTER: Mr Speaker, I think the problem with the privatisation of Escom is that one will then have to guarantee certain dividends to shareholders. Escom will therefore have to work on a profitable basis paying dividends to the shareholders, and that money will have to come from the consumer. I think it will be unfair for the consumer to have to pay dividends to a few selected shareholders. However, it is a possibility that could be investigated in the future.

Mr H E J VAN RENSBURG: Would you like a preferential shareholding?

Own Affairs:

State President: speech

*1. Mr E K MOORCROFT asked the Minister of Health Services and Welfare:

(1) Whether any persons attached to his Department have been involved in the distribution of copies of the contents of the advertisement of the speech of the State President at the opening of the 1986 session of Parliament which appeared in certain newspapers during February 1986; if so, (a) to whom were these copies distributed, (b) when and (c) why;

(2) whether he or any members of his Department received any instructions regarding the distribution of these copies; if so, (a) from whom, (b) what was the nature of the instructions and (c)(i) when and (ii) by whom were these instructions received; if not, who took the decision to distribute this advertisement;

(3) whether he or any member of his Department issued any instructions regarding the distribution of this advertisement; if so, (a) to whom, (b) what was the nature of the instructions, (c) when and (d) why;

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

The MINISTER OF HEALTH SERVICES AND WELFARE:

(1) No.

(a), (b) and (c) Fall away.

(2) No.

(a), (b) and (c) Fall away.

(3) No.

(a), (b), (c) and (d) Fall away.

(4) No.

HANS 4RD 8/4/86
Teacher training colleges
GCON 942 321

*2. Mr P R C ROGERS asked the Minister of Education and Culture:

Whether he is considering the opening of teacher training colleges for Whites to members of other population groups; if not, why not; if so, on what basis?

†The MINISTER OF EDUCATION AND CULTURE:

No, since education is, in terms of section 14 of the Republic of South Africa Constitution Act, 1983 (Act 110 of 1983), an own affair at all levels.

Mr K M ANDREW: Mr Speaker, arising out of the hon the Minister's reply, may I ask him in the light of that reply how it is possible that one can have multiracial education departments at universities?

†The MINISTER: Mr Speaker, in accordance with item 14 of Schedule 1 of the Constitution, it is possible to render services. The rendering of services are carried out following negotiations between the various

Ministers of the various education groups. Each application is considered on merit. That is the reason why services are rendered to people of colour at universities, technicons and private schools.

Mr K M ANDREW: Mr Speaker, further arising out of the hon the Minister's reply, may I ask him whether his department has had discussions with the other Ministers involved in education about the possibility of opening White teacher training colleges to teachers of other races?

The MINISTER: The answer is "no."

Maj R SIVE: Mr Speaker, further arising out of the hon the Minister's reply, would he consider it in a favourable light if the other Ministers approached him?

†The MINISTER: Mr Speaker, I already replied that it is possible in terms of the specific section in the Constitution to render a service if discussion takes place. I Think the reply I gave is sufficient for hon members to leave the matter to us. If such an application is made, we shall consider it on merit. [Interjections.]

Transvaal farmers

*3. Mr R W HARDINGHAM asked the Minister of Agriculture and Water Supply:

(1) Whether a body has been appointed to investigate the plight of farmers in the (a) Western and (b) North-Western Transvaal; if so, what are the particulars of this body;

(2) whether this body has submitted a report; if not, (a) why not and (b) when is it anticipated that it will submit a report; if so, (i) when and (ii) what were the findings;

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

The MINISTER OF JUSTICE (for the Minister of Agriculture and Water Supply):

(1) (a) No.

(b) Yes. A committee comprising of officials from the Departments of Constitutional Development and Planning; Defence; and Agriculture and Water Supply as well as the President of the Transvaal Agricultural Union has been appointed to make recommendations with regard to the stabilization of the area.

(2) No.

(a) Report not yet completed.

(b) Soon.

(i) and (ii) fall away.

(3) No.

HANSARD 8/4/86
Per capita expenditure/financing/income
Q.C.R. 944.

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

(1) Whether there are reasons for the differences in respect of the *per capita* expenditures of the provinces on education; if so, what are these reasons in each case;

(2) whether his Department has a common *per capita* financing formula; if so, what is that formula; if not, why not;

(3) whether it is his Department's intention to apply a common *per capita* financing formula; if not, why not; if so, when;

(4) whether his Department has taken or intends to take action in respect of provinces which have not complied with a common financing formula; if not, why not; if so, what action;

(5) whether the *per capita* income voluntarily raised by schools has been included in these figures; if not, what was the *per capita* income raised by schools?

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, because there were different controlling bodies viz the Provincial Councils.

(2) No. The divising of a common formula based on the formula of the Department of National Education, is at present receiving attention.

(3) No. The formula is based on more factors than the number of pupils only.

(4) Yes. The required planning is currently proceeding. Subsequently the control needed to ensure implementation will be effected.

(5) No. Voluntary contributions at schools is a matter which is handled by the controlling bodies of the schools and the information is not available.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, has he taken into consideration the fact that the provincial departments were previously able to use virement to transfer money to education, and that they will no longer be able to do so?

†The MINISTER: Mr Speaker, I am aware of that.

HANSARD Q.C.R. 945.
8/4/86
Teacher training colleges

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

(1) Whether there are any vacancies for students at any of the teacher training colleges in the provinces; if so, (a) what total number of vacancies were there, and (b) which colleges had vacancies, as at the latest specified date for which information is available;

(2) whether any non-White students are studying at any of the teacher training colleges falling under his control; if so, (a) how many students and (b) at which colleges;

(3) whether a common national policy for the admission of non-White students to teacher training colleges in the provinces has been devised; if not, why not; if so, what is this policy;

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

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes. Information as at 28 February 1986.

(a) 2 683.

(b) Bloemfonteinse Onderwyskollege; Natal Training College; Durbanse Onderwyskollege; Edgewood College of Education; Barkly House; Cape Town; Oudtshoorn; Paarl; Port Elizabeth; Wellington; Onderwyskollege Pretoria; Onderwyskollege Potchefstroom; Johannesburg College of Education; Pretoria College of Education.

(2) No.

(a) Falls away.

(b) Falls away.

(3) No, because of the reasons already given under question 2.

(4) No.

[*See supplementary reply to Question No 5 on Friday, 11 April 1986.*]

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply to paragraph (2) of the question, is it not true that certain students of colour are in fact studying at a college for further education in Natal?

†The MINISTER: Mr Speaker, I am not aware of it.

professionally managed business undertaking.

(4) No. The Electricity Act 1958 (No 40 of 1958) adequately provides for the auditing of Escom's accounts.

(5) As a result of decisions made by Escom's Management in September Escom's internal audit department is being restructured. The Staff of 45 includes 3 chartered accountants and 1 BCom Hons graduate who is at present studying for his CA qualification.

(6) No.

Land and Agricultural Bank

*29. Mr D J N MALCOMESS asked the Minister of Finance:

(1) Whether the Land and Agricultural Bank deals exclusively or predominantly with one company for mortgage insurance; if so, with what company;

(2) whether he will furnish the names of the (a) shareholders and (b) directors of this company; if not, why not; if so, what are their names in each case;

(3) whether the financial results of this company are published; if so, in what publications;

(4) whether this company pays commission to agents; if so,

(5) whether any such agents may be employees of this bank; if so, (a) why, (b) in terms of what statutory provision and (c) how many of these agents are in the employ of this bank?

†The MINISTER OF FINANCE:

(1) Yes. The South African Mortgage Insurance Company Limited.

(2) Yes.

(a) Land Bank as main shareholder and members of the Land Bank Board as nominees.

(b) Mr J A Smit, Mr J S Hugo, Mr J H Fouche, Mr P B B Hugo and Mr J A Jooste.

(3) No.

(4) No.

(5) Falls away.

Central registration body

*30. Mr R M BURROWS asked the Minister of National Education:

(1) Whether, with reference to his reply to Question No 26 on 26 February 1985, the working party appointed to investigate the formulation of legislation for the establishment, constitution and functions of a central registration body for all categories of teaching staff up to secondary level, has completed its task; if not, why not; if so, (a) when did it submit its report and (b) who were the members of the working party;

(2) whether this report is a public document; if not, why not;

(3) whether he intends to introduce legislation on a single registering authority for teachers; if not, why not; if so, when;

(4) whether all teacher organisations have taken a final viewpoint on the proposed structure of the registering authority; if so, what were the views of each such organisation?

The MINISTER OF EDUCATION AND DEVELOPMENT AID (for the Minister of National Education):

(1) No. The working group could not yet succeed in formulating a final view on a registration body, including structures to be established.

(a) Falls away.

(b) The members of the working party are

Dr J B Z Louw
Mr E Osman
Mr P C Samuels
Prof N T van Loggerenberg
Mr J F Steyn
Mr J L Lemmer
Mr J D V Terblanche
Mr W A J van Niekerk
Mr C D Beukes
Mr R L Peteni
Mr L M Taunyane

(2) Falls away.

(3) Consideration will be given hereto after receipt of the report.

(4) Falls away.

Individuals/organisations prohibited from being members

*31. Mr L M THEUNISSEN asked the Minister of Law and Order:†

(1) Whether (a) certain individuals and (b) members of certain organizations are prohibited from being (i) members of the South African Police Force and (ii) South African Police reservists; if so,

(2) (a) which (i) organizations and (ii) categories of individuals and (b) why in each case?

†The MINISTER OF LAW AND ORDER:

(1) (a) (i) and (ii) Yes.

(b) (i) and (ii) Yes.

(2) (a) and (b) (i) All organisations which have the use of violence and/or illegal actions as objectives.

(ii) Those who do not comply with the by Regulation prescribed requirements.

External auditors' report

*32. Mr R R HULLEY asked the Minister of Mineral and Energy Affairs:

(1) Whether he has been informed of the contents of a report compiled by a certain firm of external auditors, the name of which has been furnished to the Minister's Department for the purpose of his reply; if not, what steps will he take to obtain this report; if so, what is the (a) purport of the report and (b) name of the firm in question;

(2) whether this report will be (a) published and/or (b) tabled in Parliament; if not, why not; if so, when;

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

The MINISTER OF MINERAL AND ENERGY AFFAIRS: Mr Speaker, this is a fairly lengthy reply, and with your permission I should like to lay it upon the Table. I should however like to invite the hon member, if there is any additional information he might require, to let me know because I shall gladly let him have it.

Mr B R BAMFORD; Mr Speaker, on a point of order. Would it not be more correct of the hon the Minister to ask the permission of the House to lay the reply to question upon the Table?

Mr SPEAKER: Yes, that is the correct procedure, and I am quite certain that the hon the Minister will adhere to that in future. [Interjections.]

[Reply laid upon the Table with leave of the House.]

(1) (a) and (b) Deloitte, Haskins & Sells Management Consultants (Pty) Ltd were commissioned by Escom during July 1985 to compile a report for submission to senior management on the functioning of the internal audit department.

The gist of the report which was completed in September and sub-

Airways Towers

*5. Mr W V RAW asked the Minister of Transport Affairs:

(1) Whether a contract has been concluded with any person permitting the supply of refreshments in and from Airways Towers in Johannesburg; if so, (a) when and (b) with whom;

(2) whether tenders were called for in respect of this contract; if not, why not; if so, (a) when and (b) what was the amount of the (i) lowest and (ii) successful tender;

(3) whether the supply of refreshments at the Rotunda building has been terminated; if so, (a) why and (b) when?

†The MINISTER OF JUSTICE (for the Minister of Transport Affairs):

(1) Yes.

(a) 1 October 1985.

(b) Mr J Heysteck.

(2) No. Mr Heysteck made an offer under the terms and conditions of his agreement with the previous owners of the building Messrs Liberty Life. According to Tender Board regulation 4(2)(c) it was decided not to invite tenders as the monthly rental offered for the 22 square metre area as considered reasonable.

(3) Yes.

(a) It was not profitable.

(b) September 1985.

Jeppe/Ellis Park stations

*6. Mr W V RAW asked the Minister of Transport Affairs:

(1) Whether it is intended to (a) close or (b) move the (i) Jeppe and (ii) Ellis Park stations; if so,

(2) (a)(i) why, (ii) when, and (iii) what changes are planned, in each case, (b) what is the estimated total cost involved and (c) how many commuters will be affected;

(3) whether any (a) questionnaire has been circulated and/or (b) survey has been conducted to gauge commuters' views on this matter; if not, why not; if so, (i) when and (ii) with what result;

(4) whether an investigation has been made into the effect of these changes on members of the public attending sports and other meetings at Ellis Park; if not, why not; if so, (a) when and (b) to what extent will such members of the public be affected?

†The MINISTER OF JUSTICE (for the Minister of Transport Affairs):

(1) (a), (b)(i) and (ii) No.

(2) (3) and (4) Fall away.

*7. Mr A B WIDMAN—Public Works [Reply standing over.]

State President: speech

*8. Mr E K MOORCROFT asked the Deputy Minister of Information:

(1) Whether he or any member of the Bureau for Information gave any instructions to any member of any Government Department concerning the distribution of copies of the contents of the advertisement of the speech of the State President at the opening of the 1986 session of Parliament, which appeared in certain newspapers during February 1986; if so, (a) to whom were these instructions given, (b) of which Government Departments were they members, (c) in what capacity was each of them employed in these Departments, (d) what was the nature of the instructions and (e)(i) when and (ii) why were they issued;

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

The DEPUTY MINISTER OF INFORMATION:

(1) No.

(a) to (e) falls away.

(2) It is the responsibility of the Bureau for Information to promote effective communication between the Government and the population of the RSA, and therefore it is important that all sectors of the population be informed on policy changes and political announcements of general interest. For this purpose it was established from Government Departments and other institutions whether they could utilise copies of the advertisement and if so, how many. In reaction to this enquiry copies were made available to the Departments and institutions who requested same to distribute at their discretion.

Mr E K MOORCROFT: Mr Speaker, arising out of the hon the Deputy Minister's reply, are we now to assume that the Public Service is to be used for distributing party-political literature?

The DEPUTY MINISTER: Mr Speaker, I want to make it quite clear that the Bureau for Information does not distribute literature of a party-political nature. The task of the Bureau for Information is to convey information to the public and to promote communication between the population and the Government of this country—not only this section of the Government but also the House of Representatives and the House of Delegates. [Interjections.]

Restriction Orders

*9. Mr R R HULLEY asked the Minister of Law and Order:

(1) Whether the Divisional Commissioner of Police for the Eastern Cape Region (a)(i) was a party to, (ii) was aware of and/or (iii) supported a recommendation that restriction orders be imposed on two persons, whose names have been furnished to the South African Police for the purpose of the Minister's reply, and/or (b) was consulted in advance on this matter;

(2) whether he will furnish the House with the names of these persons; if so, what are their names?

†The MINISTER OF LAW AND ORDER:

(1) (a) (i) Yes.
(ii) Yes.
(iii) Yes.
(b) Yes.

(2) Yes. Mkuseli Jack; Henry Fazi.

Teacher training colleges

10. Mr K M ANDREW asked the Minister of Education and Development Aid:

What was the (a) actual enrolment and (b) potential capacity of each specified teacher training college falling under his Department in 1980 and 1985, respectively?

The MINISTER OF EDUCATION AND DEVELOPMENT AID (Reply laid upon the Table with leave of House):

Year:	(a)		(b)	
Name of College	1980	1985	1980	1985
1. Transvaal	611	917	600	930
2. Soshanguve*	—	60	—	60
3. Bethel	42	—	60	—
4. East Rand	—	627	—	630

Year: Name of College	(a) 1980	(a) 1985	(b) 1980	(b) 1985
5. Soweto	332	784	350	750
Molapo (i)	—	216	—	270
6. Sebokeng	171	719	360	720
7. Mphohadi	306	425	300	450
8. Kasiganong	—	151	—	150
9. Phatsimang (iii)	—	117	—	150
10. Indumiso	—	1 035	—	1 050
11. Ndaleni	413	—	400	—
12. Pholela	17	—	20	—
13. Cape (iv)	—	202	—	550
St Francis (ii)	28	16	30	30

*Soshanguve College for Continuing Training.

Note:

(i) Molapo is a satellite campus of the Soweto Teachers Training College.

(ii) St Francis is a satellite campus of the Cape College of Education.

(iii) The College started functioning in 1984. To accommodate second and third year students all the places could not be filled.

(iv) On date of the statistics the unrest was at its worst.

Teacher training colleges

*11. Mr K M ANDREW asked the Minister of Education and Development Aid:

(1) Whether any teacher training colleges for Blacks were built by his Department during the latest specified period of 10 years for which information is available; if so, (a) which colleges, (b)(i) where and (ii) when were they built, (c) what was the total capital cost of these buildings and (d) how many students can be accommodated in these buildings;

(2) whether these new buildings were (a) new colleges or (b) additions to existing colleges?

†The DEPUTY MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) Yes.

		Cape Teachers Training College	Transvaal Teachers Training College	Indumiso Teachers Training College	Mphohadi Teachers Training College	Soweto Teachers Training College	College for Continuous Training
(a)							
(b)	(i)	*Fort Beaufort	Soshanguve	Imbali (PMB)	Seeisoville (Kroonstad)	Soweto	Soshanguve
	(ii)	1982	1980	1983	1984	1981	1984
(c)		R9,5 m	R5,8 m	R13,8 m	R3,2 m	Donation	R9,3 m
(d)		690	960	1 050	460	1 035	500

HoA

(2) (a) Yes.

(b) No.

Note:

(i) The said colleges were formerly functioning in temporary buildings and new buildings were erected. Additions to some of the colleges are being planned. The dates mentioned under (1)(b)(ii) indicate when the basic facilities were ready for commissioning.

(ii) Statistics at (1)(c) as on 28 February 1986.

*(iii) Additions to this College are still in progress.

†Mr H E J VAN RENSBURG: Mr Speaker, arising out of the reply of the hon the Deputy Minister, can he give the House an indication as to whether he will be in favour of using unutilised space at White colleges of education for Black students?

†The DEPUTY MINISTER: Mr Speaker, all matters relating to both teacher training and the upgrading of teachers' qualifications, are currently receiving the serious attention of this Department in order that we, in accordance with the Government's policy, shall achieve equal standards of education for all as soon as possible.

Further, in respect of the question of the hon member I would just like to say that the control of colleges of education is an own affair and that question must therefore be put to the Minister concerned who carries that responsibility.

Teacher training colleges

*12. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether his Department plans to build any teacher training colleges for Blacks; if not, why not; if so, (a) where, (b) when, (c) what will be the total capital cost involved and (d) how many students will these buildings be able to accommodate?

The DEPUTY MINISTER OF EDUCATION AND DEVELOPMENT AID:

Yes.

	Katlehong (Germiston)	Kwa-Thema (Springs)	Sebokeng (Vereeniging)	Zwide (P.E.)	Kagisanong (Bfn)	Galeshewe (Kimberley)
(a)						
(b)	Beginning 1989	Beginning 1988	Beginning 1988	Beginning 1989	During 1988	During 1988
(c)	R5 m.	R10 m.	R10 m.	R7 m.	R5 m.	R5 m.
(d)	450	990	990	630	450	450

Note:

(1) The said colleges are already functioning and are temporarily accommodated in other buildings.

(2) Costs of erection are as estimated.

(3) Colleges are also envisaged for the Cape Peninsula and Western Transvaal.

Mr Đ J N MALCOMESS: Mr Speaker, arising out of the hon the Deputy Minister's reply, would he consider it possible to build the college near Zwide in Port Elizabeth sooner in view of the tremendous need to create jobs in the area in the immediate future?

The DEPUTY MINISTER: Mr Speaker, the forementioned college is at the moment already functioning. The students are tem-

HoA

Airways Towers

*5. Mr W V RAW asked the Minister of Transport Affairs:

(1) Whether a contract has been concluded with any person permitting the supply of refreshments in and from Airways Towers in Johannesburg; if so, (a) when and (b) with whom;

(2) whether tenders were called for in respect of this contract; if not, why not; if so, (a) when and (b) what was the amount of the (i) lowest and (ii) successful tender;

(3) whether the supply of refreshments at the Rotunda building has been terminated; if so, (a) why and (b) when?

†The MINISTER OF JUSTICE (for the Minister of Transport Affairs):

(1) Yes.

(a) 1 October 1985.

(b) Mr J Heysteck.

(2) No. Mr Heysteck made an offer under the terms and conditions of his agreement with the previous owners of the building Messrs Liberty Life. According to Tender Board regulation 4(2)(c) it was decided not to invite tenders as the monthly rental offered for the 22 square metre area as considered reasonable.

(3) Yes.

(a) It was not profitable.

(b) September 1985.

Jeppe/Ellis Park stations

*6. Mr W V RAW asked the Minister of Transport Affairs:

(1) Whether it is intended to (a) close or (b) move the (i) Jeppe and (ii) Ellis Park stations; if so,

(2) (a)(i) why, (ii) when, and (iii) what changes are planned, in each case, (b) what is the estimated total cost involved and (c) how many commuters will be affected;

(3) whether any (a) questionnaire has been circulated and/or (b) survey has been conducted to gauge commuters' views on this matter; if not, why not; if so, (i) when and (ii) with what result;

(4) whether an investigation has been made into the effect of these changes on members of the public attending sports and other meetings at Ellis Park; if not, why not; if so, (a) when and (b) to what extent will such members of the public be affected?

†The MINISTER OF JUSTICE (for the Minister of Transport Affairs):

(1) (a), (b)(i) and (ii) No.

(2) (3) and (4) Fall away.

*7. Mr A B WIDMAN—Public Works [Reply standing over.]

State President: speech

*8. Mr E K MOORCROFT asked the Deputy Minister of Information:

(1) Whether he or any member of the Bureau for Information gave any instructions to any member of any Government Department concerning the distribution of copies of the contents of the advertisement of the speech of the State President at the opening of the 1986 session of Parliament, which appeared in certain newspapers during February 1986; if so, (a) to whom were these instructions given, (b) of which Government Departments were they members, (c) in what capacity was each of them employed in these Departments, (d) what was the nature of the instructions and (e)(i) when and (ii) why were they issued;

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

The DEPUTY MINISTER OF INFORMATION:

(1) No.

(a) to (e) falls away.

(2) It is the responsibility of the Bureau for Information to promote effective communication between the Government and the population of the RSA, and therefore it is important that all sectors of the population be informed on policy changes and political announcements of general interest. For this purpose it was established from Government Departments and other institutions whether they could utilise copies of the advertisement and if so, how many. In reaction to this enquiry copies were made available to the Departments and institutions who requested same to distribute at their discretion.

Mr E K MOORCROFT: Mr Speaker, arising out of the hon the Deputy Minister's reply, are we now to assume that the Public Service is to be used for distributing party-political literature?

The DEPUTY MINISTER: Mr Speaker, I want to make it quite clear that the Bureau for Information does not distribute literature of a party-political nature. The task of the Bureau for Information is to convey information to the public and to promote communication between the population and the Government of this country—not only this section of the Government but also the House of Representatives and the House of Delegates. [Interjections.]

Restriction Orders

*9. Mr R R HULLEY asked the Minister of Law and Order:

(1) Whether the Divisional Commissioner of Police for the Eastern Cape Region (a)(i) was a party to, (ii) was aware of and/or (iii) supported a recommendation that restriction orders be imposed on two persons, whose names have been furnished to the South African Police for the purpose of the Minister's reply, and/or (b) was consulted in advance on this matter;

(2) whether he will furnish the House with the names of these persons; if so, what are their names?

†The MINISTER OF LAW AND ORDER:

(1) (a) (i) Yes.
(ii) Yes.
(iii) Yes.
(b) Yes.

(2) Yes. Mkuseli Jack; Henry Fazi.

Teacher training colleges

*10. Mr K M ANDREW asked the Minister of Education and Development Aid:

What was the (a) actual enrolment and (b) potential capacity of each specified teacher training college falling under his Department in 1980 and 1985, respectively?

The MINISTER OF EDUCATION AND DEVELOPMENT AID (Reply laid upon the Table with leave of House):

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4. East Rand	—	627	—	630

Ministers of the various education groups. Each application is considered on merit. That is the reason why services are rendered to people of colour at universities, technicons and private schools.

Mr K M ANDREW: Mr Speaker, further arising out of the hon the Minister's reply, may I ask him whether his department has had discussions with the other Ministers involved in education about the possibility of opening White teacher training colleges to teachers of other races?

The MINISTER: The answer is "no."

Maj R SIVE: Mr Speaker, further arising out of the hon the Minister's reply, would he consider it in a favourable light if the other Ministers approached him?

†The MINISTER: Mr Speaker, I already replied that it is possible in terms of the specific section in the Constitution to render a service if discussion takes place. I Think the reply I gave is sufficient for hon members to leave the matter to us. If such an application is made, we shall consider it on merit. [Interjections.]

Transvaal farmers

*3. Mr R W HARDINGHAM asked the Minister of Agriculture and Water Supply:

(1) Whether a body has been appointed to investigate the plight of farmers in the (a) Western and (b) North-Western Transvaal; if so, what are the particulars of this body;

(2) whether this body has submitted a report; if not, (a) why not and (b) when is it anticipated that it will submit a report; if so, (i) when and (ii) what were the findings;

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

The MINISTER OF JUSTICE (for the Minister of Agriculture and Water Supply):

(1) (a) No.

(b) Yes. A committee comprising of officials from the Departments of Constitutional Development and Planning; Defence; and Agriculture and Water Supply as well as the President of the Transvaal Agricultural Union has been appointed to make recommendations with regard to the stabilization of the area.

(2) No.

(a) Report not yet completed.

(b) Soon.

(i) and (ii) fall away.

(3) No.

HANSARD 8/4/86
Per capita expenditure/financing/income
QCR 944.

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

(1) Whether there are reasons for the differences in respect of the *per capita* expenditures of the provinces on education; if so, what are these reasons in each case;

(2) whether his Department has a common *per capita* financing formula; if so, what is that formula; if not, why not;

(3) whether it is his Department's intention to apply a common *per capita* financing formula; if not, why not; if so, when;

(4) whether his Department has taken or intends to take action in respect of provinces which have not complied with a common financing formula; if not, why not; if so, what action;

(5) whether the *per capita* income voluntarily raised by schools has been included in these figures; if not, what was the *per capita* income raised by schools?

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, because there were different controlling bodies viz the Provincial Councils.

(2) No. The divising of a common formula based on the formula of the Department of National Education, is at present receiving attention.

(3) No. The formula is based on more factors than the number of pupils only.

(4) Yes. The required planning is currently proceeding. Subsequently the control needed to ensure implementation will be effected.

(5) No. Voluntary contributions at schools is a matter which is handled by the controlling bodies of the schools and the information is not available.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, has he taken into consideration the fact that the provincial departments were previously able to use virement to transfer money to education, and that they will no longer be able to do so?

†The MINISTER: Mr Speaker, I am aware of that.

HANSARD 8/4/86
Teacher training colleges
QCR 945.
321

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

(1) Whether there are any vacancies for students at any of the teacher training colleges in the provinces; if so, (a) what total number of vacancies were there, and (b) which colleges had vacancies, as at the latest specified date for which information is available;

(2) whether any non-White students are studying at any of the teacher training colleges falling under his control; if so, (a) how many students and (b) at which colleges;

(3) whether a common national policy for the admission of non-White students to teacher training colleges in the provinces has been devised; if not, why not; if so, what is this policy;

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

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes. Information as at 28 February 1986.

(a) 2 683.

(b) Bloemfonteinse Onderwyskollege; Natal Training College; Durbanse Onderwyskollege; Edgewood College of Education; Barkly House; Cape Town; Oudtshoorn; Paarl; Port Elizabeth; Wellington; Onderwyskollege Pretoria; Onderwyskollege Potchefstroom; Johannesburg College of Education; Pretoria College of Education.

(2) No.

(a) Falls away.

(b) Falls away.

(3) No, because of the reasons already given under question 2.

(4) No.

[*See supplementary reply to Question No 5 on Friday, 11 April 1986.*]

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply to paragraph (2) of the question, is it not true that certain students of colour are in fact studying at a college for further education in Natal?

†The MINISTER: Mr Speaker, I am not aware of it.

The MINISTER OF HOME AFFAIRS:

(1) It is not possible to give such an analysis. When the Directorate is requested to examine an "item" under the Act, it concerns the matter of undesirability or otherwise and seldom if ever there is reference to one of the particular paragraphs of section 47(2) of the Publications Act. Recording is consequently not done on this basis.

(2) Yes.

47(2)(c)—2 (2 films).
(d)—6 (4 publications, 2 films).

Own Affairs:

Supplementary reply to Question 5, on 8 April 1986, put by Mr R M Burrows, (Col. 946).

The Minister of Education and Culture, with leave, made a statement on the reply he had given to Own Affairs Question No 5 on 8 April and laid upon the Table an amended reply:

11/4/86 Q en 1047
HANSARD 321

Teacher training colleges

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

(1) Whether there are any vacancies for students at any of the teacher training colleges in the provinces; if so, (a) what total number of vacancies were there, and (b) which colleges had vacancies, as at the latest specified date for which information is available;

(2) whether any non-White students are studying at any of the teacher training colleges falling under his control; if so, (a) how many students and (b) at which colleges;

(3) whether a common national policy for the admission of non-White students to teacher training colleges in the provinces has been devised; if not, why not; if so, what is this policy;

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

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes. Information as at 28 February 1986.

(a) 2 683.

(b) Bloemfonteinse Onderwyskollege;
Natal Training College;
Durbanse Onderwyskollege;
Edgewood College of Education;
Barkly House;
Cape Town;
Oudtshoorn;
Paarl;
Port Elizabeth;
Wellington;
Onderwyskollege Pretoria;
Onderwyskollege Potchefstroom;
Johannesburg College of Education;
Pretoria College of Education.

(2) Yes.

(a) 63 Coloured teachers were entered for teletuition.

(b) Natal Training College for Further Education.

(3) No, because of the reasons already given under question 2.

(4) No.

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14/4/86.

321 BUSDAY

Teachers' college bars slated

THELMA TUCH

DESPITE there being more than 2 000 vacancies at white teacher training colleges this year, government turned down 126 applications from black, coloured, Chinese and Indian students to attend them.

This has prompted NRP education spokesman Pat Rogers to accuse government of being "caught up in a Teutonic obsession" with uniformity in its rigid application of the "own affairs" rule.

He called on government to display some flexibility and to allow black trainee teachers to fill vacancies at white colleges in view of the critical need for qualified black teachers.

Rogers was reacting to the written reply of Minister of Education and Training in the House of Assembly, Piet Clase, to a question he tabled in Parliament regarding the number of black students turned away from white training colleges.

This year 126 black, coloured, Chinese and Indian students were turned away from white colleges, many of which had vacancies. At colleges in Natal there were vacancies for 893 students, in the Cape 743, the Free State 97 and the Transvaal 579.

Few black students had actually applied to white colleges, and the refusal by the colleges to admit them displayed a failure to make use of existing facilities, he said.

On the other hand, admitting them would have provided a useful opportunity to allow groups to participate jointly in the crisis-ridden education system, he added.

Progressive Federal Party (PFP) spokesman for national education, Roger Burrows, said that the more than 2 000 vacancies in white colleges in the midst of the tremendous demand for black teachers highlighted the total absurdity of racial "own affairs" education, particularly at tertiary level.

Filling the vacancies with black students would not only relieve some of the tremendous demand for black teachers but would also save the country millions, he said.

"Student teachers of all races mix in the education faculties at universities but are not allowed by decree to enter the white colleges."

in respect of races in pupil/teacher ratios; if not, (a) why not and (b) when it is envisaged that such estimates will be made; if so, what amount per year is required to bring about parity by (i) 1990 and (ii) 1995?

†The MINISTER OF EDUCATION AND DEVELOPMENT AID:

The hon member is referred to the answer on Question 29, which is also applicable to this question on pupil/teacher ratios.

Rabies

*31. Mr R W HARDINGHAM asked the Minister of Agricultural Economics:

How many cases of rabies were reported in (a) Natal and (b) KwaZulu during the latest specified period of 12 months for which figures are available?

The MINISTER OF AGRICULTURAL ECONOMICS:

(a) Natal: 68.

(b) KwaZulu: 15.

For the period 1 March 1985 to 28 February 1986.

Johannesburg station: release of gas

*32 Mr W V RAW asked the Minister of Transport Affairs:

(1) Whether an investigation was held into the release of gas in the Johannesburg station; if not, why not; if so, (a) what type of gas was released, (b)(i) by whom, (ii) why and (iii) when was it released and (c) what areas and/or public facilities were affected;

(2) whether any (a) adults and (b) children were evacuated from the affected areas; if so, what total number of persons were evacuated;

(3) whether any foodstuffs and/or meals were contaminated by the gas so released; if so, what was the total amount of the losses sustained in this regard;

(4) whether any action has been taken against those responsible for releasing the gas; if so, what action?

†The MINISTER OF TRANSPORT AFFAIRS:

(1) Yes.

(a), (b), (i) (ii), (iii), (c) and (2) to (4) As the matter is *sub judice* no information can be divulged at this juncture.

Own Affairs;

Provincial health/hospital services

*1. Dr M S BARNARD asked the Minister of Health Services and Welfare:

(1) Whether a date has been set for the transfer of the provincial health and hospital services to his Department; if not, (a) why not and (b) when is it anticipated that a decision will be taken in this regard; if so, what is that date;

(2) whether any changes will be made to the (a) structure and (b) functioning of these provincial services when they are transferred to his Department; if so, (i) what changes and (ii) what is the reason for each of these changes?

The MINISTER OF HEALTH SERVICES AND WELFARE:

(1) No.

(a) and (b) I refer the hon member to my reply on a question of the hon member for Pietersburg on 10 February 1986. The investigation by the project team of the Commission for Administration has been completed. The report is being studied at present and a decision will be taken shortly.

(2) The changes will be determined by the nature and extent of the functions which are to be transferred to Own Affairs Administrations.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, can he indicate which health services it has been agreed will be shared between the Natal Provincial Administration and the KwaZulu authority in terms of the Joint Executive Authority approved by the Government?

The MINISTER: Mr Speaker, the hon member should direct that question to the hon the Minister of Constitutional Development and Planning. [Interjections.]

Mr G B D McINTOSH: Mr Speaker, further arising out of the hon the Minister's reply, would he tell the House whether the report of the Commission for Administration is an own affairs report or a general affairs report and whether it will be made available to hon members of Parliament?

The MINISTER: Mr Speaker, I do not think the report has been classified . . .

Mrs H SUZMAN: Race classification!

The MINISTER: . . . in the terms used by the hon member, but it is being dealt with by a general affairs department, namely the Department of Constitutional Development and Planning.

Mr G B D McINTOSH: Mr Speaker, further arising out of the hon the Minister's reply, can he tell the House if the hon the Minister of National Health and Population Development is involved in dealing with this problem?

The MINISTER: Mr Speaker, the hon the Minister of National Health and Population Development is obviously involved in this matter.

Teacher training colleges

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

(1) Whether any Administrator, Provincial Executive Committee or Member of the Executive Committee was formally approached at any time during the latest specified period of five years for which information is available, to open to all races any teacher training college then falling under provincial control; if so, (a) by what persons or groups, (b) what are the names of the persons so approached, (c) on what dates did this occur and (d) what was the reaction in each case;

(2) whether during the above period any university acting in accordance with the provisions of the National Education Policy Act, No 39 of 1967, made a request, in conjunction with a teacher training college, that such college admit non-White students of the university; if so, (a) which (i) universities and (ii) colleges, (b) on what dates and (c) with what result in each case;

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

†The MINISTER OF EDUCATION AND CULTURE:

(1) No request in this regard was made to the Department. The Department also has no record of requests made to the Administrators, Executive Committees and members of Executive Committees in the past;

(a), (b), (c) and (d) fall away;

(2) No such request was made to the Department and the Department has no knowledge of requests made to Administrators, Executive Committees or members of Executive Committees;

(a)(i)(ii), (b) and (c) fall away;

(3) No.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, did I understand him correctly to say that his de-

Sales Tax

(a) There was considerable doubt as to whether the company was liable for sales tax on certain transactions and while the negotiations in regard to the matter were in progress the payment of the tax was dealyed. By the time the company accepted liability and paid the tax, penalties amounting to R935 320,42 had become due in terms of section 25(1) of the Sales Tax Act. Although the total remission of the penalty, in terms of section 25(4) of the Act, was already under consideration a claim for the amount in question was lodged in order to safeguard the revenue. It was subsequently decided that a full remission of the penalties was justified and the claim was therefore relinquished;

(b) As mentioned above, the penalty was remitted in terms of section 25(4) of the Sales Tax Act.

(4) (a) No;

(b) No, the Commissioner for Inland Revenue is by law responsible for the administration of the Income Tax Act and the issue of the estimated assessments and the subsequent discharge thereof took place under his direction. He is also responsible for the administration of the Sales Tax Act and the remission of the penalties took place under his direction.

Mr A SAVAGE: Mr Speaker, arising out of the hon the Deputy Minister's reply, am I not correct in saying that in its first year of operation the company in question showed a considerable profit and should accordingly have been taxed on that profit?

The DEPUTY MINISTER OF FINANCE: Mr Speaker, the hon member's question does not, strictly speaking, arise out of my reply. If the hon member has further questions he can put them on the Question Paper.

Mr H H SCHWARZ: Mr Speaker, further arising out of the hon the Deputy Minister's reply, is he in fact saying that, except in respect of questions pertaining to income tax and tabled in Parliament, the secrecy provisions of the Income Tax Act no longer apply?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING: I do not see how that follows.

Mr H H SCHWARZ: I am asking the hon the Deputy Minister. He is replying, after all. I think his answers contravene the secrecy provisions of the Income Tax Act insofar as income tax is concerned.

The DEPUTY MINISTER OF FINANCE: Mr Speaker, as far as I am concerned and I am aware, the figures that I have given are a matter of public record but I have heard the hon member's question in this regard and I will reply to him later.

Mr H H SCHWARZ: Mr Speaker, further arising out of the hon the Deputy Minister's reply, as a matter of principle, can we now ask questions relating to the tax position of individuals which in terms of the Income Tax Act is said to be secret?

The DEPUTY MINISTER: Mr Speaker, as far as I am aware that principle remains and as far as I am aware the figures that I have given in reply to the question today are a matter of public record.

Mr H H SCHWARZ: Mr Speaker, further arising out of the hon the Deputy Minister's reply, where are they a matter of public record? [Interjections.] I would like him to answer where they are a matter of public record.

The DEPUTY MINISTER: Mr Speaker, I ask the hon member to table the question but as far as I am aware the matter is in the court records.

*28. Mr A SAVAGE—Foreign Affairs. [Reply standing over.]

Pupil/classroom ratios

*29. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether estimates have been made of the financial cost of bringing about parity in respect of races in pupil/classroom ratios; if not, (a) why not and (b) when it is envisaged that such estimates will be made; if so, what amount per year is required to bring about party by (i) 1990 and (ii) 1995?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

The hon member is referred to the announcement in respect of policy for norms and standards for the financing of education by the Minister of National Education on Wednesday, 16 April 1986 where he indicated that the government had decided to put into operation a ten-year plan to upgrade the provision of education in the RSA with a view to attaining parity and that more details will be announced in the near future. The Department of Education and Training has contributed several estimates and calculations with regard to pupil/classroom ratios in this regard.

Mr K M ANDREW: Mr Speaker, arising out of the hon the Minister's reply, is he aware that these figures were in fact supplied by his department to the Standing Committee on Finance during their Budget deliberations?

The MINISTER: Mr Speaker, I was not aware of that.

Mr K M ANDREW: Mr Speaker, further arising out of the hon the Minister's reply, is he aware of the figures themselves—besides the fact that they were in fact disclosed, they do exist?

The MINISTER: Mr Speaker, yes, a number of calculations have been made and figures arrived at but in order to give a responsible answer to this House one has to keep in mind a number of variables which will be determined by the programme which my colleague the hon the Minister of National Education intends announcing. These variables include, among other things, firstly, how one defines parity because there could be different definitions of parity; secondly, what the economic growth of the country is in the light of a certain programme; thirdly, what the time schedule is within which one wants to bring about these movements towards parity; and fourthly, what the relative weights to be attached to the different components within the educational services are with a view to attaining parity in that regard. In other words, it is a fairly complicated matter of interrelated factors which will have to be determined within this intended programme, after which we can make a more meanigful statement to the House.

Mr K M ANDREW: Mr Speaker, further arising out of the hon the Minister's reply, may I ask him whether the question before him does not similarly ask what it would cost in respect of pupil/classroom ratios if parity was to be brought about? If that is so, it is not a question of policy. Has the hon the Minister not got the figures to give us?

The MINISTER: Mr Speaker, in order to give pupil/classroom ratios in a meaningful way one has to determine what the likely, acceptable and achievable goal is that one wants to set as the measure for parity for all the different departments. This in turn depends on the financial means of the country. As I have said, this is also affected by the other factors such as timing and the relative importance of the different factors that we have set up.

Mr K M ANDREW: Mr Speaker, further arising from the hon the Minister's reply, may I ask him then whether no credence should be attached to the answers given by his department to the Standing Committee on Finance?

HANSARD Q en 1286 · 22/4/86 Pupil/teacher ratios 321

*30. Mr K M Andrew asked the Minister of Education and Development Aid:

Whether estimates have been made of the financial cost of bringing about parity

in respect of races in pupil/teacher ratios; if not, (a) why not and (b) when it is envisaged that such estimates will be made; if so, what amount per year is required to bring about parity by (i) 1990 and (ii) 1995?

†The MINISTER OF EDUCATION AND DEVELOPMENT AID:

The hon member is referred to the answer on Question 29, which is also applicable to this question on pupil/teacher ratios.

22/4/86 HANSARD Q car 1287

Rabies

*31. Mr R W HARDINGHAM asked the Minister of Agricultural Economics:

How many cases of rabies were reported in (a) Natal and (b) KwaZulu during the latest specified period of 12 months for which figures are available?

The MINISTER OF AGRICULTURAL ECONOMICS:

(a) Natal: 68.

(b) KwaZulu: 15.

For the period 1 March 1985 to 28 February 1986.

Johannesburg station: release of gas

*32 Mr W V RAW asked the Minister of Transport Affairs:

(1) Whether an investigation was held into the release of gas in the Johannesburg station; if not, why not; if so, (a) what type of gas was released, (b)(i) by whom, (ii) why and (iii) when was it released and (c) what areas and/or public facilities were affected;

(2) whether any (a) adults and (b) children were evacuated from the affected areas; if so, what total number of persons were evacuated;

(3) whether any foodstuffs and/or meals were contaminated by the gas so released; if so, what was the total amount of the losses sustained in this regard;

(4) whether any action has been taken against those responsible for releasing the gas; if so, what action?

†The MINISTER OF TRANSPORT AFFAIRS:

(1) Yes.

(a), (b), (i) (ii), (iii), (c) and (2) to (4) As the matter is *sub judice* no information can be divulged at this juncture.

Own Affairs:

HANSARD

Provincial health/hospital services

22/4/86 Q car 1288

*1. Dr M S BARNARD asked the Minister of Health Services and Welfare:

(1) Whether a date has been set for the transfer of the provincial health and hospital services to his Department; if not, (a) why not and (b) when is it anticipated that a decision will be taken in this regard; if so, what is that date;

(2) whether any changes will be made to the (a) structure and (b) functioning of these provincial services when they are transferred to his Department; if so, (i) what changes and (ii) what is the reason for each of these changes?

The MINISTER OF HEALTH SERVICES AND WELFARE:

(1) No.

(a) and (b) I refer the hon member to my reply on a question of the hon member for Pietersburg on 10 February 1986. The investigation by the project team of the Commission for Administration has been completed. The report is being studied at present and a decision will be taken shortly.

(2) The changes will be determined by the nature and extent of the functions which are to be transferred to Own Affairs Administrations.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, can he indicate which health services it has been agreed will be shared between the Natal Provincial Administration and the KwaZulu authority in terms of the Joint Executive Authority approved by the Government?

The MINISTER: Mr Speaker, the hon member should direct that question to the hon the Minister of Constitutional Development and Planning. [Interjections.]

Mr G B D McINTOSH: Mr Speaker, further arising out of the hon the Minister's reply, would he tell the House whether the report of the Commission for Administration is an own affairs report or a general affairs report and whether it will be made available to hon members of Parliament?

The MINISTER: Mr Speaker, I do not think the report has been classified . . .

Mrs H SUZMAN: Race classification!

The MINISTER: . . . in the terms used by the hon member, but it is being dealt with by a general affairs department, namely the Department of Constitutional Development and Planning.

Mr G B D McINTOSH: Mr Speaker, further arising out of the hon the Minister's reply, can he tell the House if the hon the Minister of National Health and Population Development is involved in dealing with this problem?

The MINISTER: Mr Speaker, the hon the Minister of National Health and Population Development is obviously involved in this matter.

22/4/86 Q car 1289

Teacher training colleges

HANSARD

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

(1) Whether any Administrator, Provincial Executive Committee or Member of the Executive Committee was formally approached at any time during the latest specified period of five years for which information is available, to open to all races any teacher training college then falling under provincial control; if so, (a) by what persons or groups, (b) what are the names of the persons so approached, (c) on what dates did this occur and (d) what was the reaction in each case;

(2) whether during the above period any university acting in accordance with the provisions of the National Education Policy Act, No 39 of 1967, made a request, in conjunction with a teacher training college, that such college admit non-White students of the university; if so, (a) which (i) universities and (ii) colleges, (b) on what dates and (c) with what result in each case;

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

†The MINISTER OF EDUCATION AND CULTURE:

(1) No request in this regard was made to the Department. The Department also has no record of requests made to the Administrators, Executive Committees and members of Executive Committees in the past;

(a), (b), (c) and (d) fall away;

(2) No such request was made to the Department and the Department has no knowledge of requests made to Administrators, Executive Committees or members of Executive Committees;

(a)(i)(ii), (b) and (c) fall away;

(3) No.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, did I understand him correctly to say that his de-

FIN MAIL 2/5/86.

THE TEACHING PROFESSION

Divided and misruled



Teachers — black and white — are at the cutting edge of political reform, given the sensitivities involved in education. Yet, they have never felt as divided, as threatened, or as diminished in the eyes of their various communities. Getting them together would be one answer.

There is a joke doing the rounds in teaching circles: what are the odds on how long it will be before an Indian teachers' association is formed in the Orange Free State? You'll get the drift if you recall that there *isn't* such an organisation since Indians were not allowed to live in the OFS until this year.

The state of the teaching profession is no joke, but at least the humour indicates that teachers themselves recognise the mess they're in.

With a society as divided as SA, it's impossible to generalise about the state of teachers, but they are caught in the middle of one of our most burning political issues.

It's a pathetic story: some white teachers are unemployed, while black schools are desperate for qualified teachers. Black children cram into badly equipped classrooms, while perfectly adequate white schools are underused or threatened with closure because of the declining white pupil population.

In theory, teachers are vital community members upon whom rests the responsibility for inculcating both knowledge and wisdom in children. In practice, their public esteem — especially in the black community — has diminished. Much of the cause lies in the state of the profession.

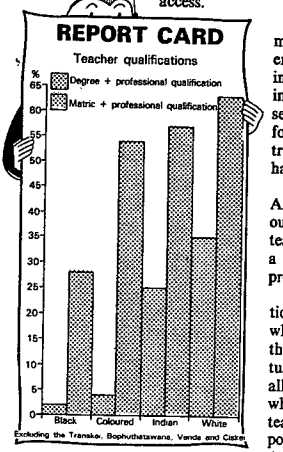
"The fragmentation of the voluntary professional bodies makes a mockery of claims to be professional," says Wits University Education Department lecturer Peter Randall (see below).

The formation of the South African Teachers Council in 1976 — a statutory registering body for white teachers — was seen by some as attaining the desired professional status. Instead, it has divided teachers further. Says one: "This body was established to upgrade the status of teachers, but instead has diminished it because it is racially segregated." Teaching remains the *only* profession whose professional body is segregated.

Whites at least still get an adequate education — although it doesn't begin to prepare them to live in a multiracial society. Disruption and boycotts in the black schools have left a generation of educationally disadvantaged. Black teachers, most under-qualified and not highly regarded by their pupils, have reached the point where, unless they fall in line with various political demands, their lives are in danger.

The Department of Education and Training (DET) has given the upgrading of black teacher qualifications priority. Minister of Education F W de Klerk's 10-year plan places great emphasis on teacher qualification upgrading schemes. However, basic qualifications, which are essential, do not necessarily bring with them teaching skills.

Blacks are already allowed into the education departments of white universities. So why not teacher training colleges, which have places available? Another example of the gross waste of available resources is the use of Teacher Centres at the training colleges, where white teachers can upgrade teaching skills, but black teachers are denied access.



Certainly, the various methods of handling teachers works against encouraging people to choose or stay in teaching. Teaching is seen as a soft-option career for women; attempts to attract men in large numbers have failed.

This is not just a South African problem. Throughout the Western world, teaching has become less of a high or middle status profession.

But in SA, the reservation of posts for men at white schools goes one further in diminishing the status of teachers by only allowing married women, who form the bulk of the teaching force, to fill these posts on a temporary basis. As a result, older, experienced, married teachers can be replaced by younger teachers (men and unmarried women) just out of college who have a contract to pay off their studies — and must be placed.

The question of placing Afrikaans teachers in English-speaking schools has always concerned parents because it usually means a lowering in the standard of mother-tongue education. It could become an issue again if the number of jobs shrink. Meanwhile, black teacher:pupil ratios are almost double those of whites (see graph). There are rumours that the white education department may try to increase the white teacher:pupil ratio to close the gap. Should this happen, jobs will be lost — and job security has become a major issue for white teachers in the Eighties.

In a sane society, the answer would be to place teachers where they were needed. Although there are whites teaching in black schools, this is becoming a security risk, and black pupils now question the use of white teachers in their schools. The SADF's "hearts and minds" programme, of placing teachers in black schools, has tainted and made pupils suspicious of all white teachers.

The controls work the other way as well. "Why can't I have a Zulu-speaking teacher

DIVIDED PROFESSION

Voluntary Teachers' Associations

WHITE
Transvaal Teachers' Association
Transvaalse Onderwysersvereniging
Natal Teachers' Society
Natalse Onderwysersunie
South African Teachers' Association (Cape)
Suid-Afrikaanse Onderwysersunie (Kaap)
Oranje-Vrystaatse Onderwysersvereniging
Suid-Afrikaanse Vereniging vir Buitengewone en Tegniese Onderwys
Vereniging van Blanke Onderwysers in Swart Skole
Saamwerk Skool Vereniging
Federal Council of Teachers' Organisations

COLOURED
Cape Teachers' Professional Association
Transvaal Association of Teachers
Society of Natal Teachers
Orange Free State Teachers' Association
Union of Teachers' Associations of South Africa

BLACK
Transvaal United African Teachers' Association
Natal African Teachers' Union
Cape African Teachers' Union
Orange Free State African Teachers' Association
African Teachers' Association of South Africa (Federation)
Transkei, Bophuthatswana, Venda, Ciskei, KwaZulu, KwaNgwane, KwaNdebele, Lebowa, Gazankulu and Qwa Qwa all have associations

INDIAN
Teachers Association of South Africa: has branches in Natal, Cape and Transvaal

OTHER
Western Cape Teachers Union
National Education Union of South Africa
Soweto Parents Crisis Committee
National Education Crisis Committee
Education for an aware South Africa



Contrast black and white

teaching Zulu?" asks the principal of a white primary school.

The mess is not a haphazard development. It is the consequence of more than 30 years of government policy which has misguidedly subverted educational and financial concerns for those of race. The abolition of mission schools and introduction of the Bantu Education Act in 1953 had the effect of downgrading the quality of teaching in black schools.

Ironically, the lowering of the quality of black teachers was not accompanied by a decrease in their social status — which for many years was elevated. Then over the past decade it sank to zero, although it is now changing again, in an odd way. It is not status that counts any longer, but political credibility. One effect is that the African Teachers Association of SA, a co-ordinating body of black teachers' associations (excluding the homelands), has thrown off its conservative image and recently severed its links with the DET.

The whole issue of politics and professionalism is now part of the debate. The idea that a teacher will scar his professional image if he takes a political stance is unacceptable. The issue of coloured teachers being charged with misconduct because they supported the exam boycott last year has brought students and teachers on to the same political platform and is an important community issue in Cape schools.

"We're in this crisis because education has been racially split," says a white principal. Inequality goes all the way through, he adds. "There is unequal expenditure on each child. The provision of facilities, like grounds and buildings, is unequal. How can you talk about providing equipment like projectors when black schools often have no electricity? Sometimes there is not even water."

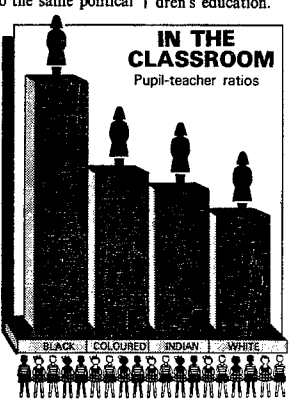
The tragedy is that education remains one of the pillars of apartheid, and resources that should be going towards its enhancement are going towards bureaucratic apartheid structures. Government remains adamant that education is an "own affair." Yet can we afford the expense of 14 departments of education when there is such a backlog of facilities? The 10-year plan, which increases expenditure on black education substantially, will still not close the gap between blacks and whites.

The solution seems simple — create one education department so that limited resources are used as best they can. This was a core recommendation of the De Lange Commission of Inquiry. Some white government schools have already said they want to open their doors to all races: this, they say, is the minimum needed to begin restoring faith in the educational system.

For white parents, the greatest fear of integration is a lowering of standards. If present funds available are shared equally, the common denominator will be lower. White teachers' associations have already accepted that in the long run there will be a lowering of standards and have begun discussing what could go that would leave a basic acceptable minimum.

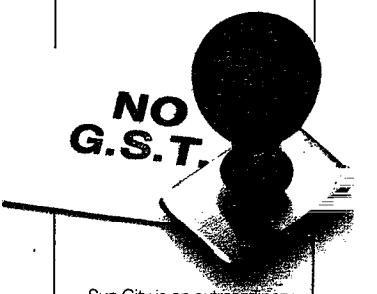
One principal recommends fresh ways of raising funds: these include bonus bonds for education and means-testing for school fees.

In the end, though, one cannot underestimate the role already played by parents in helping to contribute "extras" to their children's education.



"Equality is a myth," says Woodmead headmaster Peter Nixon. "There isn't even equality among white schools now." The difference in white schools can be seen in the contribution of parents. Schools with a high parent participation have more — computer rooms, media centres and swimming pools built with school funds (which vary substantially from school to school) and

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money raised by parents.

"The only equality we can talk about is fiscal parity," argues Nixon. "We can't talk about equality of education." Home background and social milieu are big contributory components of any educational institution.

Under one department committed to equal education, black schools would immediately have more; white schools would have less. But then, says Nixon, schools must simultaneously become more autonomous and able to raise funds from parents. Clearly, for this to be acceptable to parents, they must also be given a greater say in the education of their children.

Nixon says the DET will never regain credibility. That is why he feels a form of privatising of schools must happen.

Another advantage of government taking a back seat is that it would help teachers break away from their grey civil service image and gain the independent professional status and incomes to which they aspire, which would enhance education generally.

Both Minister De Klerk and Deputy Minister Sam de Beer are on record as saying an integrated education system won't solve the problems. No one's saying it would. It will take decades to make up the backlog. However, resources — both human and physical — are there and being misused.

First, however, the political aspect must be addressed. Nothing can happen without unscrambling the Byzantine structures that are controlling and inhibiting the desire to sort it all out.

The next step is to encourage privatisation and parental participation. The one is probably impossible without the other; it will involve imaginative thinking far beyond the tunnel vision of even a new, unified Department of Education, especially as far as black education is concerned. For we have now precisely what George Bernard Shaw warned against: knowledge in pursuit of the child, rather than the child in pursuit of knowledge. ■

(2) (a) and (b) to be determined;

(3) no.

Specialist in emolumetrics

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

(1) Whether his Department recently placed an advertisement for (a) an assistant, (b) a deputy chief or (c) a senior deputy chief education specialist in emolumetrics; if so, (a)(i) in which newspapers, (ii) on what dates and (iii) in respect of what post levels was this post advertised and (b) what functions is this person expected to perform;

(2) Whether conditions of service of teaching staff is an own affair; if so, why;

(3) Whether there is or will be any duplication of functions in the sphere of conditions of service between his Department and the Department of National Education; if so, why;

(4) Whether any steps are to be taken to remedy this position; if not, why not; if so, (a) what steps and (b) when?

†The MINISTER OF EDUCATION AND CULTURE:

(1) (a), (b) and (c) Yes;

(i) *Rapport* and *Sunday Times*.

(ii) 20 April 1986.

(iii) 4, 5 or 6;

(b) give assistance with planning, keep up to date and give advice with regard to all aspects of the salary package of teaching staff and with regard to the ratios of post levels related to the staff of this Department,

assist with the compilation of regulations and with the computerisation of all aspects of the remuneration of the staff of this Department;

(2) no;

(3) no;

(4) falls away.

Milnerton High School: school bus service

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

(1) Whether there is a school bus service from Duynefontein to Milnerton High School; if not, why not; if so, (a) who provides this service, (b) who are the (i) owners and (ii) directors of the firms of contractors and (c) what contract price (i) is applicable at present and (ii) was being charged 12 months ago;

(2) whether the contract was put out to tender; if not, (a) why not and (b) who decided that tenders would not be called for; if so, (i) when and (ii) what were the names of the tenderers;

(3) whether the lowest tender was accepted; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) Cape Coachways CC,

(b) (i) Mr J J Myburgh,

(ii) Mr J J Myburgh,

(c) (i) R198 712,

(ii) R67 500;

(2) no,

(a) because Cape Coachways CC took over the existing contract, which expires on 31-12-1990, at the existing contract price from the previous contractors as from 1 June 1985,

(b) the Cape Education Department. (i) and (ii) Fall away;

(3) Falls away.

Rent Control Act

*7. Mr K M ANDREW asked the Minister of Local Government, Housing and Works:

Whether, with reference to his reply to Question No 8 on 19 February 1985, further consideration has been given to (a) excluding salaries and wages of tenants over the age of 70 years from the income calculation provided for in the Rent Control Act, No 80 of 1976, (b) raising the present income limit applying to protected tenants and (c) any other specified changes to the Rent Control Act; if not, why not; if so (i) what changes are envisaged and (ii) when will they take effect?

†The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:

(a) and (b) Yes. The income limits of persons which are dependant on assistance from the State for housing are one of the matters which is at present being investigated as a matter of urgency by the Interdepartmental Committee chaired by the Chairman of the National Housing Committee. As these income limits are related to the limits set for protected tenants, the recommendations of the Interdepartmental Committee are being awaited before further attention can be afforded to the amendment of the income limits in respect of rent control.

(c) Yes, it is still under consideration.

I intend to deal fully with all aspects pertaining to rent control during the debate of my Department's Vote which will commence in the House of Assembly on 19 May 1986. The questions of the hon member will receive attention during this occasion.

†The MINISTER OF TRANSPORT AFFAIRS: Mr Chairman, in response to Question 20 and for the sake of good order I just want to put a matter right. Mr Speaker does not decide if a question is good or bad; he only decides whether or not a question is permissible.

†The CHAIRMAN OF THE HOUSE: The hon Minister has a point. [Interjections.]

For written reply:

General Affairs:

Khayelitsha: schools

287. Mr K M ANDREW asked the Minister of Education and Development Aid:

(1) (a) How many (i) pre-primary, (ii) primary and (iii) secondary schools were there in Khayelitsha as at 31 December 1985, (b) where are they situated in each case and (c) how many (i) classrooms and (ii) teachers are there at each of these schools;

(2) what total number of children between the ages of (a) 0-5 years, (b) 5-12 years and (c) 12-18 years were (i) resident and (ii) enrolled in schools in Khayelitsha as at the latest specified date for which figures are available;

(3) whether all the children who applied for accommodation in these schools for 1986 were accepted; if not, how many were unable to be accommodated?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) (a) (i) 1.

(ii) 9.

(iii) 0.

expression of government policy nor a statement of a new welfare dispensation. For this reason it is not at all possible for the Government to prematurely make any statement with regard to a possible new welfare dispensation until such time that all welfare bodies have had an opportunity to make the necessary representations.

(6) No.

Own Affairs:

Q car 1711
HANSARD 13/5/86

Home for the aged

*1. Dr W J SNYMAN asked the Minister of Local Government, Housing and Works:†

(1) Whether his Department has appropriated an amount for the construction of a home for the aged at Van Dyk Park, Boksburg; if so, (a) what amount and (b) when;

(2) whether his Department has received representations concerning the (a) postponement of the construction of the home for the aged and/or (b) freezing of the above-mentioned appropriation; if so, (i) from whom, (ii) when and (iii) what was the (aa) nature of these representations and (bb) response thereto;

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

†The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:

(1) Yes.

(a) R1 500 000.

(b) 6 March 1986.

(2) (a) and (b) Representations were received that an alternative site be investigated before the allocation of funds is made.

(i) The hon member for Boksburg.

(ii) 1 April 1986.

(iii) (aa) The hon member requested that the desirability of the Van Dyk Park-site be reviewed on account of the location thereof, *vis-à-vis* public transport and other services such as the hospital, pharmacies, ophthalmologists etc, and that an alternative site be investigated first.

(bb) As the planning of the home at Van Dyk Park had progressed to such an extent and an investigation concerning an alternative site would result in an unavoidable delay which can lead to an escalation in cost, it has, after a discussion with the hon member been decided not to proceed with the aforementioned investigation in order that the project could be commenced with immediately on the original site.

(3) No.

13/5/86 Q car 1712
HANSARD 321

Teachers

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

(1) Whether uniform conditions relating to the (a) appointment of teachers, (b) staffing of schools and (c) dismissal of teachers have been achieved by the education departments falling under his control; if not, why not; if so, (i) in what documents are these conditions set out and (ii) what are the staffing quotas for ordinary primary and secondary schools in the Republic of South Africa;

(2) whether his Department has received any representations regarding such uniform conditions; if so, from what organisations?

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) and (b) Yes,

(i) the Personnel Administration Standard (PAS) as contained in SANEP 142,

(ii) staffing quotas based on the pupil density are as yet not uniform and are regulated by the different provincial education ordinances which have been assigned to this Department with effect from 1 April in terms of Proclamations 53 to 56 published in the *Government Gazette* 10171 of 27 March 1986. Co-ordination of this service dispensation is at present receiving attention,

(c) No,

(i) this is regulated by the respective provincial education ordinances which have been assigned to this Department in terms of the proclamations mentioned in (b)(ii) above.

(ii) Falls away.

(2) No.

Q car 1713
HANSARD 13/5/86

Technikons

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

Whether his Department is responsible for the overall control of White technikons; if so, (a) what is the current policy regarding the admission of non-White students to (i) technikons and (ii) technikon hostels, (b) what total number of non-White students have gained admission in the current year to (i) technikons falling under his Department and (ii) the hostels of such technikons and (c) in respect of what date is this information furnished?

†The MINISTER OF EDUCATION AND CULTURE:

No, technikons for Whites are autonomous institutions; the management and executive power of a technikon rest with the Council appointed in terms of Section 8 of the Technikons Act, 1967 (Act 40 of 1967).

(a) (i) The admission of Coloureds, Indians and Blacks as students to the formal teaching programme of a technikon is at the discretion of the Council, and within the guide lines determined from time to time by the Minister.

(ii) Non-White students are not admitted to the hostels of technikons for Whites.

(b) (i) The statistics for the current year are not available but the headcount of non-White students enrolled in 1984 was as follows:

Technikon	Coloured	Indian	Black
Port Elizabeth	137	56	63
OFS	Nil	Nil	Nil
Vaal Triangle	2	16	5
Pretoria	Nil	2	5
Witwatersrand	31	51	48
Cape	111	5	9
RSA	175	125	549
Natal	50	145	52

(ii) None.

(c) The information in respect of (a) is as applicable at present and the information in respect of (b) as in 1984.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, can he inform me as to the reason why persons studying at a White technikon which offers the only diploma course in a particular subject in the Republic should not be admitted to a hostel?

†The MINISTER: Mr Speaker, because it is against particular legislation.

With June 16 just weeks away, these are the sort of scenes that may explode ... yet again



Students and children run riot after a student funeral ... and how scholars voice their

Despite general agreement among students to return to school, black education seems in danger of sliding once more into a state of turmoil and stalemate

ESTELLE RANDALL reports from Cape Town

WITH the emotion-charged June 16 commemoration only about a month away, the Western Cape stage seems set for a repetition of last year's confrontation between students and authorities.

Despite students' general agreement with the National Education Crisis Committee (NECC) conference's decisions, in particular the call for a return to school, events since the Easter Durban meeting are making a return to "normal" schooling increasingly unlikely at some Department of Education and Culture schools.

Chief among the factors which could propel the region into another wave of mass militancy and school boycotts is the ongoing harassment, detention and arrest of students and teachers.

On April 14, police used teargas and sjamboks to disperse about 1 000 Kasselsvlei Senior Secondary students holding a placard demonstration on the school grounds.

A placard demonstration on April 28 at the Silverstream Senior Secondary school in Manenberg left about 20 students injured — one with an eye injury which required specialist treatment — when police intervened, wielding sjamboks.

But the police intervention which has so far evoked the most widespread condemnation occurred at Arcadia Senior Secondary in Bonteheuwel on Monday last week when about 40 students were injured when police dispersed a demonstration.

All three demonstrations were held to protest against the detention of students or teachers. And in all cases teachers who were present have maintained that the demonstrations were peaceful and the police not provoked.

The police, however, have denied that they acted without provocation.

The Arcadia incident, where teachers alleged that students were taken out of their classrooms and beaten by police, has now rippled out into sympathy protests.

On May 6, the day after the Arcadia demonstration, students at several high schools in the Athlone area walked out of their classes in a show of solidarity.

At a meeting of about 1 000 people in Bonteheuwel last Wednesday, a decision was taken to embark on a rent boycott to protest police and army intervention in the area.

And this Monday, students at Glendale Senior Secondary in Mitchells Plain began a boycott of normal classes in support of Arcadia students and to protest the detention of two teachers.

An attempt by Mitchells Plain students to have a meeting last Friday to discuss the Arcadia incident and the detention of teachers was allegedly thwarted when police arrived and dispersed the crowd.

Whether or not students will take further action remains to be seen. Bonteheuwel schools have, however, seen almost daily disruption of classes since the start of the new term.

Besides police intervention at schools, the decision to press ahead with charges related to alleged misconduct against 72 Department of Education and Culture teachers is likely to stoke the fires of anger.

The teachers who face disciplinary hearings at the department's Roeland Street offices in Cape Town in June include some of the oldest and most respected educationists in the region.

The hearing will not be heard in public and teachers found guilty could face fines of up to R400, transfer or dismissal, among others.

The Western Cape Teachers Union (Wectu), representing the teachers, has called for the immediate and unconditional dropping of charges against them and for an end to alleged victimisation of teachers and students.

A further issue is the implementation of new security measures at schools.

High fences are to be erected around school grounds and security guards, employed by the Department of Education and Culture, are to monitor activities.

At several schools security guard huts have already been destroyed. Huts were set alight at three Bellville schools last week and earlier students at the Livingstone High School in Claremont uprooted a hut and threw it into a main road bordering the school.

Slating the new security measures as attempts to turn schools into prisons, the Western Cape Students' congress (Wesco), which commands wide support among students, warned that they would not allow anyone to jail them "like criminals" in their own schools.

With most of the demands listed by students during last year's boycotts not met and continuous intransigence by the Education Department regarding these, the ghost of Hector Peterson may not yet be laid to rest.

3-day boycott

THE Transvaal region of the National Education Crisis Committee (NECC) has resolved to declare a three-day stayaway to mark the tenth anniversary of the Soweto uprising.

At its meeting in Nelspruit at the weekend, the NECC said countrywide rallies will be held on June 16, and resistance campaigns on the following day.

"The nature of the campaigns will only be made known after discussions with trade unions," a representative said.

There will be a massive grave-cleaning campaign on June 18.

Natal's English-speaking teachers back integration

Own Correspondent

DURBAN — Most English-speaking teachers in Natal are committed to integration in the classroom, according to a survey released yesterday.

The bombshell survey, instituted by the Natal Teachers Society (NTS), hits at one of the most sensitive issues in race politics, and shows that most English-speaking teachers are against apartheid education.

Conducted by the University of Natal's Centre for Applied Social Science, it shows that most white teachers believe:

- Schools will eventually be multiracial.
- Integration will improve inter-racial relationships.
- There should be a single Department of Education for all races.
- Multiracial sport should be introduced as soon as possible.
- Teacher training colleges should be multiracial.
- All children should learn an African language and the history and culture of other races.

However, most teachers also thought that racial integration would lead to a lowering of standards for white pupils, and that most white parents would oppose schools becoming multiracial. They also thought that differences in cultural backgrounds would pose serious educational problems.

Most of the teachers feel positive about working with colleagues from different races, and belonging to a multiracial teachers' society.

Committed to change

NTS president Mr Mike Ellis said the report showed that Natal teachers were committed to change and were willing to face the challenges of a non-racial education system.

This was in line with NTS policy, which was opposed to apartheid.

"We reject the concept of 'own affairs' as educationally unsound. We believe there should be a single ministry of education, decentralised on a regional rather than racial basis."

He said that since most NTS teachers wanted training colleges to be opened to all races, the society would again ask Minister of National Education Mr F W de Klerk to admit black students to Edgewood College in Pinetown.

The survey was sent to all members of the Natal Teachers Society, who constitute 4 500 — about two-thirds — of all white teachers in Natal.

The questionnaire was returned by more than half the members, which is regarded as a significant response.

The survey found that the English teaching fraternity is committed to reform in the schools, but along gradual lines and with safeguards.

Problems foreseen include cultural and language problems, the maintenance of standards in white schools, a lower level of academic readiness among black pupils, advanced politicisation of black youth, and expected resistance from pupils, colleagues, parents and local communities.

Barlow Tel 51-2016

Call on teachers to help promote peace

By Duncan Guy

Professor Irene Jackson, last night called on members of the South African Association of University Women at Wits University to contribute to promoting peace in South Africa by making use of their potential as teachers.

In "Education for Peace", the biologist and former Johannesburg College of Education vice-rector said the only way to contribute to solving problems such as overpopulation was to educate.

ENTREPRENEURAL

Also requiring education were the development ofcommunication, of entrepreneural skills generating employment and public appreciation of the experience and qualification of teachers.

She called on the media to encourage greater coverage of positive contributions by individuals to promote understanding.

She said she hoped SABC-TV would increase the time slot for such programmes as the Zulu-teaching "Siyafunda".

SERIOUS LACK

Pinpointing problems in present education facilities, Professor Jackson said a serious lack in the training of innovative learning, and an excess of maintenance learning, was experienced at schools.

"Many in their first year of tertiary education are unable to grasp the context of things."

● See Page 13

†The MINISTER: Mr Speaker, the hon member is very welcome to bring the names of those places to my notice, whereafter I will immediately contact the NMC. [Interjections.]

27/5/86 Q Cor 1979
HANSARD

Hillbrow: children

*15. Mr A B WIDMAN asked the Minister of Constitutional Development and Planning:

(1) Whether any member of his Department has received any representations concerning young Black children sleeping on the streets of Hillbrow at night; if so, (a) when, (b) from whom and (c) what was the (i) nature of the representations and (ii) response thereto;

(2) whether this matter has been investigated; if so, (a) when, (b) what were the findings and (c) what action was taken as a result; if not,

(3) whether he will investigate this matter; if not, why not; if so, when;

(4) whether there are any children's homes for Black children in the Johannesburg area; if not, why not; if so, what total number of children (a) can be accommodated in these homes and (b) were accommodated in these homes as at the latest specified date for which information is available;

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

†The DEPUTY MINISTER OF DEVELOPMENT AND OF LAND AFFAIRS:

(1) Yes.

(a) From time to time.

(b) The Johannesburg Child Welfare Society, the SA National Council for Child and Family Care, various church bodies as well as a few individuals.

(c) (i) Expressed concern anent the phenomenon of vagrancy in the area concerned.

(ii) A concerted effort to combat this deviant social symptom is constantly undertaken by the Department, other appropriate Government Departments, the Johannesburg Child Welfare Society, the SA National Council for Child and Family Care and the City Council of Johannesburg.

(2) (a), (b), (c) and 3. This issue is receiving continuous attention of the Department of Constitutional Development and Planning in collaboration with the abovementioned instances. It must be emphasized that the problem of vagrancy is a world-wide complex sociopathological phenomenon to which solutions are not easily found. It is also a sad fact that vagrants have a poor prognosis for successful treatment in institutions and generally do not benefit from treatment and training provided there. It further appears that community orientated treatment have many problems, the reasons of which may be found in the psycho-social factors which contribute to this phenomenon.

(4) Yes. Four registered children's homes and a State place of safety and detention.

(a) 310 and 250 children respectively.

(b) 274 and 170 respectively as at 30 April 1986.

(5) No.

Mr A B WIDMAN: Mr Speaker, arising from the reply given by the hon the Deputy Minister, since this question relates to a petition handed to Parliament by me and signed

by 1 068 people who are residents and ratepayers of Hillbrow, and in view of the complexity of the problem, will the hon the Deputy Minister consider the need to rehabilitate and resocialise those twilight children by establishing a permanent rehabilitation centre close to Johannesburg—a centre more or less along the same lines as the well-known Boys' Town?

†The DEPUTY MINISTER: Mr Chairman, the responsibility for these specific matters was not delegated to me by the hon the Minister. Nevertheless, I am sure that if the hon member would personally take up the matter with the hon the Minister, he will pay attention to it and will provide the hon member with a proper reply.

†Mr S P BARNARD: Mr Chairman, further arising from the hon the Deputy Minister's reply, is the hon the Deputy Minister aware of the fact that there are thousands of Black children in Jeppestown, Hillbrow and other areas who have absolutely no place to sleep at this moment, causing real problems for the White residents of that White group area? Furthermore, is the hon the Deputy Minister aware of the fact that there is a place where more than 200 Black mineworkers are living in one building? To come back to the children; many of them walk the streets the whole day and have no housing.

†The DEPUTY MINISTER: Mr Chairman, as I mentioned with reference to the previous question, the responsibility for this matter was not delegated to me. This specific matter is related to Hillbrow and Jeppe, and if the hon member has other problems with regard to Jeppe, I would advise him to also put that question on the Question Paper for the attention of the hon the Minister. [Interjections.]

27/5/86
HANSARD

Port Elizabeth Harbour

*16. Mr D J N MALCOMESS asked the Minister of Transport Affairs:

(1) Whether any bodies have made requests to the South African Transport Services in connection with the use of any part of Port Elizabeth Harbour for the proposed gas conversion project at Mossel Bay; if so, (a) when, (b) what bodies and (c) what was the (i)(aa) nature and (bb) purpose of these requests and (ii) response of the South African Transport Services thereto;

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

The MINISTER OF TRANSPORT AFFAIRS:

(1), (a), (b), (c)(i)(aa), (bb) and (ii) Yes, during recent months prospective tenderers have made tentative enquiries with a view to establishing whether sites could be made available for the fabrication of equipment destined for the Mossel Bay project. The matter is presently under consideration.

(2) No.

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HANSARD 27/5/86 321

Teachers

*17. Mr R M ANDREW asked the Minister of Education and Development Aid:

(1) Whether any (a) White and (b) Coloured teachers are employed in Black schools controlled by his Department; if not, why not; if so, how many in each case;

(2) whether conditions of services of (a) Black, (b) White and (c) Coloured teachers employed by his Department vary in respect of (i) salary scales, (ii) promotion prospects, (iii) pensions, (iv) medical aid, (v) housing subsidies, (vi) permanence of appointment and (vii) any other specified aspects?

†The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) Yes.

(a) 1 766.

(b) 28.

(2) (a), (b) and (c)

Number of White pupils

*3. Mr H D K VAN DER MERWE asked the Minister of Education and Culture:†

What total number of White pupils attended schools in the Republic in 1982 and 1983, respectively?

The MINISTER OF EDUCATION AND CULTURE:

1982 ..... 1 006 763
1983 ..... 1 015 818

Teachers

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

(1) Whether it is anticipated that any teachers in schools in the Cape School Board area will lose their jobs at the end of 1986 as a result of (a) a reduction in the number of pupils and (b) the implementation of revised pupil/teacher ratios; if so, how many in each case;

(2) whether changes in pupil/teacher ratios are to be implemented (a) in stages or (b) at one time; if so, (i) when and (ii) why?

†The MINISTER OF EDUCATION AND CULTURE:

(1) (a) Yes, exact number not known. In accordance with the staff provision scales schools were informed of the abolition of 94 teaching posts. Representations for the retention of posts are still being considered at present.

(b) No, none.

(2) No decisions have yet been taken in this regard.

(a) and (b) Fall away.

Teachers

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

(1) Whether it is anticipated that any teachers in schools in the Parow School Board area will lose their jobs at the end of 1986 as a result of (a) reduction in the number of pupils and (b) the implementation of revised pupil/teacher ratios; if so, how many in each case;

(2) whether changes in pupil/teacher ratios are to be implemented (a) in stages or (b) at one time; if so, (i) when and (ii) why?

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) Yes, exact number not known. In accordance with the staff provision scales schools were informed of the abolition of 72 teaching posts. Representations for the retention of posts are still being considered at present.

(b) No, none.

(2) No decisions have yet been taken in this regard.

(a) and (b) Fall away.

School hostel posts: remuneration system

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

(1) Whether a common remuneration system has been instituted for school hostel management and supervisory posts falling under his Department; if not, why not; if so, (a) when was this system instituted and (b) what total amount was paid out in terms of this remuneration in the 1985-86 financial year;

(2) whether any provincial education departments have at any time deviated from this system; if so, (a) which education departments, (b) in what respects and (c) why;

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

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) 1 April 1981, exept OFS who implemented it from 1 April 1982,

(b) Cape—R3 580 261
OFS—R1 802 600
Transvaal—R4 088 791, 56
Education and Culture—R1 373 465,64
Natal—not readily available, allowances formed part of the remuneration package;

(2) no, the system however makes provision for remuneration for different functions. The Departments themselves determine which functions are to be executed by the various officials and remunerate them accordingly.

(a), (b) and (c) fall away;

(3) no.

Mr R M BURROWS: Mr Chairman, arising out of the hon the Minister's reply, is he aware that in certain provinces certain posts are remunerated whereas in other provinces they are not remunerated at all?

†The MINISTER: Mr Chairman, as I have indicated, it is quite possible that there is a difference in the various education departments with regard to the remuneration of certain functions.

Umtata/Mafikeng: schools

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

Whether any schools in (a) Umtata, Transkei, and (b) Mafikeng, Bophuthatswana, fall under the control of his Department; if so, (i) what are the names of the schools in question, (ii) what is the total number of pupils attending these schools, (iii) how many such pupils are White, (iv) under which provincial education department do these schools fall and (v) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE:

(a) and (b) yes,

(i) Umtata High
Transkei High
Mafikeng High
Mafikeng Primary
Mafikeng Preparatory,

(ii) 1 794,

(iii) 1 525,

(iv) Cape Education Department,

(v) 31 January 1986.

Underutilised/utilised education institutions

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

(1) Whether he had held discussions with any other Ministers of State responsible for education regarding the existence and possible future use of underutilised and unutilised education institutions; if not, why not; if so, (a) with which Ministers has he held discussions, (b) on what dates and (c) with what results;

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

†The MINISTER OF EDUCATION AND CULTURE:

(1) No formal discussions were held with any Minister for Education concerning any underutilised or unutilised institution, as I did not yet regard it as necessary,

(a), (b) and (c) fall away;

(2) no.

Mr R M BURROWS: Mr Chairman, arising out of the hon the Minister's reply, will

bodies with whom I had talks and they all accepted it as such.

Mr R M BURROWS: Mr Speaker, further arising out of the hon the Minister's reply, is he implying that, if a school does not obtain a 45% subsidy because the funds are not available, it will receive, say, 15%? Secondly, would this be nationally applicable, or would the subsidy be granted on a chronological basis of application?

†The MINISTER: Mr Speaker, each case will be treated on its own merits should such a circumstance occur, which I hope will not be the case.

Mr R M BURROWS: I hope so too.

For written reply:

General Affairs:

RSA/Swaziland: border adjustments

953. Mr P G SOAL asked the Minister of Foreign Affairs:

(1) Whether, with reference to his reply to Question No 1 000 on 19 June 1985, he or any member of the South African Government has held talks with (a) KaNgwane and (b) KwaZulu concerning adjustments of the borders between the Republic and Swaziland; if not, why not; if so, (i) on what dates, (ii) where, (iii) with whom were these talks held and (iv) what was the nature of these discussions in each case;

(2) whether any decisions were reached; if so, what decisions;

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

The MINISTER OF FOREIGN AFFAIRS:

(1) (a) The Chief Minister of KaNgwane was included in a South African delegation, on which the Department of Foreign Affairs was represented, which met with a delegation from Swaziland on 13 February 1986 at Jan Smuts Airport but no substantive talks on adjustments of borders between the Republic and Swaziland took place.

(b) Not as far as the Department of Foreign Affairs is concerned.

(2) Falls away.

(3) No.

Pupils/teachers

1000. Mr L F STOFBERG asked the Minister of Education and Development Aid:†

In respect of schools which fell under his Department in each of the latest specified three years for which information is available, (a) how many (i) pupils and (ii)(aa) non-White and (bb) White teachers were there, (b) what was the average number of pupils in each standard, (c) what percentage of pupils per standard (i) failed and (ii) did not write year-end examinations (aa) as a result of strikes and (bb) because of other specified reasons for absence, (d)(i) what was the average age of the pupils per standard and (ii) what maximum age restriction for pupils was applicable in respect of each standard and (e)(i) what (aa) number and (bb) percentage of man-days in respect of teachers were lost as a result of strikes and (ii) in what way did such strikes affect their salaries?

The MINISTER OF EDUCATION AND CULTURE:

		1983	1984	1985
(a)	(i)	1 680 525	1 724 631	1 757 183
	(ii) (aa)	40 860	42 482	44 619
	(bb)	600	756	708
(b)	Sub A	305 392	294 324	295 739
	Sub B	249 633	245 452	236 611
	Std 1	235 618	238 569	233 918
	Std 2	183 996	194 793	198 382
	Std 3	172 454	179 237	187 549
	Std 4	137 058	143 101	149 168
	Std 5	122 423	127 291	130 567
	Level education	550	412	304
	Std 6	95 231	101 892	107 301
	Std 7	69 489	77 715	84 722
	Std 8	57 957	64 567	64,161
	Std 9	29 934	33 550	43 177
	Std 10	20 790	23 728	25 584
	(i) Sub A	20,95	21,01	21,67
	Sub B	15,36	15,24	16,34
	Std 1	15,84	15,94	17,16
	Std 2	9,14	9,03	9,71
	Std 3	11,77	12,83	12,76
	Std 4	9,01	8,17	8,40
	Std 5	9,65	9,96	10,18
	Std 6	11,02	12,01	13,55
	Std 7	12,87	13,29	16,78
	Std 8	19,54	22,52	19,84
	Std 9	16,76	15,26	14,50
	Std 10	13,51	17,03	18,06

(c) (ii) (aa) Figures not available.
(bb) Figures not available.

		1984	1985
(d)	(i) Sub A	7 yr 5 m	7 yr 4 m
	Sub B	8 yr 10 m	8 yr 9 m
	Std 1	10 yr 2 m	10 yr 1 m
	Std 2	11 yr 2 m	11 yr 1 m
	Std 3	12 yr 4 m	12 yr 3 m
	Std 4	13 yr 2 m	13 yr 2 m
	Std 5	14 yr 1 m	14 yr 1 m
	Level education	10 yr 7 m	10 yr 0 m
	Std 6	15 yr 1 m	15 yr 0 m
	Std 7	16 yr 0 m	16 yr 1 m
	Std 8	17 yr 1 m	17 yr 1 m
	Std 9	18 yr 2 m	18 yr 2 m
	Std 10	19 yr 1 m	19 yr 2 m

Figures for 1983 are not available.

(d) (ii) None.

(e) (i) (aa) 428 849.

(bb) 7,75%.

(ii) The salary of a teacher who attended school was not affected. These figures are in respect of the period 1/1/1985-9/8/1985.

Annual reports

1086. Mr P G SOAL asked the Minister of Public Works:

(a) How many annual reports were produced by the Department of Public Works and Land Affairs during the latest specified period of 12 months for which information is available, (b) in respect of what bodies were these reports produced, (c) what was the cost of producing each such report and (d) who did the printing of each report?

The MINISTER OF PUBLIC WORKS:

(a) Two.

(b) (i) The Department of Public Works and Land Affairs;

(ii) Report of the Chief Director of Surveys and Mapping.

(c) (i) R11 678,20;

(ii) R 1 250,00.

(d) (i) The Government Printer;

(ii) Departmental.

"Talking with the ANC"

1138. Mr P G SOAL asked the Deputy Minister of Information:

(1) Whether the Bureau for Information was responsible for the compilation and distribution of the booklet entitled "Talking with the ANC . . ." which was published in June 1986; if not, who is responsible for this booklet; if so, (a) how many pages does the booklet comprise, (b) who was responsible for the compilation thereof, (c) by whom was it printed, (d) how many (i) English and (ii) Afrikaans copies of the booklet were produced, (e) to whom were copies of the booklet sent, (f) why was the booklet produced and (g) what was the total cost of producing and distributing the booklet;

(2) whether tenders were invited for the printing of this booklet; if not, why not; if so, (a) when, (b) by what means was the call for tenders publicised, (c) how many tenders were received, (d) from whom were they received, (e) what was the amount of each tender and (f) who was the successful tenderer;

(3) whether permission was obtained for quoting members of the ANC and publishing such quotations; if so, (a) from whom and (b) when; if not,

(4) whether any action has been taken against him or any member of his Department as a result; if so, what action?

The DEPUTY MINISTER OF INFORMATION:

(1) Yes.

(a) 42 pages plus cover.

(b) The Bureau for Information.

(c) Perskor, Johannesburg.

(d) (i) 70 000.

(ii) None till now.

(e) Opinion formers in South Africa and abroad.

(f) To inform opinion formers about the nature and aims of the ANC.

(g) R48 930. Cost of distribution is difficult to determine as railway cost incurred to transport copies

to regional offices is not available as yet and since regional offices are still distributing copies.

(2) No tenders were invited for the printing of this publication. Printing was commissioned by the Government Printer in terms of Tender Board Exemption SDK 77.

(a) to (f) Fall away.

(3) Yes.

(a) The Minister of Law and Order.

(b) 28 May 1986.

(4) No.

Education/manpower training: amounts spent

1143. Mr K M ANDREW asked the Minister of Finance:

What amounts in respect of education for (a) Whites, (b) Coloureds, (c) Indians, (d) Blacks in the Republic, (e) Blacks in the national states and (f) manpower training were (i) spent in the financial years (aa) 1984-85 and (bb) 1985-86 and (ii) budgeted to be spent in the financial years (aa) 1984-85, (bb) 1985-86 and (cc) 1986-87?

The MINISTER OF FINANCE:

(a) (i) (aa) R2 209 838 000.

(bb) R2 738 135 000.

(ii) (aa) R2 111 098 000.

(bb) R2 728 494 000.

(cc) R3 222 049 000.

(b) (i) (aa) R639 078 000.

(bb) R801 832 000.

(ii) (aa) R570 521 000.

(bb) R792 907 000.

(cc) R995 991 000.

(c) (i) (aa) R292 358 000.

(bb) R380 850 000.

(ii) (aa) R259 424 000.

(bb) R378 250 000.

(cc) R433 067 000.

(d) (i) (aa) R649 621 000.

(bb) R846 644 000.

(ii) (aa) R653 868 000.

(bb) R852 148 000.

(cc) R1 072 451 000.

*(e) (i) (aa) R252 976 000.

(bb) R290 778 000.

(ii) (aa) R252 976 000.

(bb) R290 778 000.

(cc) R328 876 000.

(f) (i) (aa) R31 980 000.

(bb) R57 492 000.

(ii) (aa) R30 861 000.

(bb) R57 632 000.

(cc) R109 630 000.

*Only estimates are available. These amounts also exclude own revenue spent on education.

Development Boards

*8. Mr R A F SWART asked the Minister of Constitutional Development and Planning:

(1) Whether the investigation into the role and future of Development Boards has been completed; if not, when is it anticipated that it will be completed; if so, (a) when and (b) what were the (i) findings and (ii) recommendations in this regard;

(2) whether any members of staff of Development Boards are to be (a) transferred and/or (b) retrenched; if so, (i) how many, (ii) when, (iii) what positions do these members of staff hold and (iv) where will they be transferred to;

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

†The DEPUTY MINISTER OF DEVELOPMENT AND OF LAND AFFAIRS:

(1) Yes, except that for certain staff matters the investigation has not been concluded.

(a), (b)(i) and (ii) Fall away.

(2) (a) Yes.

(b) No.

(i) Figures not available at this stage.

(ii) 1 July 1986.

(iii) As a result of the magnitude of the staff establishments of the development boards it is impossible to furnish information in this regard. The staff establishments of the development boards include a wide variety of posts which makes it practically impossible to specify each post at every development board for the purpose of this reply.

(iv) Provincial Administrations, Government Departments, Regional Services Councils and Local Authorities.

(3) No.

*9. Mr R R Hulley—Law and Order. [Discharged.]

Kwelera/Mooiplaas

*10. Mr E K MOORCROFT asked the Minister of Education and Development Aid:

(1) Whether, with reference to his replies to Questions Nos 778 and 779 on 5 May 1986, a decision has yet been taken regarding the persons who fled from the Kwelera and Mooiplaas areas; if so, what is that decision;

(2) whether these persons are to be moved from the farm Good Hope 1028; if so, (a) when, (b) where will they be moved to, (c) what assistance will they be given in moving there and (d) what facilities have been provided for them at the new site?

The DEPUTY MINISTER OF DEVELOPMENT AND OF LAND AFFAIRS:

(1) and (2) No, a lawsuit was conducted about the matter and judgment therein was only delivered on 12 June 1986.

The situation is at present being reconsidered in view of the said judgment and the fact that leave to appeal was granted to the applicants.

Mbekweni, Paarl

*11. Mr S S VAN DER MERWE asked the Minister of Law and Order:

(1) Whether members of the security forces took any action in respect of any (a) persons, (b) buses and/or (c) cars en route to a funeral in Mbekweni, Paarl, on 8 May 1986; if so, (i) what action, (ii) where and (iii) why;

(2) (a) what total number of (i) members of the security forces was used to patrol the route to and monitor the funeral and (ii) vehicles was used by the security forces on this occasion and (b) what equipment had been issued to the security forces;

(3) whether any attempts were made to stop the funeral cortège; if so, (a) where, (b) why and (c) who gave the order in this regard?

†The DEPUTY MINISTER OF LAW AND ORDER:

(1) (a) and (b) No.

(c) Yes, in three instances.

(i) to (iii) In the first instance a motorist who was en route to the funeral and who got lost, was stopped and the way to the church was directed to this motorist.

In the second instance the vehicle of a motorist who at a police control-point refused to hand over certain literature and a gasmask, which were in the vehicle, to the police for investigation, was searched.

In the third instance a motorist who refused to comply with the orders of a traffic constable, was warned and then allowed to depart.

(2) (a) (i) 201.

(ii) 30.

(b) The Security forces were equipped with sufficient equipment to cope with the given situation.

(3) No.

(a) to (c) Fall away.

Republic Day: helicopter

*12. Mr S S VAN DER MERWE asked the Minister of Defence:

(1) Whether a South African Defence force helicopter trailing flags flew past the Voortrekker Monument on 31 May 1986; if so, (a) on how many occasions and (b) what flags were displayed;

(2) whether this helicopter was part of the Republic Day proceedings at the Voortrekker Monument; if not, what was the purpose of the (a) flight and (b) flags?

The DEPUTY MINISTER OF DEFENCE:

(1) Yes. Two Puma helicopters.

(a) Once.

(b) The flag of the RSA and the SA Navy ensign.

(2) No.

(a) The helicopters took part in a Republic Day Celebration at Verwoerdburg City and during their return to the Air Force Base Swartkop they flew past the Voortrekker Monument in a normal air traffic pattern for a landing on the runway which was in use.

(b) The flags were used in the events in which the SA Navy played a large role.

Salary cheques

*13. Mr E K MOORCROFT asked the Minister of Education and Development Aid:

(1) Whether the Department of Education and Training has received any complaints from (a) teachers and (b) banks or building societies regarding salary cheques paid to teachers of

that Department for May 1986; if so, (i) from whom, (ii) when and (iii) what was the (aa) nature of the complaints and (bb) response thereto;

(2) whether any banks or building societies have refused to cash salary cheques paid to teachers of the said Department in May 1986; if so, (a) what are the circumstances surrounding this matter and (b) what steps are being taken by this Department as a result;

(3) whether this Department experienced any problems recently with regard to the payment of salaries to teachers; if so, (a) what problems, (b) why and (c) what steps are being taken as a result;

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

†The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) (a) and (b) The Department is not aware of any complaints received.

(2) (a) and (b) The Department is not aware of any such cases.

(3) Yes.

(a) In some cases salaries have not always been paid on time.

(b) A new keyscale has been introduced resulting in interpretation problems; as well as the fact that appointment documents were not submitted timeously by the schools concerned.

(c) (i) Since 1985 all heads of schools are undergoing management training, including among others, the handling of personnel matters.

(ii) Deputy-Directors (Administrative) have been appointed at all the regional offices. They have been instructed that salary matters must continuously receive priority attention.

(iii) Procedures have been introduced some time go whereby heads of schools must report at the end of every month about outstanding salary matters.

(iv) Procedures were implemented at regional offices as well as at Head Office whereby such matters are rectified urgently.

(4) No.

Reservists

*14. Mr S S VAN DER MERWE asked the Minister of Law and Order:

(1) Whether persons who become police reservists are required to disclose their membership of any organisations, political parties or other groups; if so, (a) why, (b) in terms of what statutory provision and (c) what organisations, parties or other groups are included in this requirement;

(2) whether police reservists who are members of or join such bodies are required to resign (a) from these bodies or (b) as police reservists; if so, (i) why and (ii) in terms of what statutory provision;

(3) whether any (a) police reservists or (b) applicants have been dismissed or rejected because of their being members of such bodies; if so, (i) how many during the latest specified two-year period for which information is available and (ii) of what organisations; parties or other groups were they members?

The DEPUTY MINISTER OF LAW AND ORDER:

(1) to (3) No, although police reservists

and members of the South African Police may belong to legal political parties, it is required of members not to have any alliances with radical organisations. I have therefore in this House emphatically stated that members of the Reserve Police Force and the South African Police will not be members of the AWB and UDF.

†Mr H D K VAN DER MERWE: Mr Speaker, arising out of the hon the Deputy Minister's reply, does he view the AWB as a radical organisation? [Interjections.]

†The DEPUTY MINISTER: Mr Speaker . . . [Interjections.]

†The SPEAKER: Order! Only one hon member will reply to the question and that is the hon the Deputy Minister. The hon the Deputy Minister may proceed.

†The DEPUTY MINISTER: Mr Speaker, I shall repeat part of the hon the Minister's reply to Question 14:

I have therefore in this House emphatically stated that members of the Reserve Police Force and the South African Police will not be members of the AWB and UDF.

†Mr H D K VAN DER MERWE: Mr Speaker, the hon the Deputy Minister did not answer my question. I asked whether he views the AWB as a radical organisation.

†The DEPUTY MINISTER: Mr Speaker, I shall repeat the first part of the hon the Minister's reply as well:

. . . although police reservists and members of the South African Police may belong to legal political parties, it is required of members not to have any alliances with radical organisations.

†Mr J H HOON: That is not an answer.

†Mr J H VAN DER MERWE: Mr Speaker, further arising from the hon the Deputy Minister's reply, is he aware of the fact that right-wing political parties are referred to as "reactionary" and not "radical", and that the AWB should therefore not be viewed as radical? [Interjections.]

†The DEPUTY MINISTER: Mr Speaker, I am very glad to hear that the hon member for Jeppe views the AWB as a reactionary party.

†Mr F J LE ROUX: Mr Speaker, can the hon the Deputy Minister tell us whether members of the South African Police may be members of the Broederbond?

†The DEPUTY MINISTER: Mr Speaker, I do not think that question has anything to do with this matter. [Interjections.]

Alexandra

*15. Mr D J DALLING asked the Minister of Justice:

Whether, with reference to the reply of the Minister of Law and Order to Question No 9 on 3 June 1986, a date has been determined for the inquest into the deaths of persons killed in or in the vicinity of Alexandra Township in February 1986; if not, (a) why not and (b) when is it anticipated that the date will be determined; if so, what is that date?

†The MINISTER OF JUSTICE:

No.

(a) and (b) The matter is still being investigated by the South African Police. The date will be determined after the investigation has been completed.

Films on Sundays

*16. Mr D J DALLING asked the Minister of Justice:

Whether, with reference to his reply to Question No 21 on 3 June 1986, a decision has been reached regarding the (a) application to open cinemas on Sundays and (b) representations for the repeal of restrictions on the exhibition of films on Sundays; if not, when is it anticipated that a decision will be taken; if so, (i) when and (ii) what was the decision in each case?

'Open Govt schools to all'

THE South African Teachers' Association (Sata) has adopted as policy a report concluding that opening Government schools to pupils of all races is "desirable and attainable".

Delegates at Sata's annual congress in Grahamstown this week voted unanimously in support of the report, which details why and suggests how an open school system could be implemented.

Incoming vice-president, Mr Richard Hawkins, member of the five-member Sata committee mandated at last year's congress to investigate the viability of open schools, represented the report's findings.

The ideal of open schools was attainable to a limited extent under South Africa's present political system, "but ought to become national policy under a new dispensation", he said.

Guiding principles should be freedom of association and the right of local communities to choose their own educational patterns.

Fear

Whites in favour of keeping schools closed were strongly influenced by fear of change, loss of educational standards and "swamping" by large numbers of black pupils.

But opening the schools to all could also be a survival technique, an alternative to revolutionary change whereby whites could continue to play a role in determining education policy.

The present closed system was "out of step" with a society where mixing already occurred in the work place, at church, at some schools and in other areas, the committee found.

Parents should be able to choose to send their children to open schools, while the freedom of others to choose not to associate might imply the need to retain some closed schools, Mr Hawkins said.

Findings included:

- Open schools were the most effective way of educating for a future changing society in which white schoolchildren would be directly affected;
- Sharing white facilities — many of them underused — and expertise was a more viable economic solution to South Africa's educational needs than pouring funds into black education;
- Open schools could shift control of education from the political arena into the hands of educationalists and communities; and
- Refusal to allow open schools could lead to increasingly rigid stances being adopted by extremists.



Tasa suspends participation in two bodies

Mercury Reporter

THE Teachers' Association of South Africa (Tasa) decided at its meeting in Durban yesterday to suspend its future participation in two Government-created education bodies as a protest against what it believes to be an extension of apartheid.

A decision whether formally to pull out of the two bodies — the South African Council for Education and the Research Committee on Education Structures — would be taken by Tasa at its national executive meeting after consulting its membership, a Tasa spokesman said.

There was a lively debate as delegates clashed over Tasa's future on the two organisations.

Mr Kenny Ernest, a delegate from the Cape, argued that Tasa would be looked upon as 'a collaborator' if it did not follow its counterparts — the Union of Teachers' Associations of South Africa (coloured) and the African Teachers' Association of South Africa — by withdrawing.

Tasa's deputy president, Mr Poobie Naicker, pointed out that it would be pointless for Tasa to withdraw because other Indians would then step in, giving credibility to the bodies.

Another speaker from the audience said Tasa should make up its mind whether its presence on the two bodies was to block other Indians from serving on them or whether it was there in the interests of education.

Interference

After a suggestion by Mr Guru Kistnasamy, the meeting agreed that Tasa suspend its future participation until the matter was discussed thoroughly by rank and file membership.

Both education bodies were seen by blacks as a further extension of apartheid in the education system.

The meeting also passed a motion that 'in the light of reports of interference by politicians in the day-to-day running of schools', the association reiterates its call made to the State President in 1984 for a judicial commission of inquiry into the administration and control of Indian education.

Scheme to solve black schools crisis angers teachers

SUN TIMES 13/7/86

By CAS St LEGER

A TWO-PRONGED plan has been launched in a bid to ensure that when black schools reopen tomorrow, the 1,7-million pupils not only get back into the classrooms — but stay there.

The major Government thrust has been towards upgrading black education and schools. But because any improvements in this area would be useless if boycotts, closures and violence continue to disrupt schooling, the Department of Education and Training (DET) has kicked off with a security master plan.

The plan, however, has drawn fire from black teachers who claim they were not properly consulted and object to being involved in steps to ensure security on school premises.

The crunch will face principals who claim they may be at risk if they try to implement the security measures. Others are also concerned about taking a stand against students who failed the April examinations, but then elevated themselves to whatever class they wanted on the basis of "Pass One, Pass All".

There has been no consultation this time by the department with the National Education Crisis Committee (NECC) which last term sent the children back to school — except for an initial 80 000 — subject to certain conditions being met.

DET gave the stayaway figure in April at 1,8 percent of the total.

Under the state of emergency, the NECC and student representative councils may not hold meetings in key areas. Most of their leaders are now in detention or said to be "away" — possibly in hiding. It is understood both NECC and SRCs are backing a return to school.

The political aspects of the NECC's demands, such as the release of detained student leaders and the ending of apartheid, remain unchanged.

But DET claims it has gone a long way towards meeting those NECC conditions within the department's sphere of operation — the upgrading of teacher competency and the improvement of the schools themselves.

"We have adopted a two-pronged approach to education," said Dr Dirk Meiring, DET's Deputy Director, Administration, this week.

The first was the normalising of schooling in abnormal circumstances, involving stringent security measures, such as student identity cards and school guards to safeguard pupils.

Upgrading

The second concerned the upgrading of the quality of black education.

"This has been done in the light of the legitimate demand for equal education opportunities," said Dr Meiring.

Physical facilities, the educators and the structure of education were all subject to overhaul, he added.

This year the DET has been engaged in a R210-million building programme and has produced new classrooms at the rate of 15 per working day in primary and secondary schools.

26 000 teachers snub Government

CAPE TOWN—The organisation representing most of South Africa's coloured teachers — the Union of Teachers' Associations of South Africa (Utasa) — has formally withdrawn from Government education structures.

Mr Randall van den Heever, deputy-president of the Cape Teachers' Professional Association, largest of the four provincial organisations in the Utasa fold, confirmed the move yesterday.

Utasa, umbrella body of the organised coloured teaching profession, represents 26 000 teachers, most of them in the Western Cape.

A letter had been sent to the acting executive director of the Department of Education and Culture in the House of Representatives, Mr D Pfaff, informing him that Utasa was withdrawing its 21 representatives from the education committees, he said.

Utasa decided at its national conference in Kimberley last month that to continue serving on 'own affairs' and 'general affairs' structures would be to prop up apartheid.

Kennedy plea for detainee

THELMA TUCH

SENATOR Edward Kennedy has appealed to President P W Botha to release a 34-year-old Grahamstown teacher detained on July 2 under state of emergency regulations.

In a letter from Washington to Botha, Kennedy and Nancy Kassebaum, chairman of the US Senate sub-committee on African Affairs, ask that steps be taken to assure that the teacher was not mistreated while in the custody of security forces at Port Elizabeth prison.

The detainee cannot be named because of emergency regulations.

Jack Viviers, a spokesman for the State President, said yesterday it was policy not to comment on Botha's correspondence.

The Bureau for Information refused to confirm the detention of the woman concerned as such information contravened emergency regulations.

Nurses and teachers of all races 'to get equal salaries this year'

Govt promise on pay parity

Action is to be taken "as swiftly as possible" towards the achievement of pay parity between the different races in all occupational classes, Mr E van der Merwe Louw, the Minister for Administration and Economic Advisory, said yesterday.

"To demonstrate its concern, Government has provided appropriate funding so as to allow for the complete elimination during the current year of salary disparities, based on racial classification, in nursing, paramedical staff and in education," he said.

Investigations into the improvement of salary dispensation and the elimination of salary disparities among nurses and paramedical staff had reached an advanced stage.

The Minister of National Health and Population Development would soon announce further particulars.

The elimination of educationists' salary disparities was still receiving attention and the relevant Minister would issue a statement in due course, the statement added.

MARKET-RELATED

"During the debate on the commission for administration's budget in the House of Assembly on May 30, I announced that during this year, in accordance with Government policy, an amount had been set aside for the further achievement of selective market-related salary dispensations for those occupational classes where the greatest need existed," Mr van der Merwe Louw said.

"In line with this, during 1985, the position of director-generals was investigated by two independent and highly regarded personnel consultancies, with a view to bringing about a market-related salary adjustments.

"Their proposals have also been submitted to a panel of business leaders for comments and recommendations. On this basis, Government has concentrated on an improved salary dispensation adjustment for director-generals, with effect from July 1," he said.

Besides the position of director-generals, various other occupational groups had also been identified by the Cabinet as groups that were to receive priority salary improvements during this financial year.

"It is common practice not to divulge detailed information about salary improvements. Such information will be passed on to the heads of the relevant departments and institutions," the statement said. — Sapa.

Pay parity for teachers

PRETORIA. — Full parity in salaries for teachers of all population groups will be introduced from December 1 this year.

This was announced yesterday by the Minister of Education and Development Aid, Dr Gerrit Viljoen, in a statement issued on his behalf by the Bureau for Information.

Dr Viljoen said: "I have pleasure in announcing that following a cabinet decision, full parity in salary for all teachers of all population groups will be introduced with effect from December 1, 1986.

"This final step in the government's programme is of particular importance for black education.

"The teachers in the categories affected by this final step of parity comprise a total of about 81 000 teachers of the Department of Education and Training and the education departments of the self-governing national states."

'Funds made available'

The Minister for Administration and Economic Advisory Services in the office of the State President, Mr E van der Merwe Louw, announced that funds had been made available by the government to eliminate salary disparities of personnel of different occupational groups, Dr Viljoen said.

Teachers in categories affected would receive either one or two salary notches to bring them to parity with their colleagues in other departments.

Dr Viljoen said: "There are, however, some teachers in these categories who already enjoy parity and who will, therefore, not benefit further from this dispensation.

"As far as teachers are concerned, the government has committed itself to a programme for eliminating disparity in the salaries of different population groups," Dr Viljoen said.

Details of the new salary notches will be sent to the relevant education departments and professional organizations once they have been finalized. — Sapa

Full salary parity for all teachers from December 1

PRETORIA—Full parity in salaries for teachers of all population groups would be introduced from December 1, Dr Gerrit Viljoen, Minister of Education and Development Aid, announced yesterday.

A statement by the Bureau for Information, Pretoria, on behalf of Dr Viljoen said:

'I have pleasure in announcing that following a Cabinet decision, full parity in salary for all teachers of all population groups will be introduced from December 1, 1986.

'This final step in the Government's programme is of particular importance for black education.

'The teachers in the categories affected by this final step of parity comprise a total of about 81 000 teachers in the employ of the Department of Education and Training and the education departments of the self-governing national states.'

The Minister for Administration and Economic Advisory Services in the office of the State President, Mr E van der Merwe Louw, had announced that funds had been made available by the Government for the elimination of disparities in salaries of personnel of different occupational groups, Dr Viljoen said.

Teachers in categories affected would receive either one or two salary notches to bring them to parity with their colleagues in other departments, Dr Viljoen said.

'There are, however, some teachers in these categories who already enjoy parity and who will, therefore, not benefit further from this dispensation,' Dr Viljoen said.

'As far as teachers are concerned, the Government has committed itself to a programme for eliminating disparity in the salaries of teachers of different population groups.

'A major step forward in the implementation of this plan was taken in October 1985, when parity was introduced in certain post levels, while the salary gap in the case of teachers in the lower qualification categories was narrowed.

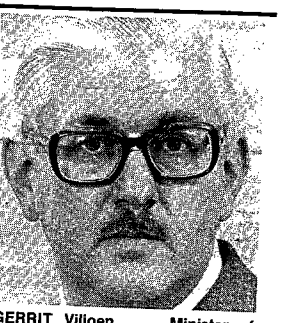
Details of the new salary notches would be announced as soon as the details had been finalised, he said. — (Sapa)

LIQUOR CUT PRICE
CANE MAINSTAY PER CASE R84,03
VODKA SMIRNOFF PER CASE R84,03
BRANDY VICEROY PER CASE R91,55
WHISKY BELL'S PER CASE R140,00
CASTLE LAGER QUARTS R9,39
PALM SPRINGS HOTEL

A ... trade union reaction to MPs' pay rise

L TASTE VALUE-BITE FOR BITE
YOUNG & RUBICAM-HEDLEY BYRNE 6501/86

Teachers to get equal salaries



GERRIT Viljoen . . . Minister of Education and Development Aid.

THE Government announced yesterday that teachers of all population groups will get the same salary as from December 1.

The Minister for Education and Development Aid, Dr Gerrit Viljoen, said the Government has made funds available to eliminate disparities in salaries for people in different occupations.

He said as far as teachers were concerned the Government has committed itself to a programme of equality in salaries.

A major step towards the implementation of this plan was taken last October when equal salaries were introduced for teachers with degrees and diplomas, while the salary gap between black and white teachers in the lower qualification group narrowed considerably.

Sapa-Reuter

Pleasure

The Minister said: "I have pleasure in announcing that following a Cabinet meeting, full parity in salary for all teachers of all population groups will be introduced with effect from December 1, 1986."

About 81 000 black teachers employed by the Department of Education and Training and those in the self-governing states will benefit.

Black teachers will receive either one or two salary notches to make their salaries equal to those of white teachers.

Teachers who already have parity will not benefit.

Details about the new salary notches will be released to education departments as soon as details have been finalised, the Minister said.

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Capt Trimp 4/8/86 321

Pay parity between races to cost R94m

Own Correspondent

JOHANNESBURG. — The scrapping of wage apartheid among teachers, paramedics and nurses is to cost the state R94-million in fiscal 1986, according to Treasury figures.

The amount will be drawn from the Commission for Administration's R1-billion budget for improving conditions of service for State employees.

Adjusting salaries and allowances of government departments increases by R63,5-million to R505-million in the current term.

It is understood that the lion's share of the increase comes from the 10 percent civil service salary rise in April and funds earmarked for closing racial and occupational wage gaps in the public sector.

A Treasury spokesman said R45-million would be injected into the salaries of 81 000 black teachers employed by the Department of Education and Training and its counterpart in national states.

The government has said the "disparity in the salaries of teachers of different population groups" will be eliminated from December 1.

Meanwhile, a further R49-million will be used to achieve racial pay parity for nurses and paramedics.

The Minister of Administration and Economic Advisory Services, Mr Eli Louw, said public sector pay discrimination would be eliminated "as swiftly as possible", but that the government still had to announce a timetable for nurses and paramedics.

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ad hoc arrangements are entered into between the department and suppliers, following a laid-down procedure of calling for quotations.

Schools wishing to purchase items not on any approved list, for educational purposes, may not use official monetary allocation to do so, but may use school fund monies, provided that departmental approval is obtained for the curricular use of the items concerned.

Special financial arrangements may have to be made for large-scale provisioning (eg the supply of micro-computers to high schools for the teaching of computer literacy; the impending changeover from manual to electronic typewriters in the teaching of Typing).

(ii) The policy outlined above has been applied for many years, and it is not possible to give a specific date of origin.

Transvaal

(a), (b), (c) and (d) Yes.

(i) Policy is that subject committees, who are familiar with the particular syllabus content and requirements, as well as the available electronic, audio-visual, scientific and other equipment which can be used as teaching aids, make recommendations on the minimum requirements in respect of equipment which complies with particular specifications and which should be used by schools for educational purposes. Should a recommendation be approved, the equipment is listed in Departmental catalogues and supplied to schools according to the quotas laid down and the availability of funds. These catalogues are subject to continuous evaluation and amendments are considered and made where necessary.

(ii) In each of the cases mentioned, specific dates are not readily available but the general procedure for dealing with such cases has been in use for decades.

Education and Culture

(a), (b), (c) and (d) Yes. A policy regarding the provision of the items mentioned has been determined.

(i) The policy encompasses that an educational institution may obtain the necessary items within the limits of the funds available to such an institution.

(ii) The present general policy for the provision of all items mentioned has applied for a considerable time.

Transfer of colleges/schools

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

(1) Whether he has made or intends to make provision for the transfer of any teacher training colleges or schools falling under his control to any other departments of education in the (a) Republic and (b) national states; if so, (i) what colleges or schools are so affected and (ii) on what dates will these transfers be effected;

(2) whether he or any other person on his behalf has negotiated with any parent committees, bodies, organisations or national state governments on this matter; if not, why not; if so, (a) with what committees, bodies, organisations or governments and (b) on what dates;

(3) whether he intends to ensure that provisions is made for such colleges or schools to be open to all students or pupils; if not, why not;

(4) whether he has received representations from any organisations or bodies concerning the closing, extended use or possible transfer of any colleges or schools; if so, (a) from what bodies and (b) on what dates;

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

The MINISTER OF EDUCATION AND CULTURE (Reply laid upon the Table with leave of House):

(1) No, not at present. This matter is, however, receiving continuous attention, and decisions will be made when necessary.

(a) and (b) Fall away.

(2) No, cf (1) above.

(a) and (b) Fall away.

(3) Falls away.

(4) No.

(a) and (b) Fall away.

(5) No.

For written reply:

General Affairs.

Dictionaries

1153. Mr R M BURROWS asked the Minister of National Education:

Whether he or his Department provides any funds for the (a) compilation and (b) distribution of dictionaries; if so, (i) in respect of which dictionaries are funds so provided and (ii) (aa) what amounts are allocated to each of these dictionaries and (bb) what is the breakdown of each such amount?

The MINISTER OF NATIONAL EDUCATION:

(a) Yes.

(b) No.

(i) The Woordeboek van die Afrikaanse Taal, the Dictionary of South African English on Historical Principles, technical dictionaries compiled by the National Terminology Service itself and/or professional assistance given by the National Terminology Service in connection with projects undertaken elsewhere.

(ii) (aa) For the 1986/87 financial year the amounts are as follows:

The *Woordeboek van die Afrikaanse Taal:* R645 000.

The Dictionary of South African English on Historical Principles: R157 000.

National Terminology Service: R556 000.

(bb) The *Woordeboek van die Afrikaanse Taal:*

	R
Salaries	400 701
Leave gratuities	12 667
Pensions	60 300
Services bonuses	33 400
Housing subsidies	38 450
Printing	60 000
Sundry administrative expenses	39 482
	645 000

The Dictionary of South African English on Historical Principles:

R157 000 is used for salaries, pension contributions and pension stabilisation fund contributions, service bonuses and medical aid contributions.

The National Terminology Service:

Allocation by dictionary is

Each one can teach one



Teachers – always in demand.

"I'M interested in people, but I'm a so interested in ideas, so I don't really know what career I should be aiming for," said Esther, looking worried.

The teaching profession is clearly a strong option for her, and because Esther realises that she is interested in knowledge and ideas as well as in people, this could point to a career in secondary school rather than primary school.

Although there is a crisis in black education, and teachers are feeling insecure as a result, good teachers will always be in great demand: there is an ever-increasing number of children clamouring for an education.

A fine teacher is someone who realises that what is taught should be for life, and not simply in order to pass an exam in the near future.

Teaching a class of mixed ability pupils requires a great deal of imagination and planning, as well as a thorough grasp of the subject, in order to be able to teach a subject successfully and at different levels.

Influence of teaching

Whatever subject a secondary teacher may teach, one of the skills that should be encouraged in all pupils is the ability to think for themselves in a clear logical and critical way.

It is also important for adolescents to extend their understanding of others and of the society in which they are growing up.

A teacher can have a deep influence on the growing ideas and values of young people.

This is a great responsibility and a teacher should use this influence with integrity and maturity; and always with the best interests of the pupils in mind.

Some people take up teaching as a career because they can't think of anything else to do.

This doesn't mean they won't make fine teachers one day. Like any other complex skill, teaching is something one learns through sound training, careful thinking and experience.

Many school leavers may choose teaching as a career, because they feel it is important to be preparing now for a better future.

They may feel it is important that the influence they will have on the pupils of tomorrow will help to bring about a more just and democratic society.

Many different kinds of people make fine teachers, including those who are shy or impatient.

Qualities required

The most important quality in a teacher is genuine warmth and interest.

The qualities that seem to give some teachers greater personal advantage include sympathy and compassion; a sense of humour; and self-confidence.

If one does not possess all of these qualities to begin with, many teachers say that after a few years experience, they find that they have acquired experience.

There will always be a need for teachers who are

- Responsible to the needs of society
- Interested in the young.
- Willing to study their subject further.

How to train to become a secondary school teacher

Most of the teachers' training colleges that fall under the jurisdiction of the Department of Education and Training or a "homeland" administration offer a three year Secondary Teachers' Diploma. The entrance requirement to a teachers' training college is a Std 10 certificate. At the college, students are taught the theory and practice of education plus at least two school subjects.

At teachers' training colleges, students are given a sound knowledge of professional training in two school subjects so that they will be able to teach these subjects up to the Senior Certificate level.

Addresses of education departments

You can write for information about entrance requirements and bursaries to the following:

- Education and Training: Head Office, The Secretary, Department of Education and Training, Private Bag X212, Pretoria 0001. ☎ (012) 48-6811.
- Bop: Secretary for Education, Department of Education, Private Bag 2044, Montshiwa, Mafikeng 8670, Bophuthatswana. ☎ (0140) 29-2313.
- Ciskei: Secretary of Education, Department of Education, Private Bag X511, Zwelitsha 5608. ☎ (0433) 2-2500.
- Gazankulu: Dept of Education, Private Bag X578, Giyani 0826. ☎ (01526) 3412 or 3283 x411.
- KaNgwane: Director of Education and Culture; Private Bag X1009, Kanyamazane. ☎ (013132) 118.
- KwaNdebele: Secretary of Education, Private Bag X670, Groblersdal 0470. ☎ (012092) 2.
- KwaZulu: Secretary for Education and Culture, Private Bag X04, Ulundi 3838. ☎ (0358) 432.
- Lebowa: Secretary for Education, Department of Education, Private Bag X03, Chuniespoort 0745. ☎ (01529) 4310.
- QwaQwa:Secretary for Education, QwaQwa Government Service, Private Bag X817, Witsieshock 9870. ☎ (01432) 5311.
- Transkei: Secretary for Education, Department of Education, Private Bag X5003, Umtata.
- Venda: Secretary for Education, Department of Education, Private Bag X2250. Thoyandou/Sibasa 0970. ☎ (015582) 51.

University training

Names of courses, entrance requirements and the length of courses vary from one university to another. They are summarised as follows:

- The Higher Diploma in Education (Secondary Teaching) or Higher Diploma in Education (non-graduate) is usually a four-year course and is offered by most universities. The entrance requirement is a Standard 10 certificate.

A matric exemption is required for a combined teaching and Bachelor degree, for example, a Bachelor of Arts (Education) or Bachelor of Science (Education), that many universities offer.

The equivalent degree is called a Bachelor of Pedagogics at some universities, and it is usually a four-year degree course.

The student who registers for this degree must include at least five courses of teaching subjects. An ideal choice would be: Two major subjects needed for a three-year Bachelor degree which are also two teaching subjects in a secondary school.

- Secondary Diploma (with degree courses). Students are given a sound academic background and professional training to teach two school subjects up to the Senior Certificate level. Admission is a matriculation exemption certificate and a pass mark at the matriculation level in the two school subjects to be followed.

Also acceptable is one major subject which will be a teaching subject (three years study at degree level), plus a sub-major subject (two years study) which will be a teaching subject.

- A one-year post-graduate education diploma (HDE or UED) can be taken once a student has completed a degree. The entrance requirement is a first degree including at least five courses of what will become teaching subjects.

Sponsored by the Anglo-American and De Beers' Chairman's Fund

Holed up - a township's entire teaching staff

321 CITY PRESS 24/8/86

CP Correspondent

IF YOU'RE looking for the teachers of Duncan Village, don't expect to find them in a classroom or anywhere near a blackboard.

Take the road that leads out of East London, into the West Bank industrial area. Just behind the Parker pen plant, there's a row of warehouses – and in one of them, you'll find virtually the entire teaching corps.

Since Duncan Village has become the first township to have no educational facilities whatsoever, the teachers have been reporting to the warehouse daily. They sign a register, sit in the sun, play the horses and wait for 2pm, when they can go home.

If it rains, they squeeze into one corner of the warehouse they share with stacks of new school furniture.

The teachers told *City Press* their enforced idleness is not due to school boycotts, but because DET would rather see no education than education it does not control absolutely.

"We have left our children with no teachers," said one teacher.

"Attendances were high before the closure."

Another teacher accused DET of acting against staff members who had been involved in alternative teaching programs at church halls earlier in the year.

● Asked for comment on the allegations, DET spokesman Peter Mundell said they were "basically unsubstantiated". He said when charges arise against the department, "one tries to trace them back to the source. And one often finds that they come from areas where there is poor quality education. One can put two and two together."

Cape DET director Bill Staude, said: "Any contention that education officials of the circuit office withdrew teachers from Duncan Village, thus leaving classes unattended, is patently absurd."

● Mundell also confirmed that 30 schools countrywide have been shut down until the end of the year.

Of those, 20 are in the Eastern Cape.

THE EMERGENCY

This newspaper has been produced under emergency regulations which amount to censorship. The restrictions effectively suppress information of public interest. No details of unrest or security force action can be published without permission. However, within the limits of these restrictions, City Press will continue to make every effort to provide objective coverage.

Barred pupils may be allowed back to school

By SELLO SERIPE

STUDENTS who missed the July 25 deadline for re-registration may still be allowed back at school.

This was revealed this week by Education and Training Department liaison officer Peter Mundell when *City Press* asked if 12-year-old William Nyathela – who missed the deadline because he was in detention – stood any chance of being re-admitted to his school.

Mundell said a letter from DET headquarters this week said those students who missed the deadline may be accepted back, but the local authorities would have to consider the "previous behaviour" of each pupil.

● Meanwhile, the Rand Supreme Court case between DET and NECC, contesting the barring of pupils, has been closed. Both parties are still waiting for a final decision by the court.

Tasa pleads for 'common sense'

Education Reporter

THE Teachers' Association of South Africa (Tasa) has sent a telegram to the Minister of National Education, Mr F W de Klerk, urging him to "bring a measure of common sense" back to those who influence education.

The president of 8 000-strong Tasa, Mr Pat Samuels, was reacting to threats by the chairman of the Ministers' Council, the Rev Allan Hendrickse, to withdraw stop-order facilities to the Union of Teachers' Association of South Africa (Utasa).

The union decided at a conference at Kimberley in June to withdraw from all own affairs and general affairs structures set up by the Department of Education and Culture and the Department of National Education.

Mr Samuels said Mr Hendrickse's reported statements "brought shame to the cause of educational progress in South Africa in a way never experienced before now".

He asked Mr Viljoen to take urgent steps to verify the accuracy of the reported threats and "if necessary to bring a measure of common sense back to those persons in high places who influence the administration of education in South Africa".

Cape teachers' row with LP leader set for debate

Weekend Post Reporter

THE controversy between the Cape Teachers' Professional Association (CTPA) and the leader of the Labour Party, the Rev Allan Hendrickse, will be debated at the association's annual mini congress in Port Elizabeth on October 4.

The meeting was due to be held in the Gelvandale Community Centre this week when the association's president, Mr Franklin Sonn, was to address teachers. It was cancelled because Mr Sonn had another engagement in Johannesburg.

The CTPA's general secretary, Mr Paul Jordaan, said Mr Sonn would discuss the matter with teachers at the congress.

This week the director-general of the Department of Education and Culture, House of Representatives, Mr P D McHenry, wrote to the association about the row between members and Mr Hendrickse.

CTPA officials and Mr McHenry decided to enter into negotiations as a result, and it was decided to cancel all meetings until the congress was held.

Mr Hendrickse, who is also the chairman of the Ministers' Council in the House of Representatives, has threatened to withdraw the association's stop order facilities.

He has also given the CTPA's umbrella body, the Union of Teachers' Associations of South Africa, until October 1 to apply in writing for recognition by his department.

Use schools to liberate, Buthelezi tells teachers

ESHOWE — Chief Mangosuthu Buthelezi has called on teachers not dedicated to using education as "a weapon for liberation" to leave kwaZulu schools.

There could be no educational parity in South Africa until blacks were free and equal in every walk of life, he said in Eshowe at the weekend.

He told student teachers at the Eshowe College of Education it was teachers' responsibility to give pupils the best they could from the present system.

FOREFRONT

Teachers were in the forefront of the struggle, and were "liberators of black South Africa," the kwaZulu Chief Minister and Inkatha president said.

Those who were not with the kwaZulu Government in the struggle had no right to be drawing a salary from it.

There was an outcry in some quarters about the pledge of loyalty teachers were asked to sign, but the demand for this pledge would not be withdrawn.

Chief Buthelezi said: "If the teachers do not want to be with us and the people, then they have the right to refuse to be there with us.

"Then they must go elsewhere and do whatever they want to do."

It was not white money — "it is not the money of the enemy" — which had been used to build and equip schools and train teachers.

It was black people's money, received from ordinary taxpayers.

Poverty-stricken parents paid for schooling in fulfilment of the dream of giving their children a better chance.

Those who burnt, destroyed and looted schools spurned and despised the poorest of the poor who had struggled so hard to educate their children.

Those teachers who agreed with the slogan, "Liberation Now, Education Later," were also free to leave kwaZulu schools.

The kwaZulu Government would continue using education as a means of liberation, Chief Buthelezi said. — Sapa.

Parents quit DEC meeting

By Michael Tissong

Some parents walked out of a meeting in Eldorado Park last night after a senior representative of the Department of Education and Culture (DEC), Mr J Francis, had said he did not know why a teacher, Mr Ahmed Essop, had been fired.

Mr Essop had been given 24 hours to leave Silver Oaks Secondary School after 23 years.

Mr Essop, an award-winning writer, was fired at the end of August by the DEC executive director and re-employed on September 4 after pupils had boycotted examinations and parents had signed a petition.

Mr Francis said: "The department did not disclose its reasons."

WHY THE TENSION AMONG TEACHERS BODES ILL FOR THE FUTURE

FRANKLIN SONN



President of the Union of Teachers' Associations of South Africa, deals with an educational timebomb on a short fuse

THE present state of tension in the teaching profession augurs no good for the prospects of future peace.

The causes of the turmoil are mainly due to the general frustrations born of apartheid.

The tensions are exacerbated by the apparent deliberate efforts of those in power to destroy the limited, though hopeful opportunities the De Lange Report offered, and which might have led education out of its malaise.

On several scores "coloured" education has in fact become more stifling, more bureaucratised and, above all, more bppressive.

What are teachers to do in the face of such a state of affairs?

Every profession worth its salt will take it upon itself to jealously guard its own integrity.

When any outsider, be it the army, the police, politicians, businessmen or even the parent community attempts to run roughshod over the honour of the profession, the profession must move into action.

When outsiders blatantly interfere with sensitive educational matters, the profession owes it to itself to resist such efforts.

Should it fail to do so it would have itself to blame if the profession loses self-esteem, as well as the respect of the community, with the consequent certain deterioration of standards and the undermining of classroom discipline.

Teachers must ask themselves the question whether they are encountering examples of such interference and what they are prepared to do about it. As far as the organised profession is concerned, it is left with no choice.

FIGHT TO BITTER END

It will fight to the bitter end. It will rather go down in honour than to allow history to reveal that when, in its darkest hour, it was called upon to rise in defence of its integrity and honour it allowed itself to be intimidated into silence.

It is recognised that party politicians are inclined to use power and patronage in an attempt to legitimise themselves.

Where the legitimacy of the party politician is lowest, the tendency to abuse power and patronage is most severe.

The extent to which party politicians succeed in their efforts to use this dual mechanism to browbeat the profession is a function of the strength of numbers and commitment, as well as the spirit of the profession against whom this political assault is waged.

To be more specific:

When a political party feels itself threatened by a profession, it tends to abuse its position of power by a process of oppression and victimisation.

It will attempt to discredit and humiliate any leader and will attempt to break the back of the professional organisation.

Failing that, it will let the police free on individuals and if need be, change or even suspend the law.

On the other hand, it will use patronage by rewarding those who pander to it. It will overlook the lack of merit or low professional standing and poor moral quality of the individual.

As long as he is prepared to patronise the ruling party and clearly puts party-political concerns before professional considerations, he will be rewarded with promotion or other benefits.

Once a teacher accepts this kind of patronage he will remain more beholden to the party than to his profession and thereby the profession is further undermined.

WORLD RESOLUTION

Teachers must again ask themselves to what extent this is true of our educational system.

The World Confederation of Organisations of the Teaching Profession (WCOTP) meeting at Regina, Canada, in August 1986, unanimously adopted the following resolution:

"The WCOTP reaffirms its long-standing policy and conviction that the interests of all nations and peoples require that labour unions and associations must be free openly and enthusiastically to organise, engage in public discourse, and represent the interest of their members in negotiations with employers and other appropriate authorities.

"The WCOTP reasserts its demand that all governments respect the human and collective rights of working people and take immediate steps to assure the free exercise of the rights and responsibilities of union and association leadership, where these rights and reponsibilities are interfered with or abridged."

RIGHT TO ORGANISE

This resolution has subsequently been sent to the Government of South Africa by the WCOTP. The two points that are clearly made by the teachers of the world, meeting in conference, are:-

- Teachers have the *right* to organise themselves democratically and *independently* and to address the authorities of the day as an organised entity.

Any respectable government is obligated to receive and consider such representations and to respect the autonomy and integrity of the organised profession. If it does not, it is not democratic, but oppressive.

- Teachers have the *right* to expect that the authorities afford them certain benefits such as stop-order facilities. This is a right to which any trade union or professional organisation is entitled.

Any government which tampers with this right cannot claim that it allows and respects the right of unions and professional organisations to exist.

The fact is that it would then be authoritarian.

Stop-order facilities therefore are a right which even the most oppressive and intolerant regimes hesitate in contemplating to assail.

Teachers must ask themselves where we stand in South Africa and what to make of the claims of people who glibly state that they have joined the government to fight for the restoration of the rights of their people.

Can one be an oppressor of people and deny them their rights while at the same time fighting *for* their rights?

Can one at the same time be a democrat and an oppressor? Can one be *against* a government and equally be *part* of it?

The De Lange Report deeply agonised over the reasons why education was in turmoil in South Africa and why it became increasingly clear that education appeared destined to irreparably destabilised the society.

Some of the points on which the diverse members who constituted the De Lange Committee were at one included the call for one education minister, free association in the admission of pupils, party politicians should have less say over education, and professional organisations should have greater recognition.

It is a telling commentary that not only are all five cardinal recommendations being disregarded in "coloured" education, but active steps are being taken to destroy whatever vestige of these vital elements remain in education.

Teachers are therefore entitled to ask themselves the question whether it is ever going to be worthwhile participating in committees of inquiry in future and to wonder what honourable means remain to break this conundrum.

Most teachers are committed to fight against apartheid. They are prepared to do so independently and without being unduly tied to structures which obfuscate the issues.

They cannot collaborate with the system and remain independent of it.

They cannot, and neither will they, evade the political challenges of the day. Only the naive will imagine that education can be separated from politics.

The organised profession will only leave politics alone if politics will leave it alone.

Teachers must, however, teach and teachers will face this ethical obligation with courage.

Teachers know that just as much as a medical doctor will always treat his patient, so UTASA will always teach.

ETHICAL OBLIGATION

This is not a political question, but an ethical obligation. Teachers will therefore gallantly play their part in destroying apartheid while persisting with their calling to teach.

It will now be understood that essentially the organised profession is not engaged in a struggle against personalities.

It is committed to fight for the education of their children and for the rights of teachers.

If teachers are not prepared to fight to the bitter end for their rights then they cannot escape the conclusion that they are not worthy of those rights.

At the same time, pro-active initiatives must be taken to design an educational system which will satisfy the aspirations of parents, teachers and students in the longer term.

321 SUN TIMES 14/12/86

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RESEARCH UNIT, THE DEPARTMENT OF SOCIOLOGY (UNIVERSITY OF NATAL)

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Constituency:
Research Project within the Department of Sociology.

Aims and Objectives:
To provide a service to the independent trade unions in the Natal region.

Current Programme:
Wage and Profit Analysis in the Construction, Food and Textile Industries of Natal.

Oct 1986 — Dec. 1987

TEACHERS — GENERAL

2/10/86

Sonn stresses dilemma of the teachers

(321)

Teachers are faced with the demands of an oppressive education system and students who know what they want and do not want, said Mr Franklin Sonn, president of the Union of Teachers' Association of South Africa (Utasa).

Speaking at Utasa's annual meeting at the weekend, he said: "Teachers have developed beyond the point of merely dispensing an educational system that is at odds with their deepest belief.

"They have become sensitive about facing their children with a brand of education that they themselves find difficult to stomach."

He said the content of education must be adjusted so that young people could identify with what was being taught.

"It must create within the child a positive self-image."

For a teachers' organisation to be relevant, it must make efforts to lead and help them out of this dichotomy.

He criticised party politicians for interfering in sensitive and essentially educational matters.

"Utasa cannot stand by idly when education becomes the plaything of party politicians, or if education is being used to attract party political support."

He said that Utasa had an obligation to protect the integrity and honour of the profession it represented.

Anger at Labour bid to discredit Utasa leadership

The Union of Teachers' Association of South Africa (Utasa) has deplored the attempt by the Chairman of the Ministers Council, Rev Allan Hendrickse, to discredit its leadership.

Mr Hendrickse, in response to a Cape Teachers' Professional Association decision to break toes with the council, demanded that Mr Franklin Sonn, president of Utasa and CTPA, be stripped of his presidency.

Utasa also resolved to challenge the attempt by the Ministers' Council to have stop-order facilities halted.

It criticised a directive from the Department of Education and Culture that routine educational matters be referred only to the Executive Director of Education.

Qualified praise as teachers' group opens ranks to all

The National Education Union of South Africa (Neusa) has commended the Transvaal Teachers' Association (TTA) for its decision to open membership to all races.

The TTA changed its constitution at its weekend conference in Johannesburg.

Although Neusa welcomed the move, its statement said the TTA still disputed the link between education and politics.

"This appears to be a deliberate refusal to recognise the obvious," a Neusa spokesman said last night.

The apartheid policies of the Government were the root cause of the education crisis in this country.

It was doubtful whether schools would ever be desegregated while the present Government was in power, even though most white schools and the Johannesburg College of Education did not have their full quota of students, said the spokesman.

BUSDAY 6/10/88 (32D)

Take it or leave, DET tells teachers

SOPHIE TEMA

THE Department of Education and Training (DET) has begun transferring teachers from the 33 schools it closed after ongoing student boycotts.

DET senior liaison officer Job Schoeman said yesterday the department would have no option but to sack teachers who were not happy with being transferred. Teachers could not prescribe to the DET where they wanted to take on posts.

Schoeman was commenting on complaints from the first batch of teachers to be transferred after their schools were closed.

Fourteen of the 20 teachers from Lamontville High School in Durban have been transferred to the Eastern Transvaal. Six others were retrenched.

Some of the teachers complained that they were furthering their studies and could not move to far-off areas. Married teachers said they could not leave their families to go on transfer to schools in the country.

Some of them have already indicated that they would have no option but to give up their profession if the DET insisted that they be transferred.

Schoeman said: "I know that some teachers have complained about their transfers because they have not been sent where they wished to go, but the department cannot have teachers prescribing terms to them.

"We have been bending over backwards by not retrenching them. We have done the best we can, and if teachers are not happy with the transfers then they can decide otherwise. In fact, the department will have no option but to sack teachers who are not happy about being transferred."

Teachers at schools closed in the Eastern Cape, Soweto and the East Rand are still waiting to be informed by the DET about their fate.

Teachers angry over back-pay

SCORES of angry senior teachers in the Department of Education and Culture have yet to receive salary increases backdated to October 1 1984, with some claiming they are owed as much as R10 000.

Education Director (House of Representatives) David Pfaff yesterday said he was unaware of any "major problem" and requested names of individual complainants so "we can look into their cases".

Confirming letters of provisional appointment from October 1, 1984, had been sent out, he conceded there had been delays "and perhaps an oversight or two".

The teachers, most of whom said they were qualified for the 1984-created senior posts, described the situation as "total chaos".

Own Correspondent

TTA slams education red tape

THE Transvaal Teachers' Association (TTA) has lashed out at excessive bureaucratic control of education.

In its official journal, the TTA says a new education structure was developing in SA where so much power was exercised at the highest level that there was little scope left for initiative at the lowest school level.

The British and US systems fostered the rights of individuals and accorded maximum authority to local education authorities and the community. The insistence in many SA schools on unquestioning obedience and the denial of the right to question and inquire had dire consequences.

It had been claimed that years of propaganda had conditioned some whites to an extent that, whatever arguments were presented, they would not be able to live peacably with blacks.

If this were true, it indicated that schools produced young men and women who could not think independently and responsibly.

GENERAL NOTICE

NOTICE 766 OF 1986

321

PROFESSIONAL CODE OF CONDUCT FOR TEACHERS

It is hereby notified that the Teaches' Federal Council has in terms of regulation 5 of the Regulations in respect of the Teachers' Federal Council, drawn up the professional code of conduct for teachers set out in the Schedule, which is hereby published for general information.

SCHEDULE

PROFESSIONAL CODE OF CONDUCT FOR TEACHERS

DEFINITIONS

1. In this code, unless the context otherwise indicates, any word or expression to which a meaning has been assigned by section 1 of the Act and the regulations shall have the same meaning and—

"Act" means the National Education Policy Act, 1967;

"code" means the professional code of conduct defined in the regulations concerning the Teachers' Federal Council;

"pupil" includes a student; and

"teacher" means a registered teacher or person, and also a provisionally registered person.

PREAMBLE

2. The teachers—

whose names are entered in the register of the Teachers' Federal Council are conscious of the high calling of their profession to educate the future citizens of their country;

believe that the ideals, aspirations, training and conduct of members of the teaching profession determine the quality of education in this country; and

therefore pledge themselves as teachers to honour and obey the laws of the country and to conduct themselves in accordance with the high ideals of their profession as expressed in this code.

CREDO

The teacher and the pupil

3. A teacher—

3.1 practises his calling in an awareness that education in this country is founded on the Bible. He shall nevertheless in the implementation of the policy in regard to the Christian character of education at all times respect the convictions of both parents and pupils in regard to religious education and religious ceremonies;

3.2 accepts that education has a broad national character that must be cultivated through the conscious expansion of every pupil's knowledge of the country, its language and cultural heritage, history, traditions and national symbols;

3.3 accepts character development as part of the task of education and promotes the highest moral standards by word and example;

3.4 undertakes as his professional responsibility the guidance of each pupil in his care in the pursuit of knowledge and skills and in the development of his full potential so that he may become a responsible and self-supporting citizen of a democratic state;

ALGEMENE KENNISGEWING

KENNISGEWING 766 VAN 1986

PROFESSIONELE GEDRAGSKODE VIR ONDERWYSERS

Hierby word bekendgemaak dat die Federale Onderwysersraad ingevolge regulasie 5 van die Regulasies met betrekking tot die Federale Onderwysersraad, die professionele gedragskode vir onderwysers in die Bylae vervat, opgestel het, wat hiermee vir algemene kennisname gepubliseer word.

BYLAE

PROFESSIONELE GEDRAGSKODE VIR ONDERWYSERS

WOORDOMSKRYWING

1. Tensy uit die samehang anders blyk, het enige woord of uitdrukking waaraan 'n betekenis by artikel 1 van die Wet en die Regulasies geheg is, in hierdie kode dieselfde betekenis, en beteken—

"kode" die professionele gedragskode omskryf in die Regulasies betreffende die Federale Onderwysersraad;

"leerling" ook 'n student;

"onderwyser" 'n geregistreerde onderwyser of persoon, en ook 'n voorwaardelik geregistreerde persoon; en

"Wet" die Wet op die Nasionale Onderwysbeleid, 1967.

AANHEF

2. Die onderwysers—

wie se name in die register van die Federale Onderwysersraad ingeskryf is, is bewus van die hoë roeping van hul professie om die toekomstige burgers van hul land op te voed;

glo dat die ideale en strewe, die opleiding en optrede van die lede van die onderwysprofessie die gehalte van die opvoeding in hierdie land bepaal; en

belowe derhalwe plegtig om as onderwysers die wette van die land te eerbiedig en te gehoorsaam en op te tree in ooreenstemming met die verhewe ideale van hul professie soos in hierdie kode vervat.

CREDO

Die onderwyser en die leerling

3. Die onderwyser—

3.1 oefen sy roeping uit in die erkenning van die beginsel dat die opvoeding in hierdie land gegrondves is op die Bybel. In die toepassing van die beleid met betrekking tot die Christelike karakter van die onderwys eerbiedig hy egter ook te alle tye die geloofsoortuigings van die ouers en leerlinge wat godsdiensonderrig en godsdienstige plegtighede betref;

3.2 aanvaar dat die onderwys 'n breë nasionale karakter het wat beslag moet kry deur die doelbewuste uitbouing van elke leerling se kennis van die vaderland, sy taal- en kultuurerfenis, sy geskiedenis, tradisies en nasionale simbole;

3.3 aanvaar dat karakteropvoeding deel van die opvoedingstaak is en stel met woord en daad die voorbeeld vir die bevordering van die hoogste sedelike standaarde;

3.4 onderneem as sy professionele verantwoordelikheid om elke leerling onder sy sorg tot kennis, bedrewenheid en die ontwikkeling van al sy vermoëns te lei, sodat hy 'n selfstandige en verantwoordelike burger van 'n demokratiese land kan word;

FURTHER PROVISIONS IN ADDITION TO THE PREAMBLE AND CREDO OF THIS CODE IN REGARD TO THE PROFESSIONAL CONDUCT OF TEACHERS

8. A teacher shall not—

8.1 contravene any provision of any law which applies to the teaching profession or fail to comply with such provision if it is his duty to comply therewith;

8.2 disobey, disregard or make wilful default in carrying out a lawful order given to him in his capacity as teacher by a person or body having authority to give such order, or by word or conduct make himself guilty of insubordination;

8.3 disclose confidential information, acquired in the course of his professional duties as a teacher, otherwise than in the discharge of his professional duties;

8.4 conduct himself in a disgraceful, improper or unbecoming manner which is detrimental to his position as a teacher, or in a manner contrary to this code;

8.5 make explicit or implicit allusions to or in respect of any pupil, parent, other teacher, person or organisation concerned with education or the teaching profession with a view to causing prejudice or injury to the integrity, efficiency or competence of such person, organisation or the teaching profession;

8.6 make excessive use of intoxicants or any other drug;

8.7 commit a criminal offence;

8.8 misappropriate or illegally use any property of an educational institution or his employer under circumstances which do not constitute a criminal offence;

8.9 use his position as teacher to further private or party political aims or to encourage disobedience or resistance to the laws of the State or propagate any idea to cause or promote antagonism amongst any section of the population against any other section of the population;

8.10 do, cause, permit to be done or connive at any act which is prejudicial to the administration, discipline, efficiency or status of an educational institution, his employer or any section or organ thereof;

8.11 secure or attempt to secure intervention from any source in connection with his position and conditions of service as a teacher in favour of his own or to the prejudice of another teacher's position or status: Provided that nothing herein contained shall prevent a teacher from obtaining redress of any grievance through the proper and recognised channels via his employer or recognised associations; or

8.12 be negligent or indolent in the discharge of his professional duties.

9. Should a complaint, charge or allegation of a contravention of a provision of this code be laid or brought against a teacher, the council may act in terms of the powers vested in it by the regulations concerning the Teachers' Federal Council.

VERDERE BEPALINGS TER AANVULLING VAN DIE AANHEF EN CREDO VAN HIERDIE KODE TEN OPSIGTE VAN DIE PROFESSIONELE GEDRAG VAN ONDERWYSERS

8. 'n Onderwyser mag—

8.1 geen bepaling van enige wet wat ten opsigte van die onderwysberoep van krag is, oortree of in gebreke bly om daaraan te voldoen nie indien dit sy plig is om daaraan te voldoen;

8.2 nie 'n wettige bevel wat aan hom in sy hoedanigheid van onderwyser gegee is deur enige persoon of liggaam wat gemagtig is om so 'n bevel te gee, nie gehoorsaam nie of verontagsaam of opsetlik nie uitvoer nie, of hom deur woord of gedrag aan insubordinasie skuldig maak nie;

8.3 nie vertroulike inligting wat hy in die loop van sy professionele pligte as onderwyser bekom het, openbaar maak nie, uitgesonderd in die vervulling van sy professionele pligte;

8.4 hom nie op 'n skandelike, onbehoorlike of onbetaamlike wyse gedra wat vir sy posisie as onderwyser skadelik is nie, of deur woord of gedrag optree op 'n wyse wat in stryd met die kode is nie;

8.5 nie uitdruklik of by implikasie toespelings maak op of ten opsigte van enige leerling, ouer, ander onderwyser, persoon of instansie by die onderwys betrokke of die onderwysberoep ten einde afbreuk te doen of enige nadeel te berokken aan die eerbaarheid, doeltreffendheid of bekwaarheid van sodanige persoon, instansie of die onderwysberoep nie;

8.6 nie buitensporige gebruik maak van sterk drank of enige ander dwelmmiddels nie;

8.7 nie 'n kriminele misdryf begaan nie;

8.8 hom nie eiendom van 'n opvoedkundige inrigting of sy werkgewer wederregtelik toeëien of onbehoorlik daarvan gebruik maak onder omstandighede waarin sy handeling nie 'n kriminele misdryf uitmaak nie.

8.9 nie van sy posisie as onderwyser gebruik maak om private of partypolitieke oogmerke te bevorder of om ongehoorsaamheid aan of verset teen die wette van die Staat aan te moedig of om by enige deel van die bevolking propaganda te maak om 'n vyandige gesindheid teen enige ander deel van die bevolking te verwek of te bevorder nie;

8.10 nie 'n daad wat nadelig is vir die administrasie, dissipline, doeltreffendheid of status van 'n opvoedkundige inrigting, sy werkgewer of enige afdeling of orgaan daarvan, doen, laat doen of toelaat of ooglukkend toelaat dat dit gedoen word nie;

8.11 nie bemiddeling in verband met sy posisie en diensvoorwaardes as onderwyser verkry of probeer verkry uit enige bron ten voordele van sy eie of ten nadele van 'n ander onderwyser se posisie of status nie: Met dien verstande dat geen bepaling hierin vervat 'n onderwyser belet om herstel van grriewe deur middel van die regte en erkende kanale deur sy werkgewer of erkende verenigings te probeer verkry nie; of

8.12 nie nalatig of traag in die vervulling van sy professionele pligte wees nie.

9. Indien 'n klagte, beskuldiging of bewering van 'n oortreding van 'n bepaling van hierdie kode teen 'n onderwyser ingebring of gemaak word, kan die raad ten opsigte daarvan optree in die uitvoering van die bevoegdhede aan hom verleen ingevolge die regulasies betreffende die Federale Onderwysersraad.

3.5 recognises the individuality of every pupil, respects his personality, fosters a healthy environment for education and learning, exercises authority with compassion and refrains from words or actions which are destructive or negative; and

3.6 respects the right of every pupil to have confidential information about himself withheld at all times except when required by authorised agencies or by law.

The teacher and the parents

4. A teacher—

4.1 endeavours to maintain friendly co-operation with the parents of pupils in his care; and

4.2 does everything possible to uphold parental authority, to promote the pupil's confidence in his own home, and to keep parents adequately informed about the progress of their child.

The teacher and the community

5. A teacher—

5.1 accepts the principle that an educational institution serves the community and respects the customs and codes of the community as far as this is educationally justifiable.

5.2 accepts his responsibilities as a member of his profession to give guidance to the community in respect of the development of correct attitudes to, and the advancement of education, as well as his personal involvement in community and civic affairs; and

5.3 recognises that the teaching profession occupies a position of public trust, involving not only the individual teacher's personal conduct but also the interaction of the educational institution and the community, and therefore his actions and conduct shall be of such a nature that he commands the respect of the community and enhances the image of the profession.

The teacher and his employers

6. A teacher—

6.1 is loyal to his employers by serving them to the best of his ability, obeying all their lawful instructions and regulations, and by conducting professional business through the proper channels only; and

6.2 refrains from discussing confidential and official matters with unauthorised persons.

The teacher's obligation to his colleagues and his profession

7. A teacher—

7.1 contributes his share to the dignity and public image of the teaching profession both by his exemplary personal behaviour and conduct and by his fair and loyal dealings with all other members of his profession;

7.2 accepts the authority and instructions of those who are placed in a position of authority without necessarily suppressing his own professional views or surrendering his professional independence;

7.3 accepts his responsibility together with all other citizens of the country for the development of sound public opinion and policy but refrains from exploiting his professional position of trust to promote party political or contentious aims; and

7.4 identifies himself with his profession and its demands, *inter alia* by participating in educational activities and by keeping abreast of educational thought and development.

3.5 erken die individualiteit van elke leerling, eerbiedig sy persoonlikheid, skep 'n heilsame opvoedings- en onderwysmilieu, oefen gesag met liefde uit en weerhou hom van kwetsende optrede; en

3.6 eerbiedig die reg van elke leerling dat vertroulike inligting aangaande homself te alle tye weerhou sal word, behalwe wanneer dit deur gemagtigde instansies of by wet vereis word.

Die onderwyser en die ouers

4. Die onderwyser—

4.1 streef na hartlike samewerking met die ouers van die die leerlinge wat onder sy sorg is; en

4.2 doen alles moontlik om die ouerlike gesag te handhaaf, om die vertroue van die leerling in sy ouerhuis te bevorder, en om die ouers voldoende op die hoogte te hou met betrekking tot die vordering van hul kind.

Die onderwyser en die gemeenskap

5. Die onderwyser—

5.1 aanvaar die beginsel dat 'n opvoedkundige inrigting in diens van die gemeenskap staan en respekteer die gebruike en kodes van die gemeenskap in soverre dit opvoedkundig verantwoordbaar is;

5.2 aanvaar sy verantwoordelikhede as lid van sy professie wat leiding aan die gemeenskap moet gee in verband met gesindheidsvorming en die bevordering van die opvoeding, asook sy persoonlike betrokkenheid by plaaslike en burgerlike aangeleenthede; en

5.3 erken dat die onderwysprofessie 'n openbare vertrouensposisie beklee waarby nie alleen die persoonlike gedrag van die individuele onderwyser betrek is nie, maar ook die wisselwerkingsverband tussen opvoedkundige inrigtings en gemeenskap en dat sy handelinge en gedrag daarom sodanig moet wees dat dit die agting van die gemeenskap afdwing en die beeld van die professie versterk.

Die onderwyser en sy werkgewers

6. Die onderwyser—

6.1 is lojaal teenoor sy werkgewers deur hulle na sy beste vermoë te dien en al hul wettige opdragte en regulasies te gehoorsaam en deur professionele aangeleenthede slegs langs die regte kanale te hanteer; en

6.2 weerhou hom daarvan om amptelike en vertroulike sake met ongemagtigde persone te bespreek.

Die onderwyser se verpligtinge teenoor sy kollegas en sy professie

7. Die onderwyser—

7.1 dra sy deel by tot die waardigheid en openbare aansien van die onderwysberoep deur die navolgenswaardige voorbeeld van sy persoonlike optrede en gedrag en deur regverdige en lojale verkeer met alle ander lede van sy professie;

7.2 aanvaar die gesag en opdragte van diegene wat in 'n gesagsposisie geplaas is, sonder om daardeur noodwendig sy eie professionele standpunte te verswyg of sy professionele selfstandigheid prys te gee;

7.3 aanvaar sy verantwoordelikheid gesamentlik met alle ander burgers van die land vir gesonde openbare menings- en beleidsvorming, maar weerhou hom daarvan om sy professionele vertrouenspositie te gebruik om partypolitiek of omstrede oogmerke te bevorder; en

7.4 vereenselwig hom met sy professie en die eise wat dit stel, onder meer deur sy deelname aan onderwysbedrywighede en deur op die hoogte van opvoedkundige denke en ontwikkeling te bly.

REPUBLIC OF SOUTH AFRICA



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ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 2290 **31 October 1986**

REGULATIONS IN RESPECT OF THE TEACHERS' FEDERAL COUNCIL

The Minister of Education and Culture has in terms of section 8B (4) and (5) of the National Education Policy Act, 1967 (Act 39 of 1967), promulgated the Regulations set out in the Schedule.

SCHEDULE

DEFINITIONS

1. In these regulations, any word or expression to which a meaning has been assigned by the National Education Policy Act, 1967 (Act 39 of 1967) shall have that meaning and unless the context otherwise indicates—

"Act" means the National Education Policy Act, 1967 (Act 39 of 1967);

"accused" means a registered or provisionally registered person against whom a complaint of an alleged offence is being examined;

"approved qualification" means a degree, diploma, certificate or other qualification recognised by the committee, after consultation with the council, as a qualification for employment in a teaching post;

"complainant" means—

(i) a person who lodges a complaint, lays a charge or makes an allegation of a contravention against a registered or provisionally registered person; or

(ii) except for purposes of regulation 8 (1), (2), (3) and (5), a person appointed *pro forma* complainant;

"contravention" means a contravention of a provision of the professional code of conduct for registered and provisionally registered persons;

"council" means the body recognised by the Minister in terms of section 8B (1) of the Act and which is known as the Teachers' Federal Council;

ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 2290 **31 Oktober 1986**

REGULASIES MET BETREKKING TOT DIE FEDERALE ONDERWYSERSRAAD

Die Minister van Onderwys en Kultuur het kragtens artikel 8B (4) en (5) van die Wet op Nasionale Onderwysbeleid, 1967 (Wet 39 van 1967), die regulasies uiteengesit in die Bylae uitgevaardig.

BYLAE

WOORDOMSKRYWING

1. In hierdie regulasies het enige woord of uitdrukking waaraan 'n betekenis in die Wet op die Nasionale Onderwysbeleid, 1967 (Wet 39 van 1967), geheg is, daardie betekenis en tensy uit die samehang anders blyk, beteken—

"beskuldigde" 'n geregistreerde of voorwaardelik geregistreerde persoon teen wie 'n klagte van 'n beweerde oortreding ondersoek word;

"boekjaar" 'n jaar wat op 31 Maart eindig;

"geregistreer" geregistreer soos in regulasie 2 (1) (a) bedoel;

"goedgekeurde kwalifikasie" 'n graad, diploma, sertifikaat of ander kwalifikasie wat deur die komitee na oorleg met die raad erken word as 'n kwalifikasie vir indiensneming in 'n onderwyspos;

"klaer"—

(i) 'n persoon wat 'n klagte, beskuldiging of bewering van 'n oortreding teen 'n geregistreerde of voorwaardelik geregistreerde persoon aanhangig maak; of

(ii) behalwe by die toepassing van regulasie 8 (1), (2), (3) en (5) iemand wat as *pro forma*-klaer aangewys is;

"ondersoek" 'n ondersoek wat ingevolge regulasie 6 (1) ingestel word na 'n klagte van 'n beweerde oortreding deur 'n beskuldigde;

"financial year" means a year ending on 31 March;

"inquiry" means an inquiry in terms of regulation 6 (1) into a complaint of an alleged contravention by an accused;

"professional code of conduct" means the professional code of conduct contemplated in regulation 5;

"professionally qualified teacher" means any person who holds a professional teachers' qualification;

"professional teachers' qualification" means a degree, diploma or certificate recognised by the committee, after consultation with the council, as a professional teachers' qualification for employment in a teaching post;

"provisionally registered" means provisionally registered as contemplated in regulation 2 (1) (b);

"register" means the register mentioned in regulation 2 (1); and

"registered" means registered as contemplated in regulation 2 (1) (a).

REGISTRATION, PROVISIONAL REGISTRATION, KEEPING OF REGISTER, STRIKING OFF REGISTER AND RE-ENTRY IN REGISTER

2. (1) The council shall keep a register and, subject to the provisions of subregulation (4), enter therein, on application and on payment of the fees prescribed by regulation 3 (1) and (2)—

(a) the name of every professionally qualified teacher; and

(b) provisionally the name of a person who does not hold a professional teachers' qualification but who holds an approved qualification and has been appointed to a teaching post.

(2) The council shall issue a certificate of registration to every person registered or provisionally registered in terms of subregulation (1).

(3) The name of a person who is, in the opinion of the council, fit to be appointed to a teaching post but who has been convicted of an offence, a contravention of the professional code of conduct or misconduct in terms of a law governing education or the teaching profession may, *mutatis mutandis*, in the manner contemplated in subregulation (1), be entered provisionally in the register for such period and on such conditions as the council may determine.

(4) (a) The council may, subject to the provisions of the Act and these Regulations refuse to register or to provisionally register any person if such person is, on the ground of the circumstances connected with his conviction of any offence or any contravention of the professional code of conduct or of misconduct in terms of a law governing education or the teaching profession, in the opinion of the council, unfit to teach.

(b) Any persons whose name has been struck off the register in terms of subregulation (9) (a) (ii) before any inquiry into any complaint regarding an alleged offence contemplated in regulation 6 (1) lodged against him at the time, had been completed, shall for the purposes of subregulation (4) (a) be deemed to have been convicted of a contravention of the provision in question of the code of conduct.

(5) If the council is satisfied that a name has been erroneously entered in the register, such name shall forthwith be struck off the register.

(6) The council shall on application and on payment of the fees prescribed by regulation 3 (3), issue to the applicant an amended version of a certificate contemplated in subregulation (2) or an extract from the register or a certified copy of such extract.

"oortreding" 'n oortreding van 'n bepaling van die professionele gedragskode vir geregistreerde en voorwaardelik geregistreerde persone;

"professioneel gekwalifiseerde onderwyser" 'n persoon wat 'n professionele onderwyserskwalifikasie besit;

"professionele gedragskode" die professionele gedragskode bedoel in regulasie 5;

"professionele onderwyserskwalifikasie" 'n graad, diploma of sertifikaat wat deur die komitee na oorleg met die raad as 'n professionele onderwyserskwalifikasie erken word vir indiensneming in 'n onderwyspos;

"raad" die liggaam wat ingevolge artikel 8B (1) van die Wet deur die Minister erken is en wat bekend staan as die Federale Onderwysersraad;

"register" die register vermeld in regulasie 2 (1);

"voorwaardelik geregistreer" voorwaardelik geregistreer soos in regulasie 2 (1) (b) bedoel; en

"Wet" die Wet op die Nasionale Onderwysbeleid, 1967 (Wet 39 van 1967).

REGISTRASIE, VOORWAARDELIKE REGISTRASIE, HOU VAN REGISTER, SKRAPPING EN HERINSKRYWING IN DIE REGISTER

2. (1) Die raad hou 'n register en skryf daarin, behoudens die bepalings van subregulasie (4), by aansoek en teen betaling van die gelde voorgeskryf by regulasie 3 (1) en (2)—

(a) die naam van elke professioneel gekwalifiseerde onderwyser; en

(b) voorwaardelik die naam van 'n persoon wat nie 'n professionele onderwyserskwalifikasie besit nie maar wat oor 'n goedgekeurde kwalifikasie beskik en in 'n onderwyspos aangestel is.

(2) Die raad reik 'n registrasiesertifikaat uit aan elke persoon wat ingevolge subregulasie (1) geregistreer of voorwaardelik geregistreer is.

(3) Die naam van 'n persoon wat volgens die oordeel van die raad geskik is om in 'n onderwyspos aangestel te word, maar wat aan 'n misdryf, 'n oortreding van die profesionele gedragskode, of wangedrag ingevolge 'n wet op onderwys of die onderwysberoep skuldig bevind is, kan, *mutatis mutandis* op die wyse in subregulasie (1) bedoel, voorwaardelik in die register ingeskryf word vir die tydperk en op die voorwaardes wat die raad bepaal.

(4) (a) Die raad kan behoudens die bepalings van die Wet en hierdie Regulasies weier om iemand te registreer of voorwaardelik te registreer indien daardie persoon op grond van die omstandighede verbonde aan sy skuldigbevinding aan 'n misdryf, 'n oortreding van die professionele gedragskode of aan wangedrag ingevolge 'n wet op onderwys of die onderwysberoep, volgens die oordeel van die raad ongeskik is om onderwys te gee.

(b) Iemand wie se naam ingevolge subregulasie (9) (a) (ii) in die register geskrap is voordat 'n ondersoek na 'n klagte van 'n beweerde oortreding in regulasie 6 (1) bedoel, wat toe teen hom aanhangig gemaak was, afgehandel is, word by die toepassing van subregulasie (4) (a) geag aan 'n oortreding van die betrokke bepaling van die professionele gedragskode skuldig bevind te wees.

(5) Indien die raad oortuig is dat 'n naam verkeerdelik in die register ingeskryf is, moet die naam onverwyld geskrap word.

(6) Die raad reik by aansoek en teen betaling van die gelde voorgeskryf by regulasie 3 (3) 'n gewysigde weergawe van 'n sertifikaat bedoel in subregulasie (2) of 'n uittreksel uit die register of 'n gesertifiseerde afskrif van sodanige uittreksel aan die aansoeker uit.

(7) A certificate purporting to be signed by any person on behalf of the council and stating—

(a) that a person has been registered or provisionally registered; or

(b) that a name does not appear in the register, shall

on its mere production in any proceedings be admissible in evidence and be *prima facie* proof of the facts so stated.

(8) A head of education shall on application of the council furnish the council with such information as he may have at his disposal and as the council may require for the keeping of the register.

(9) (a) The council shall strike off the register the name of any registered or provisionally registered person—

(i) who is deceased;

(ii) who requests that his name be struck off the register;

(iii) who, in the opinion of the council, has contravened or neglected to comply with any condition determined in terms of subregulation (3); or

(iv) whose name is in terms of a provision of the Act or these Regulations, or in terms of a provision of any other law required to be struck off the register.

(b) The reason for striking a name off the register shall be recorded therein, and if the striking off takes place otherwise than in accordance with subparagraph (i) or (ii) of paragraph (a), the person concerned shall be notified of the striking off.

(c) Every certificate issued on the ground of an entry in the register which has been struck off shall be regarded as cancelled from the date of such striking off.

(10) Should any person employed in a teaching post during a financial year fail, on or before the last day of the financial year, or on or before such later date as the council may from time to time determine, to pay the fees prescribed by regulation 3 in respect of that financial year or pro rata in respect of the part of that financial year during which he was so employed the council shall strike the name of such person off the register, and for this purpose a part of a month shall be regarded as a full month.

(11) The council may, subject to the provisions of the Act and these Regulations, in its discretion and subject to such conditions as it may determine, re-enter in the register a name that has been struck off the register.

MONEYS PAYABLE

3. (1) (a) Every registered or provisionally registered person (including a person deemed to be registered or provisionally registered) who is a member of a recognised teachers' body or association in a province and who is employed in a teaching post shall pay an unnual fee of R30 during every finaicial year.

(b) The annual payment of the annual fee referred to in paragraph (a) shall take place by deduction of monthly payments from the salary of the person concerned.

(c) The council may from time to time with the concurrence of the Minister change the amount of the annual fee referred to in paragraph (a).

(2) (a) Every registered or provisionally registered person (including a person deemed to be registered or provisionally registered) who is not a member of a recognised teachers' body or association in a province and who is employed in a teaching post, shall pay during every financial year, *mutatis mutandis* as contemplated in subregulation (1) (b), the following professional fees:

(i) R30 annual fee *mutatis mutandis* in accordance with subregulation (1) (c) to the council; and

(7) 'n Sertifikaat wat deur iemand namens die raad geteken het te wees en wat vermeld—

(a) dat iemand geregistreer of voorwaardelik geregistreer is; of

(b) dat 'n naam nie in die register voorkom nie,

is by blote oorlegging daarvan by enige verrigtinge as getuienis toelaatbaar en *prima facie*-bewys van die feite aldus daarin vermeld.

(8) 'n Onderwyshoof moet op versoek van die raad die raad van dié inligting voorsien waaroor hy beskik en wat die raad vir die hou van die register vereis.

(9) (a) Die raad moet die naam van elke geregistreerde of voorwaardelik geregistreerde persoon—

(i) wat oorlede is;

(ii) wat versoek dat sy naam in die register geskrap word;

(iii) wat na die oordeel van die raad enige voorwaarde wat ingevolge subregulasie (3) bepaal is, oortree het of versuim het om daaraan te voldoen; of

(iv) wie se naam ingevolge 'n bepaling van die Wet of hierdie Regulasies of ingevolge 'n bepaling van enige ander wet in die register geskrap moet word,

in die register skrap.

(b) Die rede vir die skrapping van 'n naam in die register moet daarin aangeteken word, en indien die skrapping anders as ooreenkomstig subparagraaf (i) of (ii) van paragraaf (a) geskied, moet die betrokke persoon van die skrapping in kennis gestel word.

(c) Elke sertifikaat wat uitgereik is op grond van 'n inskrywing in die register wat geskrap is, word as ingetrek beskou vanaf die datum van skrapping.

(10) Indien enige persoon wat gedurende 'n boekjaar in 'n onderwyspos in diens is, versuim om ten opsigte van daardie boekjaar of pro rata ten opsigte van die gedeelte van daardie boekjaar wat hy aldus in diens was by die gelde by regulasie 3 voorgeskryf voor of op die laaste datum van daardie boekjaar of voor of op die latere datum wat die raad van tyd tot tyd bepaal, te betaal, moet die raad daardie persoon se naam in die register skrap, en vir hierdie doel word 'n gedeelte van 'n maand as 'n volle maand beskou.

(11) Die raad kan behoudens die bepalings van die Wet en hierdie Regulasies na goeddunke en op die voorwaardes wat hy bepaal, 'n naam wat in die register geskrap is, weer daarin inskryf.

GELDE BETAALBAAR

3. (1) (a) Elke geregistreerde of voorwaardelik geregistreerde persoon (met inbegrip van 'n persoon wat geag word geregistreer of voorwaardelik geregistreer te wees) wat lid is van 'n erkende onderwysersliggaam of -vereniging in 'n provinsie en wat in diens is in 'n onderwyspos, betaal gedurende elke boekjaar R30 jaargeld.

(b) Die jaarlikse betaling van die jaargeld vermeld in paragraaf (a), geskied by wyse van aftrekking van maandelikse paaiemente van die salaris van die betrokke persoon.

(c) Die bedrag jaargeld in paragraaf (a) vermeld, kan van tyd tot tyd deur die raad met die instemming van die Minister verander word.

(2) (a) Elke geregistreerde of voorwaardelik geregistreerde persoon (met inbegrip van 'n persoon wat geag word geregistreer of voorwaardelik geregistreer te wees) wat nie lid is van 'n erkende onderwysersliggaam of -vereniging in 'n provinsie nie en wat in diens is in 'n onderwyspos, betaal gedurende elke boekjaar *mutatis mutandis* ooreenkomstig subregulasie (1) (b) die volgende professionele geld:

(i) 'n Jaargeld van R30 *mutatis mutandis* ooreenkomstig subregulasie (1) (c) vasgestel, aan die raad; en

(ii) An amount determined in accordance with subregulation (2) (b) to the organised teaching profession in the province concerned.

(b) The amount contemplated in paragraph (a) (ii) shall be determined by the head of education from time to time after consultation with the organised teaching profession in the province and shall be paid to the recognised teachers' bodies and associations in the province concerned in accordance with a formula determined by the head of education concerned after consultation with the organised teaching profession in that province.

(3) The following fees shall be payable to the council:

(a) For entry or provisional entry in the register of the name of a person and the issue of a certificate of registration or provisional registration: R60;

(b) for an extract from the register or certified copy of such extract in respect of a registered or provisionally registered person: R5;

(c) for inspection of the register: R5: Provided that departments of State in the Republic of South Africa and the organised teaching profession are exempted from this provision;

(d) for a copy of a certificate of registration or provisional registration: R5;

(e) for the issue of an amended registration certificate: R5;

(f) for re-entry of a name in the register: R60.

OFFENCES RELATING TO REGISTRATION, THE REGISTER AND QUALIFICATIONS

4. Any person who—

(1) by means of any false pretences becomes or attempts to become registered or provisionally registered or obtains or attempts to obtain for himself or any other person the issue of a certificate of registration in terms of these Regulations;

(2) makes any unauthorised entry, alteration or cancellation in the register or in a copy of the register or any part thereof or in a certificate issued in terms of these Regulations;

(3) wilfully destroys, harms or renders illegible any entry in the register;

(4) forges or utters, knowing it to be forged, a certificate contemplated in regulation 2 (7) or a certificate of a qualification; or

(5) (a) pretends to be a person registered or provisionally registered in terms of the Act or these Regulations while he is not so registered; or

(b) pretends to be another person registered or provisionally registered in terms of the Act or these Regulations,

shall be guilty of an offence and on conviction liable to a fine not exceeding R100 or to imprisonment for a period not exceeding three months or to both such fine and such imprisonment.

PROFESSIONAL CODE OF CONDUCT

5. The council shall, in consultation with the committee, draw up a professional code of conduct for registered and provisionally registered persons to promote the prestige of the White teaching profession, and this code of conduct shall be published in the *Gazette* for general information.

(ii) 'n bedrag ooreenkomstig subregulasie (2) (b) vasgestel, aan die georganiseerde onderwysprofessie in die betrokke provinsie.

(b) Die bedrag in paragraaf (a) (ii) bedoel, word van tyd tot tyd vasgestel deur die onderwyshoof na oorlegpleging met die georganiseerde onderwysprofessie in die provinsie, en word aan die erkende onderwysersliggame en -verenigings in die betrokke provinsie oorbetaal ooreenkomstig 'n formule deur die betrokke onderwyshoof na oorlegpleging met die georganiseerde onderwysprofessie in die betrokke provinsie bepaal.

(3) Die volgende gelde is aan die raad betaalbaar:

(a) Vir inskrywing of voorwaardelike inskrywing in die register van die naam van 'n persoon en die uitreiking van 'n sertifikaat van registrasie of voorwaardelike registrasie: R60;

(b) vir uittreksels uit die register of gesertifiseerde afksrifte van sodanige uittreksel ten opsigte van 'n geregistreerde of voorwaardelik geregistreerde persoon: R5;

(c) vir insae in die register: R5: Met dien verstande dat Staatsdepartemente in die Republiek van Suid-Afrika en die georganiseerde onderwysprofessie van hierdie bepaling vrygestel is;

(d) vir 'n afskrif van 'n sertifikaat van registrasie of voorwaardelike registrasie: R5;

(e) vir die uitreiking van 'n gewysigde registrasie sertifikaat; R5;

(f) vir herinskrywing van 'n naam in die register: R60.

MISDRYWE IN VERBAND MET REGISTRASIE, DIE REGISTER EN KWALIFIKASIES

4. Iemand wat—

(1) deur middel van valse voorwendsels geregistreer of voorwaardelik geregistreer word of poog om geregistreer of voorwaardelik geregistreer te word, of die uitreiking van 'n registrasiesertifikaat ingevolge hierdie Regulasies vir homself of iemand anders verkry, of poog of dit te verkry;

(2) 'n ongemagtigde inskrywing, verandering of skrapping aanbring in die register of in 'n eksemplaar van die register of deel daarvan of in 'n sertifikaat ingevolge hierdie Regulasies uitgereik;

(3) 'n inskrywing in 'n register opsetlik vernietig, beskadig of onleesbaar maak;

(4) 'n sertifikaat in regulasie 2 (7) bedoel of 'n sertifikaat van 'n kwalifikasie vervals of uitgee in die wete dat dit vervals is; of

(5) (a) hom voordoen as iemand wat ingevolge die Wet of hierdie Regulasies geregistreer of voorwaardelik geregistreer is, terwyl hy nie aldus geregistreer is nie; of

(b) hom voordoen as iemand anders wat ingevolge die Wet of hierdie Regulasies geregistreer of voorwaardelik geregistreer is,

is aan 'n misdryf skuldig en by skuldigbevinding strafbaar met 'n boete van hoogstens R100 of met gevangenisstraf vir 'n tydperk van hoogstens drie maande, of met sowel sodanige boete as sodanige gevangenisstraf.

PROFESSIONELE GEDRAGSKODE

5. Die raad moet, in oorleg met die komitee, 'n professionele gedragskode opstel vir geregistreerde en voorwaardelik geregistreerde persone om die aansien van die Blanke-onderwysprofessie te bevorder en hierdie gedragskode word vir algemene kennisname in die *Staatskoerant* gepubliseer.

LODGING OF COMPLAINTS AND INSTITUTION OF INQUIRIES INTO ALLEGED CONTRAVENTIONS OF THE CODE OF CONDUCT

6. (1) If a complaint alleging contravention of the professional code of conduct is lodged against a registered on provisionally registered person the council may, after notice to the head of education concerned if such person is employed in a teaching post, inquire or cause an inquiry to be instituted into such complaint in the manner set forth below.

(2) If any person is after an inquiry found guilty of contravening any provision of the code of conduct, the council may—

(a) reprimand or caution or reprimand and caution such person;

(b) impose on him 'n fine exceeding R500;

(c) impose on him the fine contemplated in paragraph (b) and reprimand or caution or reprimand and caution him; or

(d) after consultation with the head of education concerned, if such person is employed in a teaching post strike his name off the register: Provided that, should the council suspend the operation of this penalty, the council may, in addition to this penalty, impose a fine not exceeding R500.

(3) If any person has been found guilty following an inquiry the council may—

(a) postpone the imposition of a penalty for such period and on such conditions as it may determine; or

(b) impose any penalty mentioned in subregulation (2) but suspend the operation thereof for such period and on such conditions as it may determine.

(4) If the council is satisfied, after the expiry of the period contemplated in subregulation 3 (a) of (b), that the person concerned has complied with all the conditions imposed, it shall inform such person that no penalty will be imposed or as the case may be, that the penalty imposed will not be brought into operation.

(5) If the imposition or the operation of a penalty has been postponed or suspended under subregulation (3) and the person concerned fails to comply with a condition imposed, the council may impose a suitable penalty or enforce the penalty imposed, unless the person concerned satisfies the council that failure to comply with the relative condition was due to circumstances beyond his control.

(6) A person in respect of whom an inquiry is held, shall be afforded an opportunity to defend himself either personally or through a representative, against the complaint concerned.

(7) The council may, for the purposes of an inquiry under the hand of the executive officer of the council subpoena witnesses and through the chairman of the disciplinary committee administer an oath or affirmation to any witness and examine him and require him to produce any book, register, document or other thing which he has been subpoenaed to produce or which he has in his possession and examine any such book, register, document or other thing: Provided that the person in respect of whom the inquiry is being conducted shall have the right, either personally or through his representative, to cross-examine any witness not called at his request.

(8) A subpoena for the appearance of a witness before the council or for the production to it of any book register, document of other thing shall be substantially in the form of Annexure B and shall be served by registered post or in the same manner in which it would have been served if it were a subpoena issued by a magistrate's court.

(9) Any person who, without sufficient cause, fails to attend and give evidence relating to the inquiry at the time and place specified in the subpoena referred to in subregula-

INDIENING VAN KLAGTES EN INSTELLING VAN ONDERSOEKE NA BEWEERDE OORTREDINGS VAN DIE GEDRAGSKODE

6. (1) Indien 'n klagte van 'n beweerde oortreding van 'n bepaling van die professionele gedragskode teen 'n geregistreerde of voorwaardelik geregistreerde persoon aanhangig gemaak word, kan die raad, na kennisgewing aan die betrokke onderwyshoof indien die betrokke persoon in 'n onderwyspos in diens is op die wyse hieronder vermeld ondersoek instel of laat instel na sodanige klagte.

(2) Indien iemand, na 'n ondersoek, skuldig bevind word aan 'n oortreding van 'n bepaling van die professionele gedragskode, kan die raad—

(a) hom berispe of waarsku of berispe en waarsku;

(b) hom 'n boete van hoogstens R500 oplê;

(c) hom die boete beoog in paragraaf (b) oplê en hom berispe of waarsku of berispe en waarsku; of

(d) na oorlegpleging met die betrokke onderwyshoof, indien die persoon in 'n onderwyspos in diens is sy naam in die register skrap: Met dien verstande dat indien die raad die tenuitvoerlegging van hierdie straf opskort, die raad hom, benewens hierdie straf, 'n boete van hoogstens R500 kan oplê.

(3) Indien iemand na 'n ondersoek skuldig bevind is, kan die raad—

(a) die oplegging van straf vir die tydperk en op die voorwaardes wat hy bepaal, uitstel; of

(b) 'n straf vermeld in subregulasie (2) oplê, maar die tenuitvoerlegging daarvan opskort vir die tydperk en op die voorwaardes wat hy bepaal.

(4) As die raad na afloop van die tydperk bedoel in subregulasie (3) (a) of (b) oortuig is dat die betrokke persoon al die opgelegde voorwaardes nagekom het, deel hy die persoon mee dat geen straf opgelê sal word nie, of, na gelang van die geval, dat die opgelegde straf nie uitgevoer sal word nie.

(5) Indien die oplegging of die tenuitvoerlegging van straf kragtens subregulasie (3) uitgestel of opgeskort is en die betrokke persoon versuim om 'n opgelegde voorwaarde na te kom, kan die raad 'n gepaste straf oplê of die opgelegde straf ten uitvoer lê, tensy die betrokke persoon die raad oortuig dat die nie nakoming van die betrokke voorwaarde te wyte was aan omstandighede buite sy beheer.

(6) Iemand ten opsigte van wie ondersoek ingestel word, moet 'n geleentheid gegun word om, hetsy persoonlik of deur middel van 'n verteenwoordiger, hom teen die betrokke klagte te verdedig.

(7) Die raad kan vir die doeleindes van 'n ondersoek onder die handtekening van die uitvoerende beampte van die raad getuies dagvaar en, deur middel van die voorsitter van die tugkomitee, 'n getuie 'n eed oplê of van hom 'n bevestiging afneem, en hom ondervra en versoek dat hy 'n boek, register, stuk of ander voorwerp wat hy volgens die dagvaarding moet oorlê of wat hy in sy besit het, moet oorlê, en so 'n boek, register, stuk of ander voorwerp ondersoek: Met dien verstande dat die persoon ten opsigte van wie die ondersoek gevoer word, die reg het om persoonlik of deur sy verteenwoordiger 'n getuie te kruisvra wat nie op sy versoek geroep is nie.

(8) 'n Dagvaarding aan 'n getuie ooreenkomstig Aanhangsel B om voor die raad te verskyn of om aan die raad 'n boek, stuk of ander voorwerp voor te lê, moet beteken word per aangetekende pos of op dieselfde wyse waarop dit beteken sou gewees het as dit 'n getuiedagvaarding was wat deur 'n landdroshof uitgereik is.

(9) Iemand wat sonder voldoende rede in gebreke bly om op die tyd en plek vermeld in die dagvaarding bedoel in subregulasie (8) te verskyn en getuienis af te lê wat op die

tion (8), or refuses to take the oath or to make an affirmation or to produce any book, register, document or other thing in response a request in terms of subregulation (7), or to answer fully and satisfactorily and according to his honest belief any question lawfully put to him, shall be guilty of an offence and on conviction liable to a fine not exceeding R100: Provided that any person so subpoenaed shall be entitled to all the rights and privilages to which a witness giving evidence before a division of the Supreme Court of South Africa is entitled.

(10) If only documentary evidence is to be adduced at an inquiry or in any other case where the council deems it desirable, a person designated by the council may act *pro forma* as complainant and bring an alleged contravention under consideration.

(11) The council may appoint a legally qualified assessor to be present at an inquiry and to advise it on matters of law, procedure and evidence.

(12) The provisions of section 154 (3) and (5) of the Criminal Procedure Act, 1977 (Act 51 of 1977), shall apply *mutatis mutandis* in relation to any witness who is under the age of 18 years and who in terms of this regulation has attended and given evidence before the council or in respect of whom documentary evidence has been so adduced to the council, as if such a witness were a witness at criminal proceedings.

(13) If the conduct forming the subject of an inquiry against any person is connected with the commission of an offence of which such person has been convicted by a court of law, the record of the relevant court proceedings shall, when submitted at such an inquiry, be *prima facie* proof of the commission of that offence.

(14) When the council has been notified that a registered or provisionally registered person has been found guilty of an offence by a court of law, it shall for the purposes of subregulation (1) be deemed that a complaint of an alleged contravention of the professional code of conduct has been lodged with the council.

(15) The council and a member or an employee thereof shall, subject to the provisions of the Act and these Regulations, not be liable to any person for damage arising out of any act performed in terms of these Regulations.

COMMITTEES OF THE COUNCIL

7. (1) A committee of preliminary inquiry and a disciplinary committee shall be appointed by the council and shall perform those functions assigned to them by these Regulations.

(2) The Department (including a provincial education department), the organised teaching profession and the organised parent community shall be represented in the disciplinary committee appointed in terms of subregulation (1).

(3) Should the Department (including a provincial education department), after conclusion of an inquiry at which a person employed in a teaching post is found guilty of misconduct in terms of an act governing education or the teaching profession submit the record of such inquiry to the council, the disciplinary committee contemplated in subregulation (1) shall consider on the basis of the record whether the name of such person should be struck off the register, in which event the disciplinary committee shall submit its decision to the council for confirmation.

ondersoek betrekking het, of weier om die eed af te lê of 'n bevestiging te doen, of om 'n boek, register, stuk of ander voorwerp na 'n versoek ingevolge subregulasie (7) oor te lê, of om 'n vraag wat regmatiglik aan hom gestel is ten volle en bevredigend volgens sy eerlike oortuiging te beantwoord, is aan 'n misdryf skuldig en by skuldigbevinding strafbaar met 'n boete van hoogstens R100: Met dien verstande dat 'n aldus gedagvaarde persoon op al die regte en voorregte geregtig is waarop 'n getuie wat voor 'n afdeling van die Hooggeregshof van Suid-Afrika getuienis aflê, geregtig is.

(10) Indien slegs skriftelike getuienis by 'n ondersoek voorgelê gaan word of in enige ander geval waar die raad dit wenslik ag, kan iemand wat deur die raad aangewys is, *pro forma* as klaer optree en die beweerde oortreding aanhangig maak.

(11) Die raad kan 'n regsgekwalifiseerde assessor aanstel om 'n ondersoek by te woon ten einde die raad met betrekking tot regsvrae, prosedures en bewyslewering van advies te dien.

(12) Die bepalings van artikel 154 (3) en (5) van die Strafproseswet, 1977 (Wet 51 van 1977), is *mutatis mutandis* met betrekking tot 'n getuie wat onder die ouderdom van 18 jaar is en wat ingevolge hierdie regulasie voor die raad verskyn en getuienis aflê het of ten opsigte van wie skriftelike getuienis aldus aan die raad voorgelê is, van toepassing asof so 'n getuie 'n getuie by strafregtelike verrigtinge is.

(13) Indien die gedrag wat die onderwerp is van 'n ondersoek teen iemand, in verband staan met die pleeg van 'n misdryf waaraan so iemand deur 'n geregshof skuldig bevind is, is die notule van die betrokke hofverrigtinge by so 'n ondersoek by oorlegging daarvan *prima facie*-bewys van die pleeg van daardie misdryf.

(14) Wanneer die raad in kennis gestel word dat 'n geregistreerde of voorwaardelik geregistreerde persoon deur 'n geregshof aan 'n misdryf skuldig bevind is, word daar by die toepassing van subregulasie (1) geag dat 'n klagte van 'n beweerde oortreding van die professionele gedragskode by die raad ingedien is.

(15) Die raad of 'n lid of 'n werknemer daarvan is nie behoudens die bepalings van die Wet en hierdie Regulasies teenoor iemand aanspreeklik vir skade wat voortspruit uit 'n handeling wat ingevolge hierdie Regulasies verrig is nie.

KOMITEES VAN DIE RAAD

7. (1) 'n Komitee vir voorlopige ondersoek en 'n tugkomitee word deur die raad aangestel en verrig die werksaamhede wat ingevolge hierdie Regulasies aan hom opgedra word.

(2) Die Departement (met inbegrip van 'n provinsiale onderwysdepartement); die georganiseerde onderwysprofessie en die georganiseerde ouergemeenskap moet in die tugkomitee wat ingevolge subregulasie (1) aangestel word, verteenwoordig wees.

(3) Indien die Departement (met inbegrip van 'n provinsiale onderwysdepartement) na afhandeling van 'n ondersoek waarby 'n persoon in 'n onderwyspos skuldig bevind is aan wangedrag ingevolge 'n wet op onderwys of die onderwysberoep die oorkonde van die ondersoek aan die raad voorlê, moet die tugkomitee vermeld in subregulasie (1) aan die hand van die oorkonde oorweeg of die naam van so 'n persoon in die register geskrap moet word, in welke geval die tugkomitee sy besluit aan die raad vir bekragtiging voorlê.

PROCEDURES FOR THE LODGING OF COMPLAINTS AND AT INQUIRIES

8. (1) A complainant shall lodge a complaint in respect of an alleged contravention in writing to the executive officer of the council, preferably by means of an affidavit, and must be prepared to bring evidence in support thereof: Provided that such written statement shall contain a clear indication of the alleged contravention.

(2) The executive officer of the council shall submit such complaint to the chairman of the committee of preliminary inquiry: Provided that if the conduct forming the subject of the complaint against a registered or provisionally registered person is connected with the commission of an offence of which such person has been convicted by a court of law, the executive officer of the council shall also submit the record of the court proceedings to the chairman of the committee of preliminary inquiry: Provided further that the chairman of the committee of preliminary inquiry may, before taking any action, direct the executive officer of the council to call for further information from the complainant or to inform the accused in writing by registered post of the nature of the complaint and to ask him if he desires to submit a written explanation within 30 days from the date of the executive officer of the council's letter, warning him that such explanation may be used in evidence against him.

(3) The committee of preliminary inquiry may, before taking any action, direct the executive officer of the council—

(a) to call for further information from the complainant;

(b) to obtain such legal or other advice as may be deemed necessary by the committee of preliminary inquiry; or

(c) if the chairman of the committee of preliminary inquiry has not acted in terms of subregulation (2), to inform the accused in writing, by registered post, of the nature of the complaint, charge or allegation and to ask him if he desires to give a written explanation within 30 days from the date of the executive officer of the council's letter, warning him that such explanation may be used in evidence against him.

(4) (a) The committee of preliminary inquiry may consult with or collect information from any person, including the person against whom the charge was laid, the complaint lodged or the allegation made.

(b) The committee of preliminary inquiry shall, following action in terms of subregulation (2), (3) or (4) (a), determine on the basis of the information available whether such an inquiry should be held.

(5) The committee of preliminary inquiry shall—

(a) if an inquiry is resolved upon, direct the executive officer of the council to refer the case, together with the decision of the committee of preliminary inquiry, to the disciplinary committee; or

(b) if an inquiry is not resolved upon, request the executive officer of the council to submit its decision for information to the council at its next meeting; and

(c) if an inquiry is not resolved upon and the chairman of the committee of preliminary inquiry has acted in terms of subregulation (2) or the committee of preliminary inquiry has acted in terms of subregulation (3) or (4) (a), inform the person against whom a complaint was lodged, a charge was laid or an allegation was made, as well as the complainant, of the decision: Provided that such decision shall be subject to confirmation by the council.

PROSEDURES BY DIE INDIENING VAN KLAGTES EN BY ONDERSOEKE

8. (1) 'n Klaer moet 'n klagte betreffende 'n beweerde oortreding skriftelik, verkieslik by wyse van 'n beëdigde verklaring, by die uitvoerende beampte van die raad indien en moet bereid wees om getuienis ter stawing daarvan te lewer: Met dien verstande dat sodanige skriftelike verklaring 'n duidelike aanduiding van die beweerde oortreding moet bevat.

(2) Die uitvoerende beampte van die raad moet sodanige klagte aan die voorsitter van die komitee vir voorlopige ondersoek voorlê: Met dien verstande dat indien die gedrag wat die onderwerp is van die klagte teen 'n geregistreerde of voorwaardelik geregistreerde persoon in verband staan met die pleeg van 'n misdryf waaraan so iemand deur 'n geregshof skuldig bevind is, die uitvoerende beampte van die raad ook die notule van die hofverrigtinge aan die voorsitter van die komitee vir voorlopige ondersoek moet voorlê: Met dien verstande voorts dat voordat die voorsitter van die komitee vir voorlopige ondersoek optree, hy die uitvoerende beampte van die raad opdrag kan gee om verdere inligting van die klaer aan te vra of die beskuldigde skriftelik per aangetekende pos van die aard van die klagte te verwittig en hom te vra of hy 'n skriftelike verduideliking binne 30 dae vanaf die datum van die uitvoerende beampte van die raad se skrywe wil indien en hom te waarsku dat sodanige verduideliking as getuienis teen hom gebruik kan word.

(3) Die komitee vir voorlopige ondersoek kan, voordat by optree, die uitvoerende beampte van die raad opdrag gee om—

(a) verdere inligting van die klaer aan te vra;

(b) sodanige regsadvies of ander advies in te win as wat die komitee vir voorlopige ondersoek nodig ag; of

(c) indien die voorsitter van die komitee vir voorlopige ondersoek nie kragtens subregulasie (2) opgetree het nie, die beskuldigde skriftelik per aangetekende pos van die aard van die klagte, beskuldiging of bewering te verwittig en hom te vra of hy 'n skriftelike verduideliking binne 30 dae vanaf die datum van die uitvoerende beampte van die raad se skrywe wil indien en hom te waarsku dat sodanige verduideliking as getuienis teen hom gebruik kan word.

4. (a) Die komitee vir voorlopige ondersoek kan oorleg pleeg met of inligting inwin van enige persoon, met inbegrip van die persoon teen wie die klagte of beskuldiging ingebring of bewering gemaak is.

(b) Die komitee vir voorlopige ondersoek moet na optrede ingevolge subregulasie (2), (3) of (4) (a) aan die hand van die beskikbare inligting besluit of 'n ondersoek gehou moet word.

(5) Die komitee vir voorlopige ondersoek moet, indien—

(a) hy besluit dat 'n ondersoek gehou moet word, die uitvoerende beampte van die raad versoek om die saak, tesame met die komitee vir voorlopige ondersoek se besluit, na die tugkomitee te verwys; of

(b) hy besluit dat 'n ondersoek nie gehou moet word nie, die uitvoerende beampte van die raad versoek om sy besluit vir kennisname aan die raad by sy volgende vergadering voor te lê; en

(c) hy besluit dat 'n ondersoek nie gehou moet word nie en die voorsitter van die komitee vir voorlopige ondersoek ingevolge subregulasie (2) of die komitee vir voorlopige ondersoek ingevolge subregulasie (3) of (4) (a) opgetree het, die persoon teen wie 'n klagte, beskuldiging of bewering aanhangig gemaak is, asook die klaer, van die besluit in kennis stel: Met dien verstande dat sodanige besluit onderworpe is aan bekragtiging deur die raad.

INQUIRIES

9. (1) If an inquiry is resolved upon, the executive officer of the council shall issue on behalf of the council a summons to the accused substantially in the form of Annexure A to appear before the disciplinary committee on the day appointed which summons shall be served on the accused in the same manner as it would be served if it were a summons issued by a magistrate's court, or forwarded to him by registered post to his registered address: Provided that, if the accused fails to appear, the disciplinary committee may proceed and deal with the complaint in terms of these Regulations: Provided further that conclusive proof of service of the summons shall have been submitted to the disciplinary committee.

(2) (a) If the complainant, the disciplinary committee or the accused desires that witnesses be subpoenaed, the executive officer of the council shall issue on behalf of the council a summons substantically in the form of Annexure B to each of such witnesses and if such witnesses attend the inquiry, they (the accused's witnesses excluded) shall be entitled to such allowances as the council may from time to time determine.

(b) If the accused desires to have a witness subpoenaed, he shall deposit a sum of money sufficient to cover the costs involved and the council may pay such costs from the amount so deposited.

(3) The disciplinary committee may at its discretion or at the request of the accused or his representative postpone or adjourn the hearing of an inquiry to such time and place and on such conditions as it may determine.

(4) Any person who hinders or disturbs the proceedings during an inquiry, may be ejected by order of the chairman of the disciplinary committee.

(5) A complete record shall be kept of the proceedings at an inquiry.

(6) Inquiries shall not be conducted in public.

(7) (a) At the commencement of the proceedings the chairman of the disciplinary committee or the executive officer of the council shall put the complaint to the accused.

(b) (i) The accused shall then be asked by the chairman of the disciplinary committee to plead to the complaint against him: Provided that if the accused, by a letter signed by him personally, notifies the executive officer of the council before the hearing that he pleads "guilty" to the complaint against him, this may be entered as his plea in his absence, in which case it shall rest with the disciplinary committee to decide whether or not to hear evidence pertaining to the complaint: Provided further that if the accused pleads "not guilty", the disciplinary committee shall hear evidence pertaining to the complaint.

(ii) If the accused refuses or fails to plead, the disciplinary committee shall enter a plea of "not guilty" on behalf of the accused and a plea so entered shall have the same effect as if it had in fact been so pleaded.

(8) Where evidence in respect of any complaint of an alleged contravention is adduced, the complainant shall be given the opportunity of stating his case and thereafter of leading evidence in its support and on the conclusion of such evidence the complainant's case shall be closed.

(9) (a) the accused or his representative shall be given the opportunity of stating his case in defence and of leading evidence in support thereof: Provided that the accused shall be allowed to present his defence in writing, should he so wish, in which case such written exposition shall be read to the disciplinary committee.

ONDERSOEKE

9. (1) Indien daar op 'n ondersoek besluit word, reik die uitvoerende beampte van die raad namens die raad 'n dagvaarding ooreenkomstig Aanhangsel A aan die beskuldigde uit, wat op dieselfde wyse aan hom beteken word as sou dit 'n dagvaarding deur 'n landdroshof wees, of wat per aangetekende pos aan hom na sy geregistreerde adres gestuur word, om op die vasgestelde dag voor die tugkomitee te verskyn: Met dien verstande dat, indien die beskuldigde versuim om te verskyn, die tugkomitee die ondersoek ingevolge hierdie Regulasies kan voortsit en afhandel: Met dien verstande voorts dat daar afdoende bewys van betekening van die dagvaarding voor die tugkomitee is.

(2) (a) Indien die klaer, die tugkomitee of die beskuldigde verlang dat getuies gedagvaar word, reik die uitvoerende beampte van die raad namens die raad 'n dagvaarding in die vorm van Aanhangsel B aan elk van sodanige getuies uit en indien sodanige getuies die ondersoek bywoon, is hulle (uitgesluit die beskuldigde se getuies) geregtig op die toelaes wat die raad van tyd tot tyd bepaal.

(b) Indien die beskuldigde verlang dat 'n getuie gedagvaar word, moet hy 'n deposito betaal om die koste daaraan verbonde te dek en die raad kan sodanige koste betaal uit die bedrag wat aldus gestort is.

(3) Die tugkomitee kan na goeddunke of op ondersoek van die beskuldigde of sy verteenwoordiger die verhoor van 'n ondersoek uitstel of verdaag tot 'n tyd en plek en op die voorwaardes wat hy bepaal.

(4) 'n Persoon wat die verrigtinge tydens 'n ondersoek belemmer of steur, kan op las van die voorsitter van die tugkomitee verwyder word.

(5) 'n Volledige rekord word gehou van die verrigtinge tydens 'n ondersoek.

(6) Ondersoeke word nie in die openbaar gehou nie.

(7) (a) By die aanvang van die verrigtinge stel die voorsitter van die tugkomitee of die uitvoerende beampte van die raad die klagte aan die beskuldigde.

(b) (i) Die beskuldigde word dan deur die voorsitter van die tugkomitee gevra om te pleit op die klagte teen hom: Met dien verstande dat indien die beskuldigde voor die verhoor die uitvoerende beampte van die raad skriftelike by wyse van 'n brief deur hom persoonlik onderteken, verwittig het dat hy "skuldig" pleit op die klagte teen hom, dit in sy afwesigheid as sy pleit aangeteken kan word, in welke geval dit by die tugkomitee berus om te besluit of hy getuienis oor die klagte wil aanhoor of nie: Met dien verstande voorts dat indien die beskuldigde "onskuldig" pleit, die tugkomitee getuienis ten opsigte van die klagte moet aanhoor.

(ii) Indien die beskuldigde weier of in gebreke bly om regstreeks te pleit, teken die tugkomitee 'n pleit van "onskuldig" namens die beskuldigde aan en 'n pleit aldus aangeteken, het dieselfde gevolg asof dit inderdaad gepleit is.

(8) Waar getuienis ten opsigte van enige klagte van 'n beweerde oortreding aangevoer word, moet die klaer geleentheid gegee word om sy saak uiteen te sit en daarna om getuienis ter stawing daarvan te lei en na beëindiging van sodanige getuienis is die klaer se saak gesluit.

(9) (a) Die beskuldigde of sy verteenwoordiger moet die geleentheid gegee word om sy saak ter verdediging uiteen te sit en om getuienis ter stawing daarvan te lei: Met dien verstande dat die beskuldigde toegelaat moet word om, indien hy dit verlang, sy verdediging skriftelike te stel, in welke geval sodanige skriftelike uiteensetting aan die tugkomitee voorgelees moet word.

(b) If the accused is absent and is not represented, any letter, explanation or statement submitted by him shall be read to the disciplinary committee by the *pro forma* complainant and shall be received as evidence.

(10) After the accused or his representative has led his evidence, or his written exposition has been read, his case shall be closed.

(11) The disciplinary committee may, if it considers it desirable, allow further evidence to be led by either the complainant or the accused or his representative or by both after their cases have been closed.

(12) The complainant and the accused shall be allowed, after all evidence has been given, to address the disciplinary committee on the evidence and the legal position irrespective of whether the accused or his representative has led evidence.

(13) If it sees fit, the disciplinary committee may allow the complainant to reply on questions of law which the accused or his representative has raised.

(14) A party in an inquiry or his representative shall be entitled to cross-examine any witness of his opposing party, after such witness has given evidence, after which the chairman of the disciplinary committee shall be entitled to put to the witness any questions which he wishes to put or which members of the disciplinary committee wish to put with his consent: Provided that if evidence has been led, the person who led the evidence shall be entitled to re-examine the witness, but shall confine his re-examination to matters on which the witness was cross-examined or on which the chairman of the disciplinary committee or a member of the committee put questions to the witness.

(15) (a) All oral evidence shall be taken on oath or solemn declaration, which shall be administered by the chairman of the disciplinary committee, and the disciplinary committee may refuse the evidence of any witness, or deponent to a document, who is not present for or refuses to submit to cross-examination.

(b) The statement of a person lodging a complaint and who is not present in person, or of any witness in support of the complaint of a contravention, shall be in the form of an affidavit: Provided that the accused or his representative may object to the admissibility of such evidence if he is not allowed the opportunity of cross-examining the witness.

(16) (a) Upon conclusion of the inquiry the disciplinary committee shall deliberate *in camera* upon the finding.

(b) Where an accused is charged on various counts, separately or in the alternative, the disciplinary committee shall make a finding on each of the counts.

(c) If the accused is found not guilty of the complaint of a contravention preferred against him, he shall be advised accordingly forthwith and the disciplinary committee shall report its finding to the council.

(d) If the accused is found guilty by the disciplinary committee of a contravention, it shall announce its finding and the complainant shall adduce evidence of previous convictions of a contravention, if any, of the accused.

(e) Evidence of previous convictions of a contravention shall be adduced by means of a certificate under the hand of the executive officer of the council and such certificate shall contain the complaint preferred against the accused at the time, the complete finding, the penalty imposed and an extract from the minutes of the meeting of the disciplinary committee if the penalty was a reprimand or a caution or a reprimand and a caution, or an extract from the minutes of the meeting of the council at which the finding and penalty were confirmed or amended if the penalty was imposed in

(b) Indien die beskuldigde afwesig is en hy nie verteenwoordig is nie, word enige skrywe of verduideliking of verklaring wat hy voorgelê het, aan die tugkomitee voorgelees deur die *pro forma*-klaer en as getuienis ontvang.

(10) Nadat die beskuldigde of sy verteenwoordiger sy getuienis gelei het, of, in die plek daarvan, sy skriftelike uiteensetting voorgelees is, is sy saak gesluit.

(11) Die tugkomitee kan, indien hy dit wenslik ag, toelaat dat verdere getuienis of deur die klaer of deur die beskuldigde of sy verteenwoordiger, of deur albei, gelei word nadat hulle sake reeds gesluit is.

(12) Die klaer en die beskuldigde kan, nadat alle getuienis afgelê is, die tugkomitee toespreek oor die getuienis en die regsposisie ongeag daarvan of die beskuldigde of sy verteenwoordiger getuienis gelei het.

(13) Die tugkomitee kan na goeddunke die klaer toelaat om repliek te lewer op regsvrae wat die beskuldige of sy verteenwoordiger geopper het.

(14) 'n Party by 'n ondersoek of sy verteenwoordiger is geregtig om 'n getuie van sy teenparty, nadat sodanige getuie getuig het, te kruisvra, waarna die voorsitter van die tugkomitee geregtig is om enige vrae wat hy self of lede van die tugkomitee met sy toestemming wil stel, aan die getuie te stel: Met dien verstande dat indien getuienis gelei is, die persoon wat die getuienis gelei het, daarop geregtig is om die getuie te herondervra, maar hy moet sy herondervraging beperk tot aangeleenthede waaroor die getuie gekruisvra is of waaroor die voorsitter van die tugkomitee of 'n lid van die komitee aan die getuie vrae gestel het.

(15) (a) Alle mondelinge getuienis moet onder eed of plegtige bevestiging wat deur die voorsitter van die tugkomitee opgelê word, afgelê word en die tugkomitee kan weier om getuienis toe te laat van enige getuie of deponent by 'n dokument, wat nie vir kruisondervraging aanwesig is nie of wat weier om hom daaraan te onderwerp.

(b) Die verklaring van 'n persoon wat 'n klagte aanhangig maak en wat nie persoonlik aanwesig is nie, of van enige getuie ter stawing van die klagte van 'n oortreding, moet in die vorm van 'n beëdigde verklaring wees: Met dien verstande dat die beskuldigde of sy verteenwoordiger egter teen die toelaatbaarheid van sodanige getuienis beswaar kan maak indien hy nie die geleentheid gegun word om die getuie te kruisvra nie.

(16) (a) Na afloop van die ondersoek moet die tugkomitee *in camera* beraadslag oor die bevinding.

(b) Wanneer die beskuldigde onder verskillende hoofde, afsonderlik of in die alternatief, aangekla word, moet die tugkomitee onder elke hoof tot 'n bevinding geraak.

(c) Indien die beskuldigde onskuldig bevind word aan die klagte teen hom ingebring, moet hy onmiddellik dienooreenkomstig in kennis gestel word en die tugkomitee moet sy bevinding aan die raad rapporteer.

(d) Indien die tugkomitee die beskuldigde skuldig bevind aan 'n oortreding, moet hy sy bevinding bekend maak en moet die klaer bewys aanvoer van vorige skuldigbevindings aan 'n oortreding, as daar is, van die beskuldigde.

(e) Bewys van vorige skuldigbevindings aan 'n oortreding moet aangevoer word deur middel van 'n sertifikaat onder die hand van die uitvoerende beampte van die raad en sodanige sertifikaat moet die klagte bevat wat indertyd teen die beskuldigde ingebring is, die volledige bevinding, die straf opgelê en 'n uittreksel uit die notule van die vergadering van die tugkomitee indien die straf 'n berisping of waarskuwing of 'n berisping en 'n waarskuwing was, of 'n uittreksel uit die notule van die vergadering van die raad waarop die bevinding en straf bekragtig of gewysig is indien

terms of regulation 6 (2) (b), (c) or (d): Provided that the accused or his representative shall be entitled to challenge the correctness of such certificate, in which case a copy of the minutes of the proceedings of the inquiry at which the accused was found guilty, together with a copy of the minutes of the meeting of the council at which the finding and the penalty were confirmed if a penalty other than a reprimand or a caution or a reprimand and a caution was imposed by the disciplinary committee, shall be produced.

(f) The chairman of the disciplinary committee shall then afford the complainant an opportunity to make representations regarding the penalty to be imposed.

(g) The chairman of the disciplinary committee shall afford the accused or his representative the opportunity of addressing the disciplinary committee in mitigation of the penalty to be imposed.

(h) (i) The disciplinary committee shall deliberate *in camera* upon the penalty to be imposed: Provided that if the disciplinary committee decides that the penalty to be imposed shall be a reprimand or a caution or a reprimand and a caution, the penalty imposed on the accused shall be communicated immediately to the accused by the chairman of the disciplinary committee, or at a later date by registered post, as the disciplinary committee may direct: Provided further that the disciplinary committee shall report its action to the council.

(ii) If the disciplinary committee decides that a penalty other than a reprimand or a caution or a reprimand and a caution be imposed, it shall forward all documents, with a record of the evidence and its finding and decision in regard to the penalty to be imposed, to the council, which may vary, confirm or refuse to confirm such finding and decision.

(iii) The decision of the council shall be communicated immediately to the parties concerned or within 14 days by registered post to the accused or his representative: Provided that the confirmation of a recommendation that the name of a person be struck off the register, shall take place after consultation with the head of education concerned if such person is employed in a teaching post.

(iv) The accused or his representative shall be entitled to make representations to the council regarding the exercise of its discretion concerning the variation or confirmation of the imposition of the penalty: Provided that such representations shall be made by means of a written memorandum only and shall be addressed to the executive officer of the council for submission to the council and that such representations shall reach the executive office of the council within 30 days after the desciplinary committee has made its finding public.

(17) No provision of these Regulations shall be construed as depriving the council of its power to refer a case back to the disciplinary committee for further inquiry or to conduct such inquiry itself: Provided that the procedure laid down in this regulation shall apply *mutatis mutandis* to an inquiry held by the council.

BOOKKEEPING AND AUDITING

10. (1) The council shall cause proper records to be kept of all moneys received or spent by it, of all its assets and liabilities and of all financial transactions entered into by it, and shall as soon as possible after the end of every financial year cause statements of account and a balance sheet to be prepared showing, with all the appropriate particulars, the moneys received and the expenditure incurred by it in connection with its functions during, and its assets and liabilities at the end, of that financial year.

'n straf ingevolge regulasie 6 (2) (b), (c) of (d) opgelê is: Met dien verstande dat die beskuldigde of sy verteenwoordiger die reg het om die korrektheid van sodanige sertifikaat te betwis, in welke geval 'n afskrif van die notule van die verrigtinge by enige ondersoek waarop die beskuldigde skuldig bevind is, voorgelê moet word, tesame met 'n afskrif van die notule van die vergadering van die raad waarop die bevinding en straf bekragtig is indien 'n ander straf as 'n berisping of 'n waarskuwing of 'n berisping en 'n waarskuwing deur die tugkomitee opgelê is.

(f) Die voorsitter van die tugkomitee moet aan die klaer die geleentheid bied om vertoë te rig in verband met die oplegging van 'n straf.

(g) Die voorsitter van die tugkomitee moet die beskuldigde of sy verteenwoordiger die geleentheid bied om die tugkomitee ter versagting van die straf wat opgelê staan te word, toe te spreek.

(h) (i) Die tugkomitee moet *in camera* beraadslaag oor die straf wat opgelê staan te word: Met dien verstande dat indien die tugkomitee besluit dat die straf wat opgelê moet word 'n berisping of 'n waarskuwing of 'n berisping en 'n waarskuwing moet wees, die straf aan die beskuldigde opgelê onmiddellik daarna aan die beskuldigde meegedeel moet word deur die voorsitter van die tugkomitee, of op 'n later datum per aangetekende pos, al na gelang die tugkomitee gelas: Met dien verstande voorts dat die tugkomitee sy optrede aan die raad moet rapporteer.

(ii) Indien die tugkomitee besluit dat 'n ander straf as 'n berisping of 'n waarskuwing of 'n berisping en 'n waarskuwing opgelê moet word, moet die tugkomitee alle stukke met 'n verslag van die getuienis en sy bevinding en besluit in verband met die straf wat opgelê moet word, aan die raad stuur, wat sodanige bevinding en besluit kan wysig of bekragtig of kan weier om dit te bekragtig.

(iii) Die raad se besluit moet onmiddellik aan die betrokke partye bekend gemaak word, of binne 14 dae per aangetekende pos aan die beskuldigde of sy verteenwoordiger meegedeel word: Met dien verstande dat die bekragtiging van 'n aanbeveling dat 'n persoon se naam in die register geskrap word, geskied na oorlegpleging met die betrokke onderwyshoof indien by in 'n onderwyspos in diens is.

(iv) Die beskuldigde of sy verteenwoordiger is geregtig om vertoë tot die raad te rig ten opsigte van die uitoefening van die raad se diskresie met betrekking tog die wysiging of bekragtiging van die oplegging van die straf: Met dien verstande dat sodanige vertoë geskied slegs by wyse van 'n skriftelike memorandum gerig aan die uitvoerende beampte van die raad vir voorlegging aan die raad en die uitvoerende beampte van die raad binne 30 dae nadat die tugkomitee sy bevinding bekend gemaak het, bereik.

(17) Geen bepaling van hierdie Regulasies word uitgelê as sou dit die raad die bevoegdheid ontneem om 'n saak na die tugkomitee terug te verwys vir verdere ondersoek of om self sodanige ondersoek te hou nie: Met dien verstande dat die prosedure in hierdie regulasie voorgeskryf *mutatis mutandis* van toepassing is op 'n ondersoek wat die raad instel.

BOEKHOUDING EN OUDITERING

10. (1) Die raad laat behoorlike aantekeninge hou van al die geld deur hom ontvang of bestee, van al sy bates en laste en van al die finansiële transaksies deur hom aangegaan, en moet so spoedig doenlik na die einde van elke boekjaar rekeningstate en 'n balansstaat laat opmaak wat, met al die gepaste besonderhede, die geld deur hom ontvang en die uitgawes deur hom aangegaan in verband met sy werksaamhede gedurende, en sy bates en laste aan die einde van daardie boekjaar aantoon.

(2) The council shall appoint a chartered accountant who shall audit the records, statements of account and balance sheet contemplated in subregulation (1).

(3) The council shall transmit a copy of every document drawn up under subregulation (2) to the Minister.

ANNEXURE A

FORM OF SUMMONS

To .....

.....

(Name of accused and his address)

You are hereby summoned to appear on the ..... day of .....19..... at ..... (place) at ..... (time) before the disciplinary committee of the Teachers' Federal Council when the following complaint which has been preferred against you will be considered:.....

.....

If you fail to appear the council or the disciplinary committee may consider and deal with the complaint in accordance with regulation 9 (1).

If you desire your letter dated ..... (or any further written communication which you wish to submit) to constitute your explanation or defence, please notify me to this effect as soon as possible and not later than .....

You are, however, hereby warned that any such communication may be used in evidence against you.

A copy of the regulations concerned in respect of the Teachers' Federal Council is enclosed.

Given under the hand of the executive officer of the council this ..... day of .....19.....

.....

Executive Officer of the Council

ANNEXURE B

FORM OF SUMMONS TO APPEAR BEFORE THE TEACHERS' FEDERAL COUNCIL

To .....

.....

(Name and address of person summoned)

You are hereby summoned to appear at ..... (place) on ..... (date) at ..... (time) before the disciplinary committee of the Teachers' Federal Council to give evidence regarding: .....

.....

and you are required to bring with you .....

.....

(specify the book, record, document or object if applicable).

A copy of the regulations concerning the Teachers' Federal Council is enclosed.

Given under the hand of the executive officer of the council this ..... day of .....19.....

.....

Executive officer of the Council

(2) Die raad moet 'n geoktrooieerde rekenmeester aanstel wat die aangekeninge, rekeningstate en balansstaat bedoel in subregulasie (1), moet ouditeer.

(3) Die raad moet afskrifte van stukke wat kragtens subregulasie (2) opgestel word, aan die Minister stuur.

AANHANGSEL A

VORM VAN DAGVAARDING

Aan .....

.....

.....

(Naam van beskuldigde en sy adres)

Hierby word u gedagvaar om op die ..... dag van ..... 19..... om ..... te ..... voor die tugkomitee van die Federale Onderwysersraad te verskyn wanneer die volgende klagte teen u ingebring, oorweeg sal word:.....

.....

.....

As u versuim om te verskyn, kan die raad of die tugkomitee die klagte ooreenkomstig regulasie 9 (1) oorweeg en afhandel.

As u verkies dat u brief van ..... (of enige verdere skriftelike mededeling wat u wil indien) as u verduideliking of verweer moet dien, moet u my dienooreenkomstig so spoedig moontlik en nie later nie as ..... in kennis stel, maar u word hierby gewaarsku dat enige sodanige mededeling as getuienis teen u gebruik kan word.

'n Kopie van die betrokke Regulasies met betrekking tot die Federale Onderwysersraad is ingesluit.

Gegee onder die hand van die uitvoerende beampte van die raad, op hede die ..... dag van .....19.....

.....

Uitvoerende beampte van die Raad

AANHANGSEL B

VORM VAN DAGVAARDING OM TE VERSKYN VOOR DIE FEDERALE ONDERWYSERSRAAD

Aan.....

.....

(Naam en adres van gedagvaarde)

Hierby word u gedagvaar om in ..... (plek) op ..... (datum) om ..... (tyd) te verskyn voor die tugkomitee van die Federale Onderwysersraad om getuienis af te lê aangaande .....

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en u word gelas om .....

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(vermeld die betrokke boek, aantekeninge, dokumente of voorwerp indien van toepassing) saam te bring.

'n Kopie van die betrokke regulasies met betrekking tot die Federale Onderwysersraad is ingesluit.

Gegee onder die hand van die uitvoerende beampte van die raad, op hede die ..... dag van .....19.....

.....

Uitvoerende beampte van die Raad

Use it.
Don't abuse it.
water is for everybody

Werk mooi daarmee.
Ons leef daarvan.
water is kosbaar

'Temp' tangle caned

7/11/86
Bus. DAY
(321)

GERALD REILLY

THE Transvaal's "ludicrous" temporary teacher appointment process has been attacked by the Transvaal Teachers' Association (TTA). In a hard-hitting editorial in its official journal, the TTA says: "No one out there in the big world would tolerate such a tangle of red tape and involved priority lists for longer than it takes to change a company's employment practice."

Schools were likely to be faced with an incredibly difficult situation next year, in which permanent relieving teachers and contract students would be placed at schools where temporary posts existed. These were filled by experienced, reliable women teachers barred from permanent posts by the quota-system of reserving posts, especially for men teachers.

Teachers angered over their dismissal

TWO Eldorado Park teachers employed by the Department of Education and Culture are up in arms after they were not re-appointed to their posts this year.

They are Mr Ahmed Essop, an award-winning teacher who has taught for more than 23 years, and Mr A L D Pieters, a lawyer by profession who has been a teacher for close to five years. Both taught at Silver Oaks Secondary School in Eldorado Park, south of Johannesburg, last year.

Mr AHMED Essop.

Mr A L D P ieters.

By NKOPANE MAKOBANE

The two teachers told the *Sowetan* that they were annoyed because they had not been officially informed that they had been dismissed except through word of mouth by the acting school principal, Mr Lawrence Plessis.

Both said they had been given the annual re-appointment forms to fill in by the principal on November 18 last year. They completed and submitted them the same day.

Surprise

To their surprise, the principal announced at a staff meeting on December 3 that the two would not be returning to the school this year. They later learnt that their application forms had not been sent to the Minister's office in Cape Town.

In the case of Mr Essop, when he asked the principal if he had received a directive from the department about his appointment, he replied he was not prepared to have him this year.

The principal also said he was acting on instructions given to him by the circuit inspector, Mr H Peterson and the regional director, Mr J Francis.

As for Mr Pieters, when he asked if there had been any official correspondence from the department dispensing his services, the principal said: "I have decided not to have you back as I do not like you".

Forms

The two men said after these unsatisfactory utterances by the principal, they had demanded their forms back and sent them personally to Cape Town. But up to today, they have not received any official reply from the Ministry of Education and Culture.

They said they will not rest until the matter is amicably solved. Both said they were presently unemployed and were not prepared to take jobs elsewhere until the issue is settled.

What has angered the two teachers, is that the principal has bridged the spirit of an agreement at a parents' meeting last November.

It had been agreed and the principal even made a commitment that all application forms for appointment would be recommended and approved by the school committee. The principal was not to take a unilateral decision in appointing or dismissing teachers.

Silver Oaks School presently has 16 white woman teachers out of a staff of 60. At the November meeting, it had also been agreed that white teachers would only be taken as a last resort, when no black teachers were available.

This is not the first time that Mr Essop has been dismissed from the school. Last year, Mr Essop was fired but later reinstated after pupils boycotted classes.

• The Progressive Teachers' Union (PTU) this week expressed concern and dismay at the non-appointment of the two teachers.

Experience

The union said it believed that the school cannot afford to lose teachers with qualifications and experience of the two, especially during this time when there is a great shortage of teachers. It demanded their immediate reinstatement.

The PTU and the Silver Oaks Secondary School Parents, Teachers, Student Association have sent separate telegrams to the Minister of Education and Culture requesting him to respond positively to the applications of the two teachers.

Meanwhile, PTU will hold a general meeting on February 14 at Eldorado Park Civic Centre at 2pm to discuss the dismissals of the two teachers.

(321) SMR 3/11/86

Teachers 'are also to blame'

By Montshiwa Moroke

One of the most unenviable tasks is that of a school teacher in the troubled townships.

This is the impression gained over the past few months, particularly in Soweto, as the education situation deteriorated.

Teachers find themselves caught in the "crossfire" from pupils, the Department of Education and Training and the community.

Last week, a senior Soweto teacher called the exam boycott by pupils "a bluff" — but said teachers should also take the blame for the present state of affairs.

The teacher, who asked that his identity not be revealed, said the recent call for a boycott of matric exams had been clumsy.

"The issue had not been discussed and opinions sought. The pamphlets, purporting to be from a student organisation and calling for the boycott, were only distributed on October 3.

"The decision was apparently taken without consulting the National Education Crisis Committee or community organisations.

"I say it is a bluff because these pupils had refused to receive teaching and when they realised the hour of reckoning had arrived, they sprang this surprise.

"Teachers are also responsible for the situation. They are afraid of children and as a result there is no commucation between teacher and pupil, resulting in the breakdown of education.

"We need to meet to decide the future, together. If we fail to do so soon, we will find ourselves in the same vicious circle again next year," he said.

Teachers' body committed to one registering authority

Staff Reporter

THE South African Teachers' Association (SATA) has emphasized their "commitment to one general affairs registering authority", in spite of having taken up membership of the exclusively white Teachers' Federal Council (TFC).

SATA president Mr J L Stonier said in a statement that SATA accepted the proposed constitution of the new TFC, which represents teachers' associations in South Africa, on Friday and became a full member of the body.

Commitment to one body

"In doing so the SATA has given effect to a 1985 conference resolution in Queenstown that 'Conference resolves that ... the association participates fully in the evolving Teachers' Council/ Federal Council body but instructs its representatives thereon to press unremittingly for the attainment of the association's goals as established by previous conference'.

"However, the SATA has undertaken to inform its members fully of the implications of membership of the Teachers' Federal Council for the SATA in order to allow for informed debate on the matter at its next conference in June 1987 in Cape Town.

"This is to be seen against the background of the SATA commitment to one general affairs registering authority," he said.

SATA was "pleased" to note that the TFC stated clearly that there must exist, in accordance with the (De Lange) White Paper, a general registering body for all teachers, the statement concluded.

● The TFC has released a statement about the withdrawal of the Natal Teachers' Society (NTS) from the TFC. The NTS withdrew from the TFC because it believed that one professional council for all race groups should be established.

It also said that "an over-riding body for all teachers is a logical development out of structures developed by the South African Teachers' Council and the Federal Council".

Fake Swazi-label trade

Industrial Staff and Reuters

A FLOURISHING trade in forged certificates of origin ostensibly from Swaziland has developed in SA to combat sanctions, says a top Swaziland official.

Swazi Commerce and Industry Minister Derek von Wissel said yesterday: "Certain products such as electronics, agricultural ware and processed goods are now being sold in some parts of the world with false labels showing they were made in Swaziland."

Such documents were "freely available" in Durban, Wissel said.

SA Chamber of Commerce officials, say it is possible forged certificates are on the market.

Johannesburg Chamber of Commerce GM Marius de Jager said all applicants for certificates must first sign an affidavit. The chamber took "great care" to verify the applicant's authenticity, he added.

But other sources said people could lie on their affidavits or set up their own printing operations for the certificates.

Durban Metropolitan Chamber of Commerce chief executive K W Hobson said he had not heard of the illegal practice but would look into it.

SA government officials said it was not their business to police the certificates.

The Customs and Excise Department only acted if it received a complaint from a foreign government, said D H Elliott, a customs director.

Trade and Industry Department spokesman W J Smalberger said his department had no involvement in issuing or checking certificates.

Von Wiseel said: "Countries doing business with us must first check directly with this ministry to ensure the goods they are getting are from Swaziland."

Teachers to talk about new council

Education Reporter

THE South African Teachers' Association's membership of the new all-white Teachers' Federal Council will be the subject of debate at its next national congress.

The association's president, Mr John Stonier, said Sata had become a full member of the new body "to meet short-term needs and work towards long-term goals".

English, Afrikaans

This was in accordance with a resolution at its national congress this year when Sata representatives were also instructed to "press unremittingly for the attainment of the association's goals".

The new body came into being with the amalgamation of the South African Teachers' Council, registering authority for white teachers, and the Federal Council of Teachers' Associations, which represents English and Afrikaans-speaking teachers.

Mr Stonier said Sata had undertaken to inform its members of the implications of membership of the new council in order to allow for informed debate at the Sata congress in Cape Town next year.

"This is seen against the background of Sata's commitment to one general affairs registering authority."

Sata was pleased to note that at the establishment of the Teachers' Federal Council it was clearly stated that a general registering authority should exist for all teachers in accordance with the White Paper issued in response to the De Lange Commission's report on education.

The Natal Teachers' Society voted against joining the federal council because it believed one professional council should be established for all race groups.

NEW 'PROGRESSIVE' TEACHER BODY

A NON-RACIAL teachers' organisation linked to the National Education Crisis Committee is to be launched tomorrow in Johannesburg.

A meeting to launch the Progressive Teachers' Association (PTA) will be held at Eldorado Park Community Hall at 3.45pm. Interim chairman Michael Davy said this week the new group would work closely with all "progressive" organisations, particularly NECC and the National Education Union of SA (Neusa), and would co-operate with worker and community organisations.

More than 200 teachers are expected to attend the launch of PTA, which will also accept non-teacher school employees as members.

Two similar teacher organisations have been established in the eastern and western Cape — the Eastern Cape Teachers' Union (ECTU), and the Western Cape Teachers' Union, which together account for more than 2 500 members.

ECTU chairman Raymond Uren, who heads the SA Council on Sport in the area, says the predominently-"coloured" new groups were disillusioned with Franklin Sonn's Union of Teachers' Associations of SA, which accommodates members of the Labour Party, and "vacillates" over its attitude to the tricameral parliament.

"Another reason for our dissatisfaction with Utasa is that they sit on the fence on the issue of non-racial sport," he said.

"We had to fight unfair transfers and dismissals of teachers last year by coloured education Minister Carter Ebrahim." — The Other Press Service.

CITY PRESS 32

A new 'wing' for NECC?

By MONO BADELA

A NEW teachers' organisation, the Progressive Teachers' Association – that is to struggle for a single non-racial system of education, is to be launched in Johannesburg tomorrow.

Interim chairman Michael Davy said the new body would work with all progressive organisations – including the National Education Union of SA and National Education Crisis Committee – to co-ordinate the struggle for the attainment of full democratic rights for all in a non-racial and free SA.

He said more than 200 teachers are expected to attend the meeting to be held at the Eldorado Park community hall from 3.45pm.

New teachers' union formed

17/11/86 STAR 321

A new union for teachers, the Progressive Teachers' Union (PTU), was formed at Eldorado Park Civic Centre at the weekend.

Mr Roderick Davids said the PTU would be non-aligned and would not affiliate to the Azanian People's Organisation, United Democratic Front or New Unity Movement.

He said it would struggle for a unitary, non-racial, democratic and free education system at all levels.

About 70 teachers who had expressed dissatisfaction with the Transvaal Association of Teachers (TAT) attended the launch.

A teacher who was detained during the state of emergency last year, Mr Ronnie Swartz, was elected chairman. Among the other executive members are vice-chairman Mr Mike Sajoo, treasurer Mr Les Philips, minute secretary Ms Elaine Mohamed and publicity secretary Mr Tyrone Richards.

Interim model for education

Education Reporter

A model for education under the present political dispensation has been proposed by a sub-committee of the South African Teachers' Association.

The main tenets of Model A are:

- Any community which wishes to enrol children of other race groups will be allowed to do so provided the school has facilities to cater for more pupils.
- Parents who disagree with open schools will have the option of enrolling their children at another school in the area.
- Children who live close to the school will be given preference over those who live far from the school.
- To achieve the greatest racial harmony children admitted to an open school must be able to cope with the academic standards at that institution and fulfil normal entrance requirements.
- A compensatory education programme must be offered.
- A quota system for admission may be neccessary as an interim measure but this quota should be viewed as a "temporary measure".
- Syllabuses should be adjusted to satisfy the needs of a multi-cultural community and under-utilised premises opened to all races.

Teacher training colleges should to open to all race groups to enable teachers to equip themselves to teaching children of all colours and creeds.

Opening classes to all is attainable ideal — report

A recent report on open schools by a sub-committee of the South African Teachers' Association (Sata) has recommended that State schools open their doors to children of all races. This report has been unanimously passed by Sata members. Education Reporter SUE PLEMING reports.

The opening of State schools to children of all races is a desirable and attainable ideal.

This is the conclusion of a recent report conducted by a sub-committee of the South African Teachers' Association on open schools.

The study, conducted after the 1985 Sata conference resolution to investigate the issue, has been unanimously accepted by members.

Sata has put forward two models for open schooling. The first applies under the present political dispensation, and the second would work in post-apartheid South Africa.

Acceptance of the report, said the sub-committee, showed an awareness of teachers' moral obligation to all South African children and their commitment to an open society. Teachers realised the present education system had failed to encourage mutual respect for cultures.

"There are pressures in South African society to which we must respond or we will lose our credibility and relevance as educationists," the report said.

There were about 205 000 vacancies in South Africa's white schools, but the enrolment of black children would not alleviate all the education problems.

By 1990 the total school population would be about 9,5 million. Of these, 8 million pupils would be black. "While we would like to see these 205 000 vacancies taken up by black pupils who need them, we will not solve the country's education problem of sheer numbers by opening white schools."

It was unacceptable to pour money and expertise into the black education system to raise it to the same level as that of white education. Sharing existing white facilities and expertise offered a more economic solution.

The present closed education system was described as an "expression of the ruling political ideology" and had helped preserve the cultural and religious identity of minority groups.

This segregated system had remained because of white fear that education standards would suffer and schools swamped by black pupils.

The separate-but-equal concept in education had lost all credibility — in practice and in principle. An open equal system was a neccessity.

Open schooling would provide a richer educational environment and help remove artificial barriers. It would also help move control of education out of the political arena so that decisions were made by educationists and the communities rather than imposed from above.

Parents should be allowed to choose whether their children could go to open schools.

"A reason why many people favoured open schools was that the present closed educational system was out of step with what was happening in our society and, in particular, young people.

Are schools guilty therefore of "sleeping through a social revolution?" the report asked.

There were many obstacles to opening schools — the most obvious, apartheid itself. The new "own affairs" constitution made it technically impossible for any racial mixing. But the report said there had been flexibility in allowing a larger-than-quota black intake at some private schools.

The Group Areas Act, the Separate Amenities Act, the Population Registration Act and a variety of other acts would have to be scrapped.

The wealthy and middle-class community were unlikely to experience great difficulty as a result of open school status. Blacks who enrolled at those open schools probably would come from the same economic background.

But schools in poorer economic areas may find it difficult to raise their standards. Here, the State should spend more to ensure equal education standards.

There would obviously be many education problems when schools were opened to all races. The high illiteracy rate of black pupils, the high drop-out after Std 2, and communication problems because of language should be considered.

But, said the sub-committee, disadvantaged children had a right to education and programmes should be provided to help them. The costs could be cut by using existing facilities after school hours and making use of under-utilised facilities.

SATA puts forward plan for schooling

A model for an education system in post-apartheid South Africa has been proposed by a sub-committee of the South African Teachers' Association.

Called Model B, the main principles of the proposed system are:

- Model B can be implemented when all racial legislation such as the Group Areas Act, the Separate Amenities Act and the provisions of the Consitution such as separate education authorities have been scrapped.
- All State schools will be open under this dispensation. The only criteria will be educational.
- Any school community which wishes its school enrolment to be restricted to any particular race, home language or creed, will be obliged to apply to the Minister of Education for the school to be classified as private.
- Any school wishing to be private shall be responsible for all expenses.
- Any parts of syllabi which are regarded as offensive to one group shall be revised.
- There shall be a wide scope of curricula in order to offer the widest possible range of opportunity to every scholar.
- Examination and certification will have to be rationalised so that a uniform system evolves.
- There shall be a comprehensive formal and non-formal compensatory education system.
- Existing facilities should be used during non-school hours in order to extend the non-formal compensatory and adult education programmes to all.

Americans have realised that declining levels of education and technological prowess are threatening to reduce a future United States to a second class economic power. RAMSAY MILNE of the Argus Foreign Service reports from New York.

ARGUS 21/1/87

US pouring millions into education reform plan

"JOHNNY can read. Johnny can learn."

For Americans, aware that declining levels of education and technological prowess are threatening to reduce a future America to a second class economic power, those familiar little kindergarten homilies have become clarion calls for action.

Not since the first Russian sputnik circled the earth in the world's first successful satellite launching, serving notice that Soviet technology was more advanced than anyone else's, has the United States prepared to pour more money, resources and planning into reform.

The aim, of course, is to do for education what President Kennedy did for space — put the United States, then lagging behind the Soviet Union, ahead of its competitors.

This time it is Japan that has provided the jolt, with a government study revealing in painful detail why Japan's educational system, once the worst in the world, has made Japan a world leader, and why the US has slipped alarmingly.

The report has at least one shred of comfort for Americans confronting the fact that in today's competitive world knowledge is everything and that their former "pupils", the Japanese, possess it. The report rates about 20 per cent of American high schools and 20 of the country's universities among the best of the world.

But the problem here — as indeed it is in South Africa — is that outside affluent communities most high schools are mediocre, syllabyses are inadequate to meet these rapidly changing times and students lack the self or school-induced disciplines that, like the Japanese, produce the best results.

There are some obvious lessons for South Africa. Ill-trained, ill-educated work forces hardly equip a country for the fierce technological competition that is now determining which countries prosper and which will languish with second or third-rate economies.

The mere title of the Washington report that sounded the alarm bells, A Nation at Risk, is an indication of how seriously its authors, among them the top educational experts in the country, view "the tide of mediocrity" existing in America's educational system.

Among the causes:

● In such prime subjects as science, mathematics and social studies, American students are taught less for fewer years than in Japanese, British, West German, French and Soviet schools.

In Japan, for instance, high school pupils take more advanced mathematics — including calculus — than most American university students.

● Geography teaching is of such a poor standard that most American 12-year-olds are unable to locate their own country on a map.

● A critical shortage of teachers, unlike Japan where, in a highly-respected profession, there are five applicants for each vacancy.

All this adds up to the fact that the US, once the unquestioned champion in industrial research, production and innovation — and sales — is now rapidly forfeiting its lead — and with it, losing a large share of markets, notably in the multi-billion dollar high-tech electronics and car manufacturing industries, where American dominance once seemed complete.

By urging a campaign on the scale that one former Secretary for Education described as comparable in "scope, cost and dedication" to the Marshall Plan that rehabilitated post-war Europe, Americans are demonstrating how seriously they now take little John and Jane's reading, 'riting and 'rithmatic.

Upgrading of teachers a prime challenge — Relly

5/3/87

The greatest challenge to South African universities is to improve the standard of teachers, especially among blacks, according to Mr Gavin Relly, chairman of Anglo American Corporation.

Mr Relly was speaking on the topic "Education for the new South Africa" at a function hosted by the University of South Africa last night.

He said the Human Sciences Research Council estimated that 68 percent of black teachers — about 80 000 teachers — in South Africa (including Transkei, Bophuthatswana, Venda and Ciskei) did not have more than a Std 8 and a two-year teacher's certificate.

"It is estimated that the population of South Africa, together with the TBVC countries, currently totals 33 million. This is expected to increase to at least 45 million by the year 2000, of which only 5,5 million are expected to be white."

He said about 300 000 black job seekers enter the labour market each year, while many economists believed that the total number of job opportunities was actually declining.

"The number of students entering universities will increase rather than decline. Those countries with a highly educated population are the ones that succeed, whether or not those countries have vast natural resources or are geographically well positioned."

Mr Relly, who is also a trustee of the University of South Africa Foundation, cautioned universities not to lower their standards to accommodate students from disadvantaged backgrounds.

He said it was vital to increase black numbers at universities as a way of preparing for the demands a "freer society" would bring.

"The State has made it clear it is unable to fund this growth and has advocated restricting admissions to white universities.

"Therefore the private sector should assist our universities in every way possible in response to fund-raising appeals.

"Naturally, we cannot take over the responsibility of the State in subsidising universities but if we believe in encouraging universities to increase their student numbers to prepare us for the new and very different society emerging in South Africa, then we must assist with funding this growth as far as possible."

Increases for teachers are a 'certainty' now

PRETORIA — There was now a "certainty" that teachers — as part of the Government sector — would receive general salary increases, the chairman of the Teachers' Federal Council (TFC), Mr Dudley Schroeder, said here.

He said in a statement that the council sought "a market-related general salary adjustment" and an agreement on a "purposeful negotiation mechanism" with the National Education Minister, Mr F W de Klerk.

The TFC has held a number of discussions with Mr De Klerk

Mr Schroeder said: "The time has come for the total negotiation mechanism and procedures of negotiations to be solved to the satisfaction of all interested parties. "This will ensure the elimination of seemingly unilateral decisions concerning a general salary adjustment such as the one announced during the mini budget." — Sapa

PE schools still closing

PORT ELIZABETH — A total of 67 teaching posts at schools here may be scrapped at the end of the year due to the steady decline in pupil enrolment figures. At the end of last year 34 posts were scrapped. The secretary of the Port Elizabeth School Board, Mr Hugo de Waal, said yesterday this decline could still be seen as the after-effects of motor industries leaving the area. — Sapa. SPPR (321) 4/4/87

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In-service college for T'kei teachers

DD 15/4/87 321

UMTATA — The attainment of independence by Transkei just over a decade ago had ushered in a new era in the planning and implementation of educational programmes, the Prime Minister, Chief George Matanzima, said here yesterday in a speech delivered on his behalf by his deputy, the Reverend G. T. Vika, at the official opening of the first phase of the In-service Training College.

Chief Matanzima said the era had been characterised by a departure from previous policies which tended to neglect the needs and aspirations of the people for whom the programmes were designed.

The people of Transkei had demonstrated cognisance of the fact that independence entailed not only attainment of rights but also acceptance of responsibilities.

"Hence they have lifted their sights high to set national goals which are in accordance with the demands and expectations of the last quarter of the 20th century," Chief Matanzima said.

With the increase in social demand for education in Transkei, the Department of Education had been faced with problems of alqualitative nature.

The expansion of the education system of the country over the first ten years of independence had been so phenomenal that by last year, the number of schools had increased to 3 093 manned by 21 521 teachers while the total enrolment figure of pupils stood at 922 706, the Prime Minister said.

However, he indicated that over 80 per cent of those 21 521 teachers were in dire need of one form of upgrading or another.

Chief Matanzima said the development of a highly professional cadre of teaching manpower was indeed at the core of the process of formal education.

He said while it had to be accepted that good performance by learners was an outcome of a complex amalgam of school-based and enviromental factors, the efficiency of he teacher in handling lessons remained a crucial factor in the process.

"In the light of these objectives, the establishment of this In-Service College for our teaching force, the first of its kind in Southern Africa, is indeed a giant step for the education system of Transkei," he said.

The Prime inister said the project was boosted by among others the high-powered seminar on In-Service education which was organised by the Department of Education in 1984.

"The department's planning would have been fruitless without the generous grant provided by Anglo-American Corporation for the capital costs of constructing this college.

"The upshoot of that act of goodwill is that today Transkei has a teacher in-service college with facilities unparalleled in the annals of educational development in this sub-continent," he said.

Chief Matanzima said the college had been in operation for only 10 months but had already had an impact on in-service training activities in Transkei.

Teachers attending courses there were exposed to modern educational trends and highly effective instructional approaches.

The Prime Minister said the Republic of South Africa had displayed a tremendous spirit of cooperation by assisting Transkei with seconded lecturers whenever a shortage of suitably qualified personnel had been expereienced.

Teachers in remote areas would be given adequate support in the approach as they normally suffered most from professional isolation.

Teachers need upgrading in T'kei — Relly

DD 15/4/87

Dispatch Reporter

UMTATA — More than 70 per cent of Transkeian teachers are underqualified for the important roles they were called upon to play, the chairman of the Anglo American Corporation of Southern Africa, Mr Gavin Relly, said here yesterday.

He was handing over to the Transkei Government the R7-million Transkei Teachers' Inservice College complex, which was built with the finances of the Anglo American and De Beers Chairman's Fund.

Mr Relly said more than 70 per cent of Transkei teachers were underqualified for the education of Transkeian children.

While it was encouraging that the number of successful matriculation candidates had been increasing over the past five years, a study had shown that many students displayed a weakness in scientific subjects.

"This has serious implications for the continued growth and prosperity of Transkei," Mr Relly said.

"We live increasingly in a most competitive world and a high degree of education, particularly in the scientific and technical disciplines, is of critical importance, not only for individuals to enjoy success and fulfilment but also to allow societies to develop and improve the quality of life which they can offer to all their citizens."

Mr Relly said the aim of the Chairman's Fund of the Anglo American and De Beers companies was to support socially beneficial causes that did not directly benefit the business of its contributing companies.

Both Anglo American and De Beers were large mining and industrial groups which had some important international interests but were not multi-nationals.

"On the contrary, our roots are in Southern Africa, the heart of our business is here in this region and this is where we are directing our major new deveopments and expansions.

"Our links with the people of Transkei are particularly close," he said.



Teachers who will be using the Trinset facilities examine equipment in one of the laboratories.

"Believing as we do that an investment in the future well-being of society must, in the long run, be of benefit to our business, it follows that we have a special concern for and obviously feel an obligation towards the Southern African society as a whole and particularly to the people of Transkei," Mr Relly said.

The role which private enterprise could play in this regard was in no way in conflict with that of the state, be it South Africa or Transkei, but it complemented them,Mr Relly said.

In their support for innovation and experiment, his group could take risks in a way that public institutions were, by their nature, unable to take.

"It should therefore come as no surprise when I tell you that the bulk of our funding is directed towards black education and, in particular, teacher upgrading," he added.

"The college we are opening today is really an indication of our concern with education and can assure you that a great deal of time has been devoted to this project by some of our most senior executives.

"I have been told that emphasis will be placed here initially on the needs of the teacher at senior secondary level and particulaly on science subjects, and I am sure this is the correct approach."

Mr Relly assured the Deputy Prime Minister, the Reverend Gladwin Vika, who represented the Prime Minister, Chief George Matanzima, that central to the successful implementation of the challenging five-year plan would be the input and co-operation of all.

See also page 2.

Weekly Mail
12 to June 18, 1987

Teachers aim for national organisation

By GAYE DAVIS,
Cape Town

PROGRESSIVE teacher organisations in the Western Cape have initiated talks with a view to forming a national union of teachers.

Representatives of the Western Cape Teachers' Union, whose members teach in coloured schools, the Democratic Teachers' Union, representing teachers in black schools and Education for an Aware South Africa, a body made up of white teachers, have met for initial discussions.

All three organisations were formed in response to the 1985 education crisis. In spite of being hard-hit by the State of Emergency, when their meetings were banned and members detained, they have continued to operate, presenting an alternative to those teachers' bodies formally recognised by education departments.

The need for a national teachers' organisation was first expressed at the National Education Crisis Committee's second consultative conference in Durban last year. Further impetus came when Cosatu general secretary Jay Naidoo warned at the annual general meeting of the Western Cape Teachers' Union that teachers were "paralysed" for want of a national organisation.

He urged progressive teachers committed to a democratic, non-racial South Africa to stop "sloganeering" and to get down to building a national body which would serve the interests of the working class.

Meanwhile, coloured education authorities are investigating the absence on May 5 and 6 of about 500 Western Cape teachers who heeded Cosatu's call for national days of protest against the white elections.

A further 72 teachers, charged with misconduct for refusing to administer year-end exams in 1985, have yet to be informed when their departmental hearings will begin. The Western Cape Teachers' Union has called for the charges to be dropped or alternatively for the closed hearings to be thrown open to the public.

Krugersdorp/Springs: freeway

*32. Dr P J WELGEMOED asked the Minister of Transport Affairs:†

(1) Whether it has been decided to build a new freeway between Krugersdorp and Springs; if not, why not; if so, (a) by whom (i) was this decision taken and (ii) is this freeway to be built, (b) when will construction work be commenced, (c) in what phases will the construction work be carried out and (d) what is the (i) expected date of completion and (ii) estimated cost of the project;

(2) whether this freeway will be operated as a toll road; if not, why not?

The MINISTER OF TRANSPORT AFFAIRS:

(1) Yes.

(a) (i) The National Transport Commission (NTC).

(ii) The NTC is presently negotiating with a private company Messrs Toll Highways Development Company (Pty) Ltd who will carry out the work on a concessionary basis as soon as an agreement has been concluded. If an agreement to the mutual satisfaction of both the State and Toll Highways Development Company (Pty) Ltd cannot be reached the NTC will in any event proceed with the construction on a tender basis by means of private construction companies.

(b) January 1988.

(c) Construction will commence on the Brakpan to Springs eastern section. Thereafter the western section between the N1 and Krugersdorp will be constructed followed by the central M4 section within the Johannesburg national ring road.

(d) (i) December 1994.

(ii) R680 million.

(2) Yes.

Petrol price reduced

*33. Mr C J DERBY-LEWIS asked the Minister of Economic Affairs and Technology:

Whether, in view of the recent recovery of the rand against the dollar, he intends reducing the price of petrol; if not, why not; if so, when?

†The DEPUTY MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY (Mr G S Bartlett):

Yes, simultaneously with the implementation of the increased tariffs of the SA Transport Services and the consolidation of levies on 1 July 1987. The nett result would be that decreases will occur which will vary from place to place but there may also be inland areas where increases can occur. These calculations are presently being made.

Hansard 16/6/87

Universities: student fees

*34. Mr C J DERBY-LEWIS asked the Minister of Education and Development Aid:

(1) To what extent are student fees in respect of universities falling under the control of the Department of Education and Training subsidized;

(2) whether these subsidies are granted subject to certain conditions; if so, what are these conditions?

The DEPUTY MINISTER OF EDUCATION:

(1) The State does not subsidize student fees as such in respect of universities under its control, but subsidizes the universities according to the SAPSE financing formula which determines a state contribution to the total recognised expenditure calculated according to the formula. The rate of the State's contribution to the total income of the universities concerned (student fees, other income and the State contribution) was in 1985-86 on average 85,2% for the universities

HoA

(Medunsa excluded) and 94,6% in respect of Medunsa. The Universities fix their own student fees in the light of their expected income from other sources.

(2) The subsidies are subject to conditions determined according to the Universities Act of 1955, sections 25, 26 and 27.

Section 25 stipulates that subsidies are granted for the purposes, on the basis and subject to conditions determined by the Minister.

Section 26 stipulates that the Council of the university must submit a report on its proceedings and management as well as a properly audited statement of income and expenditure and a balance sheet in respect the previous year to the Minister. This report, statement and balance sheet must be Tabled in Parliament.

Section 27 stipulates that the Minister may withhold the subsidy or a part thereof if the Council of the university does not comply with the stipulations or conditions set by the Minister.

Registration of teachers

*35. Mr R M BURROWS asked the Minister of National Education:

(1) Whether he or his Department has been involved in any discussions concerning the general registration of teachers; if not, why not; if so, (a) with whom have these discussions been held, (b) on what dates were they held and (c) what was the outcome in each case;

(2) whether he or his Department has taken any steps to promote the general registration of all teachers under a single registering authority; if not, why not; if so, (a) what steps, (b) what bodies or persons were involved and (c) what was the result;

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

†The MINISTER OF NATIONAL EDUCATION:

HoA

Hansard (32) 16/6/87

(1) Yes.

(a) Teachers' Association of South Africa and the Federal Teachers' Council.

(b) With the Teachers' Association of South Africa at two occasions during the past five months and with the Federal Teachers' Council at four occasions during the past eight months.

(c) The bodies in (a) support the principle of a general registering body for teachers.

(2) Yes.

(a) Proposals for the establishment of a general registering body for teachers are being considered at present.

(b) The Committee of Education Ministers and the Committee of Heads of Education Departments.

(c) The matter is being investigated further.

(3) No.

Cabinet approval for appointments

*36. Mr R M BURROWS asked the Minister in the State President's Office entrusted with Administration and Broadcasting Services:

(1) Whether appointments to certain post levels in the Public Service are subject to final approval by the Cabinet; if so, (a) to which post levels and (b) what are the designations of each of these post levels;

(2) whether Cabinet approval is required for appointments to certain post levels in own affairs departments; if so, (a) to which post levels and (b) what are the designations of each of these post levels;

(3) whether he will furnish information on whether, during the latest specified period of 12 months for which information is available, the Cabinet declined to approve the appointment to a post in the Public Service of any

Hansard 16/6/87

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(1) Whether it has been decided to build a new freeway between Krugersdorp and Springs; if not, why not; if so, (a) by whom (i) was this decision taken and (ii) is this freeway to be built, (b) when will construction work be commenced, (c) in what phases will the construction work be carried out and (d) what is the (i) expected date of completion and (ii) estimated cost of the project;

(2) whether this freeway will be operated as a toll road; if not, why not?

The MINISTER OF TRANSPORT AFFAIRS:

(1) Yes.

(a) (i) The National Transport Commission (NTC).

(ii) The NTC is presently negotiating with a private company Messrs Toll Highways Development Company (Pty) Ltd who will carry out the work on a concessionary basis as soon as an agreement has been concluded. If an agreement to the mutual satisfaction of both the State and Toll Highways Development Company (Pty) Ltd cannot be reached the NTC will in any event proceed with the construction on a tender basis by means of private construction companies.

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HoA

(Medunsa excluded) and 94,6% in respect of Medunsa. The Universities fix their own student fees in the light of their expected income from other sources.

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(2) whether he or his Department has taken any steps to promote the general registration of all teachers under a single registering authority; if not, why not; if so, (a) what steps, (b) what bodies or persons were involved and (c) what was the result;

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

†The MINISTER OF NATIONAL EDUCATION:

HoA

Hansard (32) 16/6/87

(1) Yes.

(a) Teachers' Association of South Africa and the Federal Teachers' Council.

(b) With the Teachers' Association of South Africa at two occasions during the past five months and with the Federal Teachers' Council at four occasions during the past eight months.

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(2) Yes.

(a) Proposals for the establishment of a general registering body for teachers are being considered at present.

(b) The Committee of Education Ministers and the Committee of Heads of Education Departments.

(c) The matter is being investigated further.

(3) No.

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(2) whether Cabinet approval is required for appointments to certain post levels in own affairs departments; if so, (a) to which post levels and (b) what are the designations of each of these post levels;

(3) whether he will furnish information on whether, during the latest specified period of 12 months for which information is available, the Cabinet declined to approve the appointment to a post in the Public Service of any

Hansard 16/6/87 (251)

(321) STAR 18/6/87

Experts should bargain for teachers' pay — Lambson

By Toni Younghusband

A full-time professional salary consultant should be employed by teachers' associations to represent them in salary negotiations with the Government, says Mr John Lambson, former Transvaal Teachers' Association (TTA) president.

He told The Star: "Teachers tend to think they can do anything, but what we need is to employ a professional salary consultant to represent us."

He said the salary negotiating machinery was not for an academic or a teacher.

"Several years ago we called for the appointment of a professional salary consultant but nothing was done. How can teachers meet the Minister to discuss salaries when he is accompanied by experts in the field? They haven't a hope," Mr Lambson said.

Mr Lambson, chairman of the University Freedom of Speech Association, said in a statement it was "no use trying to shift all the blame ... on the Government. To some extent the leaders of teachers' associations are to blame for the present impasse".

About 450 TTA members met in Johannesburg on Monday to voice dissatisfaction with the 12,5 percent salary increase announced earlier this month. They called for the TTA to take a more militant stand in its salary negotiations and are demanding at least 15 percent, with perks.

Mr Lambson said Monday's meeting was little more than a repeat of a meeting held in 1980.

The TTA meets in Pretoria today and intends asking three economists to research the possibility of higher teachers' salaries.

CPT Times 29/6/87 321

Bid to oust whites-only body fails

Staff Reporter

AFTER a three-hour debate, a motion calling for the withdrawal of the exclusively white Teachers' Federal Council from the South African Teachers' Association (SATA) was defeated by 145 votes to 70 on Saturday night.

Dr Malcolm Venter, a spokesman for the SATA centennial conference at Wynberg Boys' High School, said: "Everybody agreed apartheid must be rejected, but it's a question of how you fight it."

The defeated motion calling for withdrawal was first tabled at last year's conference, and the Natal Teachers' Society had subsequently withdrawn from the TFC.

It was decided last year to postpone debate for a year while association members looked at the implications at local level.

The chairman of the TFC is Mr Dudley Schroeder, who is a SATA member.

Several anti-apartheid motions were passed by large majorities, including one in which SATA called for the professional registration of teachers at "general-affairs" level, rather than having racially segregated lists under "own-affairs" departments.

The government has in fact already agreed to this in principle, Dr Venter said.

In another motion, SATA reiterated its opposition to apartheid education and called for the removal of the state of emergency.

The congress rejected discrimination, racism, polarization and the use of force and enforced segregation.

SATA also made an urgent call on the Department of Education to investigate malpractices in child-care centres.

The motion on child-care centres was introduced by the principal of Fish Hoek Preparatory School, Mrs Tressa Stoner, who said the ease with which unqualified people could run child-care centres was a cause for concern.

She said some centres had become money-making rackets and there was a lack of a genuine desire to fulfil a need for these facilities.

Teachers can 'bring about change'

C.T. 30/6/87 (321)

Staff Reporter

TEACHERS in South Africa could play a role in bringing about change — not only by teaching "life skills", but by furthering the growth of critical and autonomous individuals, the South African Teachers' Association (SATA) centennial conference heard yesterday.

The conference at Wynberg Girls' High School saw a video presentation of a paper by Dr Kogila Moodley — previously of Natal and now an associate professor at the University of British Columbia — who is overseas.

Speaking on "Education in Transition", Dr Moodley said that while those in power might like to control schools, "teachers can interpret rules".

"This can make a difference. Teachers can be active agents of change or slavish adherents to rules. Neutral they cannot be, for to be neutral is to side with the status quo."

Predicting that the classrooms of the future would be completely different, with ethnic and racial exclusivity giving way to multiracial settings, Dr Moodley said there would be a need to perceive education in much broader terms — "to think of the interests of the whole society and to move beyond local concerns to national issues".

Calling on South African teachers to act according to "reality principles", Dr Moodley said teachers could not afford to endorse uncritically and dogmatically a particular political strategy, nor could they afford to abstain from political involvement.

"Where there is 'no easy walk to freedom', the South African teacher best acts as a trail-blazer in new territory, rather than following well-trodden paths — an intellectual 'voortrekker' who by his reasoning and power of rational persuasion immunizes against indoctrination and false prophets," she said.



Male teachers 'still favoured'

By MICHEL DESMIDT

WHILE welcoming yesterday's announcement that they would enjoy pay parity with their male colleagues in future, senior women teachers in Port Elizabeth have urged that the "equal work, equal pay" principle be applied to all the grades.

The Minister of National Education, Mr F W de Klerk, announced yesterday that women teachers in posts from head of department (post level two) upwards would receive the same salaries as their male counterparts from November 1.

Despite now enjoying equal pay status, senior women teachers, especially those who are married, still face some discrimination in applying for top posts, according to one teacher. Another bone of contention is that married women teachers do not qualify for housing subsidies.

The principal designate of Riebeek College in Uitenhage, Mrs Natalie Stear, said the profession would only be satisfied once the women employed at post level one also enjoyed equal pay.

Mrs Stear said it was simple to grant this privilege since there were relatively few women in top posts. Among the co-educational high schools in PE only two, Pearson High and Alexander Road High School, had women as deputy principals.

Even in girls-only schools, men were often preferred

However, married women were often reluctant to apply for senior posts since many were not breadwinners and, therefore did not want to assume added responsibilities.

Mrs Stear said while equal pay was welcomed, white teachers had to guard against being "greedy", considering the need for the upgrading of black education.

The principal of the Collegiate High School for Girls, Miss Pam Ellis, said she was under the impression that pay parity had been introduced last April.

At the time of going to Press, this could not be confirmed with the director-general of the Department of National Education, Dr Rudolf Venter.

The head of the English department at Victoria Park High School, Miss Theresa Waldek, said it was "about time" that women received equal pay.

Eve Post 28/7/87



REPORT BACK . . . An executive director of the Institute for a Democratic Alternative for South Africa, Dr Alex Boraine, yesterday at UCT, where he spoke about the Dakar talks.

Picture: RICHARD BELL

Cape Times 30/7/87

End reign of terror in KwaNdebele — Soal

By CHRIS CAIRNCROSS

THE SA government was yesterday called on to end the reign of terror in KwaNdebele and to place the concept of granting independence to the territory on the backburner.

The request was made in Parliament by Mr Peter Soal (PFP Johannesburg North) during the budget debate on the Education and Development Aid vote.

Mr Soal said the KwaNdebele homeland was in a state of virtual civil war and ruled by Chief Minister George Mahlangu, who was being described as an Idi Amin.

He said Mr Mahlangu had been holding a series of meetings around the homeland orchestrated to persuade the SA government that the KwaNdebele people were in favour of independence.

"What he is attempting to do cannot be a fair reflection of the will of the people of KwaNdebele."

Cape Times 30/7/87 (3)

Warning on shortage, surplus in SA schools

HOUSE OF REPRESENTATIVES. — There would be catastrophic consequences for education in South Africa if attempts were not made to resolve shortcomings, Mr Desmond Lockey said yesterday.

Speaking in the committee stage of the budget, the nominated Labour Party MP said Minister of National Education Mr F W de Klerk's 10-year plan to bring about equality in education was an impressive proposal, but he doubted whether it would be possible within that period.

He said there was a shortage of about 100 000 teachers for black pupils, whereas in Natal alone, 200 white teachers were being sacked each year because they were no longer needed.

There was also a shortage of about 200 000 study places for blacks but a surplus existed at many white schools. Sapa

terms of the Education and Training Act, Act No. 90 of 1979, Section 3 (b).
Std. 3—Std. 10: The school committees concerned.

(2) No.

(a), (b) and (c) Fall away.

(3) No.

Own Affairs:

State-aided schools

68. Mr A GERBER asked the Minister of Education and Culture:†

1986:

	(a) (R1 000)	(b) (i) (R1 000)	(b) (ii) (R1 000)
CED	23 504	7 712	19 221
NED	7 472	1 791	3 576
OFSED	4 570	1 388	1 887
TED	43 200	9 719	21 893
TOTAL	78 746	20 610	46 577

(i) Service benefits include: service bonus, housing subsidy, overtime, other emoluments, employers' contributions to the pension fund, provident fund, stabilisation fund, medical aid, leave gratuity and unemployment benefit fund,

(ii) running costs and costs with regard to new fixed assets and the replacement and renewal of fixed assets.

*No existent schools are legally termed State aided schools. All information relates to subsidised schools as defined in section 5 of the Education Services Act, 1967 (Act 41 of 1967) since these institutions were originally designated State-aided schools.

What amounts were spent by each provincial education department in respect of White education in State-aided schools on (a) salaries and (b) other specified (i) service benefits and (ii) aspects of education in 1984, 1985 and 1986, respectively?

The MINISTER OF EDUCATION AND CULTURE:

1984: This information* was not recorded separately and is not available.

1985: The schools were administered centrally and the information is not classified by provincial education department. The total amounts are:

(a) R70 437 000.

(b) (i) R22 422 000.

(ii) R48 154 000.

FRIDAY, 4 SEPTEMBER 1987

*Indicates translated version.

For written reply:

General Affairs:

Annual reports

358. Mr K M ANDREW asked the State President:

(1) (a) (i) How many annual reports were produced in 1986 by his Office and/or statutory bodies falling under his Office and (ii) in respect of what bodies were these reports produced, (b) what was the cost of producing each such report, (c) how many copies of each report were printed and (d) who undertook the printing of each report;

(2) whether the printing of these reports was put out to tender; if not, why not; if so, (a) what was the (i) lowest and (ii) highest tender submitted, and (b) what was the amount of the successful tender, in each case;

(3) whether any copies of these reports were sold; if so, (a) how many, (b) to whom, and (c) at what price, in respect of each report;

(4) in respect of each of the latest specified five years for which information is available, (a) what was the total cost to his Office of these annual reports, (b) how many copies were printed, (c) how many of these reports contained (i) full colour and (ii) black and white pictures, (d) on what quality paper were the annual reports printed and (e) (i) how many of these reports contained a photograph or drawing of the (aa) politial head and (bb) top official of his Office and/or the statutory bodies in question and (ii) how many of these pictures were in (aa) colour and (bb) black and white in each case?

The STATE PRESIDENT:

(1) None.

(2), (3) and (4) Falls away.

Annual reports

362. Mr K M ANDREW asked the Minister of Foreign Affairs:

(1) (a) (i) How many annual reports were produced in 1986 by his Department and/or statutory bodies falling under his Department and (ii) in respect of what bodies were these reports produced, (b) what was the cost of producing each such report, (c) how many copies of each report were printed and (d) who undertook the printing of each report;

(2) whether the printing of these reports was put out to tender; if not, why not; if so, (a) what was the (i) lowest and (ii) highest tender submitted, and (b) what was the amount of the successful tender, in each case;

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The MINISTER OF FOREIGN AFFAIRS:

(1) None. (2), (3) and (4) Fall away.

Remuneration packages: disparity

386. Mr R M BURROWS asked the Minister of National Education:

(1) Whether there is a disparity between the remuneration packages of men and women at post level 1; if so, (a) why and (b) what is the extent of the disparity at each of the qualification levels;

(2) whether any calculation has been made of the cost of implementing parity at post level 1 for all education departments; if not, why not; if so, what amount is required to attain parity at present salary scales;

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

The MINISTER OF NATIONAL EDUCATION:

(1) Yes.

(a) As far as could be ascertained.

this disparity stood in connection with market relatedness.

(b) The disparity is equal to three salary notches in each of the qualification categories a3 to B and two salary notches in each of the qualification categories C to G.

(2) Yes. An amount of R413 million is required to attain parity at present salary scales.

(3) Yes. The Government has already decided that disparities such as these should be eliminated and this matter receives constant attention. The decision to eliminate the comparable disparity at post level 2 is clear evidence of this.

Own Affairs:

Annual reports

69. Mr K M ANDREW asked the Minister of the Budget and Welfare:

(1) (a) (i) How many annual reports were produced in 1986 by the Department of Budgetary and Auxiliary Services and/or statutory bodies falling under this Department and (ii) in respect of what bodies were these reports produced, (b) what was the cost of producing each such report, (c) how many copies of each report were printed and (d) who undertook the printing of each report;

(2) whether the printing of these reports was put out to tender; if not, why not; if so, (a) what was the (i) lowest and (ii) highest tender submitted, and (b) what was the amount of the successful tender, in each case;

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The MINISTER OF THE BUDGET AND WELFARE:

(1) (a) (i) No annual reports were produced.

(ii) to (d) Fall away.

(2) and (3) Fall away.

(4) Since the establishment of the Department in 1984, no annual reports have been produced.

Annual reports

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

(1) (a) (i) How many annual reports were produced in 1986 by his Department and/or statutory bodies falling under his Department and (ii) in respect of what bodies were these reports produced, (b) what was the cost of producing each such report, (c) how many copies of each report were printed and (d) who undertook the printing of each report;

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The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) 20 published reports.

(ii) Universities (11); technikons (8); the Department of Education and Culture (1).

Since the universities and technikons are autonomous, no further information regarding their reports are available and the rest of the information supplied refers to annual reports of the Department, which came into being in September 1984.

(b) R5 910,42.

(c) 1 700.

(d) The Government Printer.

(2) The printing of these reports was handled by the Government Printer. This Department is not in a position to supply the information required.

(3) This information is not available, see (2) above.

(a), (b) and (c) Fall away.

(4)

	(a)	(b)
1987	R4 692,03	600
1986	R5 910,42	1 700
1985	R4 595,19	770

(c) (i) 0.

(ii) 1.

(d) Cover: Dukuza Linen, pages: G.P. Wave with blue manila separating pages.

(e) (i) (aa) 0.

(bb) 3.

(ii) (aa) 0.

(bb) 3.

Universities/technikons

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

Whether there are any backlogs in respect of building programmes undertaken by or on behalf of his Department at universities and technikons for Whites; if so, to what extent in respect of each such university and/or technikon?

The MINISTER OF EDUCATION AND CULTURE:

This information is not available. In order to obtain it and to ensure equal treatment of all tertiary institutions, also as regards capital works, an investigation has been undertaken to establish the extent of existing backlogs and surpluses. This investigation regarding universities and technikons should be completed during 1987.

It is expected that recommendations which follow from this investigation, will address those problems which may exist at tertiary institutions. In future, new costs units for capital projects will be generated in terms of growth in student numbers only.

The MINISTER OF LAW AND ORDER (for the Minister of Justice):

Yes.

(a) Not to institute a prosecution.

(b) No further action is necessary.

Teachers: religious objectors

4. Mr R M BURROWS asked the Minister of Manpower:

(1) Whether (a) a policy has and (b) regulations have been devised to govern community service performed by qualified teachers who have been classified as religious objectors in terms of section 72E (4) of the Defence Act, No 44 of 1957; if so, when (a) was the policy and (b) were the regulations finalised;

(2) whether any groups of persons or individuals were consulted prior to finalising the (a) policy and (b) regulations; if not, why not; if so, what groups and/or individuals were consulted;

(3) whether it is the policy that teachers classified as religious objectors and performing community service may not perform such community service by teaching in the schools at which they were formerly employed; if so, (a) why, (b) how many of these teachers have been removed from their teaching posts and (c) what schools have been affected by the removal of these teachers;

(4) whether these regulations make provision for a teacher with a degree, a diploma or a minimum of three years of post-graduate study to be paid a professional fixed daily allowance of R11,44 plus a daily allowance of R8,00; if not, (a) why not and (b) what is the daily allowance payable to such teachers;

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

†The MINISTER OF LAW AND ORDER (for the Minister of Manpower):

(1) (a) No.

HoA

(b) No.

(2) Falls away.

(3) It is not the Department of Manpower's policy to stop teachers classified as religious objectors, who perform community service, from teaching in the schools at which they were formerly employed.

(4) No.

(a) Remuneration and allowances are determined in terms of regulation 14 of the Regulations governing community service which stipulates that the pay of religious objectors for services rendered may not be more favourable than that paid to serving national servicemen. National servicemen who are teachers do not receive a professional allowance.

(b) Married: R11,44 per day
Unmarried: R5,72 per day
Plus
daily allowance for degrees/diplomas for which the following duration of study is prescribed:

Duration of study	Daily allowance (R per day)
3 years	0,50
4 years	1,00
5 years	2,00
6 years and more	3,00

(5) No.

Durban North: combating of crime

*5. Mr M J ELLIS asked the Minister of Law and Order:

Whether the South African Police (a) took any special measures in 1986 and (b) have been taking any such measures in 1987 to combat crime in the police station areas falling within the Durban North constituency; if not, why not; if so, (i) what measures and (ii) with what result?

The MINISTER OF LAW AND ORDER:

(a) and (b) Yes.

(i) and (ii) Continuous crime prevention actions which form an integral part of policing were carried out and yielded satisfactory results.

Vusumuzi Khanyile, Detention of

*6. Mr J J WALSH asked the Minister of Law and Order:

(1) Whether a certain person, whose name has been furnished to the South African Police for the purpose of the Minister's reply, was detained by the Police in or about December 1986; if so, (a) on what date, (b) where, (c) why, (d) in terms of what statutory provision, (e) where is he being held and (f) what is his name;

(2) whether the relatives of this person were informed of his detention; if not, why not; if so, on what date;

(3) whether this person has been allowed to receive any visitors; if not, why not; if so, (a) how often is he allowed to receive visitors and (b) who is allowed to visit him;

(4) whether any complaints and/or representations have been received from this person regarding the conditions of or reasons for his detention; if so, what was the (a) nature of the complaints and/or representations and (b) response thereto;

(5) whether any charges are being investigated against this person; if so, in terms of what statutory provision?

†The MINISTER OF LAW AND ORDER:

(1) Yes.

(a) 12 December 1986.

(b) Soweto.

(c) Because his conduct threatened the safety of the public and the public order.

(d) Regulation 3 of the Emergency Regulations as promulgated on 12 June 1986 in terms of the Public Safety Act, 1953.

(e) I do not consider it in the public interest to furnish information of this nature.

(f) Vusumuzi Khanyile.

(2) Yes, on 12 December 1986.

(3) Yes.

(a) One visit every 14 days.

(b) His son and his attorney.

Yes.

(a) and (b) The detainee contested the legality of the reasons for his detention and applied for an interdict, which was dismissed with costs.

Yes, a contravention of section 54 (2) of the Internal Security Act, 74 of 1982—Subversion, and a contravention of section 56 (1) (a) of the Internal Security Act, Act 74 of 1982—Promoting the aims of an unlawful organisation.

Wheeler's Farm: squatters

*7. Mr J H VAN DER MERWE asked the Minister of Constitutional Development and Planning:†

(1) (a) How many Blacks are living in the squatter town at Wheeler's Farm in Walkerville at present, (b) how many squatter structures have been erected there, (c) what services are provided there and (d) in respect of what date is this information furnished;

(2) whether it is the intention to move this town; if so, (a) when and (b) whereto; if not, what steps are envisaged in this connection?

The DEPUTY MINISTER OF DEVELOPMENT PLANNING:

(1) (a) The exact number could as yet not be determined, but it is estimated that approximately 7 000 blacks reside on Wheeler's Farm.

(b) 1 135 structures.

(c) (i) A borehole fitted a diesel

CAPE Times 5/8/87 (32)

Half-empty white college 'scandalous'

By ANTHONY JOHNSON
Political Correspondent

IT WAS "scandalous" that the white Cape Town Teacher's College in Mowbray was almost half empty when colleges for blacks were "bursting at the seams" and turning away potential teachers, Mr Jan van Eck (PFP Claremont) said yesterday.

Speaking during the committee stage of the white own-affairs education and culture vote, Mr Van Eck said the 200 potential black teacher that were being turned away from the new training college in Khayelitsha could easily be accommodated in Mowbray college.

After the Mowbray TTC board had decided to open its door to all races, it approached the minister, but permission was refused.

"This is nothing more than white avarice, which greatly contributes to the deep and serious deterioration of race relations," Mr Van Eck said.

He said said the government's actions made nonsense of its declared reform policies.

Indeed, own-affairs education "perfected and completed" the apartheid ideology.

The government's actions clearly showed it had no intention getting rid of race discrimination.

CAPE Times 5/8/87

Expropriation to go ahead

Political Staff

THE government is not prepared to review its expropriation of the farm Holgat in the Bethel area — and the 3 000 members of the Magopa tribe who have lived there for years have no option but to accept resettlement elsewhere.

This was confirmed by Education and Development Aid Minister Gerrit Viljoen in a statement released in Parliament yesterday.

He said the Department of Education and Training needed the farm to develop the Bethel Secondary School at Holgat into an agricultural school.

Mr Viljoen said the farm had been the school's home for many years, and the existing buildings will be used as the nucleus for further development.

He stressed that the government was, in any event, not in favour of allowing a black community — such as the Magopas — to be established in an area not earmarked for such a purpose, and which did not conform with any official consolidation programme.

Cape Times 6/8/87 321

Parliament

School posts: Clase warns

By ANTHONY JOHNSON
Political Correspondent

SCHOOLS had begun to "seriously contemplate" whether education students from certain left-leaning universities and colleges should be by-passed, the Minister of Education and Culture, Mr Piet Clase, said yesterday.

Speaking during the debate on his budget vote, Mr Clase said his department was aware of "attempts by radical elements to overthrow the current educational dispensation.

"We are conscious of the fact that not only leftist radicals from outside the system, but also groups and individuals within the system are actively undermining our educational principles.

"We are aware that students of education at certain universities and colleges are openly, but also often subtly, being brainwashed with information which gives a misrepresentation of the educational system in our schools.

"Not only is the structure of white education attacked, but teaching methods, text books and syllabi too come under fire.

"These students are indoctrinated to believe that so-called alternative education is the panacea for the educational problems of our country."

Mr Clase said authorities at these universities should ask themselves whether they were satisfied with the quality of tuition offered by their faculties.

"When considering candidates for appointment, management bodies of schools are seriously contemplating whether the products of some institutions should not be avoided, rather than appointed," he said.

Defending teachers' right to agitate

(32) South 13-19/8/87

THE year 1985 was an extraordinary year, characterised by mass protest against oppression. Schools were not exempt from this. In fact, they proved to be primary sites of struggle. Notwithstanding severe State repression, the Western Cape Teachers' Union (Wectu) was formed out of the need to give shape to a new and fierce teacher militancy in schools and "to struggle for a unitary, non-racial, non-sexist, democratic and free education system on all levels, and compulsory education at primary and secondary levels as part of of our struggle for a non-racial South Africa, free from exploitation and oppression". Here members of the executive look at Wectu's past and the road ahead.

WECTU is a living monument to teachers and leaders of the people like Matthew Goniwe, Fort Calata and Sicelo Mhlawuli.

The union is engaged in a struggle with apartheid education and an ideology that is geared to reduce pupils and parents to unthinking, unquestioning servants of the State.

Violated

It was a direct result of this penetrating and critical approach to education practised in schools that motivated Wectu to make a call on its members to refuse to administer examinations at the end of 1985. These exams violated every fundamental principle of sound education.

Pupils, teachers, leaders in education, parents and the broader community repeatedly requested that the exams be postponed in order to give pupils and teachers a reasonable time to prepare.

At schools like Harold Cressy, the staff, pupils and parents decided unanimously that they would not participate in such a farce.

However, Carter Ebrahim decided to force the exams and thus his will upon the community.

As it turned out, the courts ruled that the Department of Education and Culture was fully justified in pressing on with the exams and, in so doing, negated every fundamental educational principle involved in the community's rejection of the examination.

Several teachers who refused to be involved with the exams were suspended. Promotions were withheld from others, senior teachers were demoted, subsidies were withdrawn, teachers were detained and 73 teachers were charged with misconduct.

Protest

On January 14, 1986 hundreds of teachers gathered outside the DEC head-office in Roeland Street and demanded that all suspended teachers be summarily reappointed to their posts.

Under this pressure, the Department temporarily suspended its persecution and reinstated the teachers. But the charges of misconduct were not withdrawn.

In February/March, under extreme pressure from the Bonteheuwel Inter-Schools Congress (Bisco), the Department gave pupils the assurance that they would be promoted even though they had not written the final exams in 1985 — the same Department which now, 18 months later, is persecuting teachers who on the basis of moral conviction refused to administer those farcical final examinations of 1985.

In April of this year the Department decided — no doubt in the light of the relative "quiet" at schools and secure in the knowledge that a third State of Emergency was on its way — to resume the "cases" against the 73 teachers and notified them accordingly.



Phillip Tobias ... one of the 73 teachers charged with misconduct

Wectu immediately responded by having the issue vigorously debated on a regional level and at general meetings. Out of this arose the decision to engage the best legal defence team available to help withstand the Department's attack.

Thousands of pamphlets were put out to the community explaining the issue and condemning the charges. Then, on July 16, mass-meeting at the Samaj Centre was held, attracting 1 500 people who to a person resolved that the charges must be dropped. Unqualified support was pledged by a wide spectrum of organisations, including the UDF and Sacos. The Cosatu national executive took time off from their important national congress in Johannesburg to send a message of support to Wectu.

Demand

Then on July 20, 2 500 to 3 000 teachers, pupils, parents and community leaders gathered in Wynberg to demand that the charges against teachers be dropped. Since then the presiding officer has agreed not to proceed with the next case until the verdict on Philip Tobias is handed down.

Last week, Wectu put out 80 000 pamphlets addressed to parents explaining what happened on July 20.

This was done because a fundamental principle underlying Wectu is that ultimately it is answerable to the community.

Wectu has from the start asserted that the 73 are not guilty. Wectu also believes that the hearings are an attack on the entire progressive teachers' movement and the broader oppressed commmunity, too.

As an educator, it is a teacher's inalienable right to agitate against any unsound educational practice. But there is no law or regulation in the teacher's condition of service that gives him or her the right to develop a critical point of view because he or she was never appointed in the first place to be anything else but passive and compliant — in short, to be submissive.

But it is our inalienable right which Wectu is determined at any cost to promulgate, defend and preserve.

What the immediate future holds is unclear — much depends on the verdict handed down to Philip Tobias. One thing is certain, however, thousands of teachers showed on two days — May 6 and July 20 — that the docile acceptance of State autocracy has finally ended. For good.

Kensington, Johan...

THE *Weekly Mail* has, in recent weeks, given extensive coverage to the ongoing crisis in education in the Western Cape. In particular, attention has been focussed on the Department of Education and Culture's (House of Representatives) prosecution of 73 teachers for their refusal to administer exams at the end of 1985, and the community response to this "trial".

This case arises from a Wectu call not to administer these exams; the teachers concerned (with the exception of two) were Wectu members and all were acting in response to the organisation's call; the community response, both to the demonstration of July 20 and in terms of organisational support, has been addressed entirely to Wectu.

We find that your failure to mention Wectu's central role in this matter amounts to more than a chance omission.

Furthermore, your response to a published letter (July 31 to August 7 issue) which pointed out this glaring omission entirely overlooks the complaint made and amounts to trivialisation of the objection. Mr Molteno did not question coverage of events; he objected to your mystifying lack of a single mention of Wectu.

We would like to place on record our strongest objection to this negation by silence. In a time when mass resistance to the state is being well consolidated at an organisational level, we feel that this effective denial of an organisation by a respected national newspaper has serious implications, not only for us but for the whole democratic movement within this country.

If such a state of affairs continues, we shall be forced to reevaluate our policy of working fraternally with the *Weekly Mail*.

We would make any such change in policy with regret, but unhesitantly. — **Yousuf Gabru, Wectu chairperson, Crawford**

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120 white teachers might lose jobs

Staff Reporters

A TOTAL of 120 white teachers in the greater Cape Town area might lose their jobs because of dwindling pupil numbers, according to the Minister of Education and Culture in the Assembly, Mr Piet Clase.

The government's "own affairs" education policy, as represented by Mr Clase's statement, was later condemned by South African Teachers' Association (SATA) president Mr Richard Hawkins.

Replying in the Assembly yesterday to a question from Mr Ken Andrew (PFP Gardens), Mr Clase said the government anticipated that 67 teachers would lose their jobs in the Cape School Board area and a further 53 in the Parow School Board area.

Mr Hawkins, whose organization represents more than 5 000 Cape teachers, said that the situation underlined "the crazy logic of own affairs thinking".

Deplored 'huge waste'

"It makes no sense that a country crying out for qualified teachers is unable to give them jobs. We are talking about declaring fully qualified teachers redundant, which they are not, in broad terms."

He said SATA deplored the "huge waste in human and financial terms brought about by an apartheid-based 'own affairs' education system".

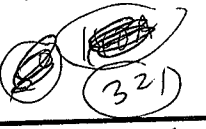
"We simply reiterate that 'own affairs' is detrimental to education," he said.

Replying to another question from Mr Ken Andrew (PFP Gardens), Mr Clase said it was not anticipated that other teachers would lose their jobs at the end of 1987 as a result of the implementation of revised pupil-teacher ratios.

Mr Clase could not say whether changes to such pupil-teacher ratios would take place, or how they might be phased in.

"The matter of ratios is being studied and no final decision in this regard has been taken yet," he said.

Johannesburg 7700. Tel: (021) [illegible] Wells Recruitment CT 292C



(321) W/mail 28/10/87

Teachers: Professionals or workers?

In the wake of a Neusa call for teachers to affiliate with trade unions, a debate has emerged on whether teachers are professionals or workers. By THAMI MKHWANAZI

ARE teachers workers — or are they professionals?

The debate has emerged in the wake of a recent call by the National Education Union of South Africa for teachers' organisations to affiliate to the Congress of South African Trade Unions.

Affiliation to Cosatu as a strategy to promote teacher unity was recommended at the Neusa national conference last month in Pietermaritzburg.

In an interview this week, the newly-elected Neusa treasurer, Aubrey Matshiqi, argued that teachers were workers in the South African context and not professionals.

Teachers, he said, did not play a supervisory role over their own jobs. He noted that while teachers trained for three or more years, they were dictated to by principals, inspectors and heads of education departments on how to approach their subject content, which methods to employ and which prescribed material they must use.

Unlike doctors and lawyers, who were not told how to go about practicing their professions by departments of health and justice, teachers did not enjoy professional autonomy.

But the president of the Transvaal United African Teachers Association, Leepile Taunyane, has taken a different view.

Teachers are professionals, he said, because they require qualifications in order to practice. But a worker could be hired without any qualification and trained on the job, as a semi-skilled and, later, a skilled worker before he becomes a fully-fledged artisan.

Teachers differed from other professionals, he said, in that doctors and lawyers were not only professionals but also enterpreneurs; whereas teachers were unfortunately "attached to a political situation", in that they worked under a government department headed by a minister of a particular political party.

All the same, Taunyane said his organisation had no qualms about Neusa's recommendation that groups affiliate to Cosatu.

"In fact this is nothing new," he said, as the African Teachers Association of South Africa, to which Tuata was affiliated, had met Cosatu, the National Education Crisis Committee and the United Democratic Front to "look into the role of teachers in the struggle for national liberation".

At the conference Neusa also adopted the Freedom Charter and recommended teachers affiliate to the UDF, work towards the formation of a single teachers' organisation and accept the principle of non-racialism as a basis for unity negotiations.

Tuata's Taunyane said his organisation "welcomed" Neusa's policy of non-racialism as a means for unity.

And Neusa's Matshiqui indicated the organisation would continue to organise teachers across the racially-defined departments of education. In so doing, it was laying the foundation for a non-racial and democratic South Africa.

Affiliation to the UDF, however, was not a strict rule for teacher unity, Matshiqi said. The organisation recognised that other teachers' bodies had taken a "non-sectarian" stand.

Still, he said, "we cherish our affiliation to the UDF in recognition that teachers, as members of the community, should identify themselves with community-based organisations".

On working towards a single teachers's body, Matshiqi said parallels could be drawn between the Cosatu mergers which resulted in the formation of single industrial unions and the formation of a single teachers' union.

Workers, he said, had to end the fragmentation of those who operated within the same industry.

Similarly, he said, there were individual "progressive teachers' bodies" which were fragmenting a common constituency, thereby weakening their bargaining power.

Welcoming Neusa's drive for teacher unity, UDF national treasurer, Azhar Cachalia, said teachers were less united than any other sector. He said the formation of one teachers' union would assist them in challenging exploitative working conditions.

The UDF viewed the principles set out by Neusa as guidelines and not as conditions for discussing teacher unity. They should not be presented as stumbling blocks to unity but as an expression of a possible future direction, he said.

FOR THE RECORD ..... Plast wreaks now

Teachers' body set to adopt Freedom Charter

By CHRIS GUTUZA

THE Cape Teachers Professional Association (CTPA) and its mother body, the Union of Teachers' Association (UTASA), are set to adopt the Freedom Charter.

This will bring them in line with extra-parliamentary groupings like the United Democratic Front (UDF) and the Congress of South African Trade Unions (Cosatu).

At its AGM in Bellville last weekend, Utasa was strongly urged by its president, Mr Franklin Sonn, to study the Charter for adoption.

If Utasa adopts the Charter, it will be a mere formality for the CTPA to take a similar decision.

Speaking at the AGM, Sonn said all Utasa members said the possible adoption of the Charter should be discussed by all regional and provincial structures.

He said the Charter outlined the reasonable objectives of the oppressed and only the prejudiced would interpret this in a narrow way.

The Charter was a broadly defined document which the ANC still held as the foundation of the struggle.

Speaking about the recent Dakar talks which he and CTPA vice-president Randall van den Heever attended, he said:

"I found the ANC delegation to be reasonable people with whom Utasa had no quarrel, in principle.

Reasonable

"The ANC had a long and dignified history of peaceful struggle. All their peaceful efforts were rebuffed by the government. To that extent they were in fact driven to the armed struggle," said Sonn.

He slated Labour Party MP's whom, he said, were blatantly interfering in sensitive professional matters.

"They are clearly seeking patronage for their party by making party-political selections for promotion posts," said Sonn.

Gifted candidates who deserved promotion on merit were overlooked in favour of party members. This had a devastating effect on the morale and standard of the profession.

Guest speaker Mr Ebrahim Patel, the president of the South African Rugby Union, said sportsmen and teachers alike were fighting oppression to attain a nonracial democracy.

Patel affirmed his union's support for Utasa, saying progressive organisations should work together instead of becoming tin castles in their bid to retain absolute autonomy.

It did not take courage or genius to propogate non-racial sport.

"Many years ago we were forced to look where we were heading! It suited the intellectual climate to support nonracialism and, in effect, it became a slogan rather than a conviction. It became fashionable to be non-racial and the badge was worn by all.

"We found we had to reject apartheid because it is evil and not morally justifiable," Patel said.

Three teachers colleges to be closed

Political Staff

WHITE teacher training in the Cape is to take place at three colleges in future, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, announced yesterday.

Another three colleges, including two in the Western Cape, are to be closed down.

Initial teacher training at institutions under the jurisdiction of the Cape Education Department will in future take place only at the Wellington College (Afrikaans medium), the Cape Town Teachers' College (English medium) and the Port Elizabeth College of Education (Afrikaans and English medium).

The pre-primary training at Barkly House in Cape Town is to be transferred to the Cape Town Teachers' College and the Wellington College, and the Paarl College is to be merged with the Wellington College.

Mr Clase has already announced that the Oudtshoorn Training College is to be closed down and its facilities taken over by the Defence Force.

His department is negotiating with the Defence Force about the take-over and use of the buildings to be vacated at Paarl College, which is to be closed down at the end of 1989.

In a second statement yesterday, Mr Clase said the provision of education for whites in South Africa had reached the same phase in its development as Western countries had been experiencing since the seventies and had necessitated adjustments.

"Furthermore, the decline in the growth of mainly the white population and also the value of the monetary unit and state of the country's economy make it imperative that monetary allocations be curtailed and sustained greater cost effectiveness be achieved.

"Such measures are not only accountable but, if approached correctly, may even prove to be beneficial to education."

In practice, rationalization entailed the inevitable closure of specific schools and colleges of education, a decrease in teaching posts, a restriction in the growth of universities and the effective and optimal use of existing accommodation and facilities.

Open teachers' colleges to all, says PFP

Own Correspondent

PORT ELIZABETH. — The opening of white teachers' training colleges to all races was "a winnable issue in the medium term", MP for Gardens Mr Ken Andrew told the Cape congress of the PFP on Saturday.

Mr Andrew, who is the PFP spokesman on Education and Training, said 1986 figures showed that if only the available space at white training colleges was made available for blacks, the number of black teachers being trained would increase by 50%.

Mr Andrew said what was illogical was that teachers of all races studied together at all universities and did their practice teaching at government schools. This meant that sometimes blacks did their practice teaching at white schools.

Matric subject

On the question of the teaching of African languages at white schools, Mr Andrew said there were more than a quarter-of-a-million white children studying African languages at present.

If black teachers were allowed to instruct them at government schools, far more children would be able to learn an African language and it could become a matric subject at schools.

A motion calling on the government to allow black teachers at white schools, and to ensure that all white primary children received at least some education in a black language, was passed unanimously.

Congress also rejected the conditions placed by government on universities in respect of subsidies, as this was an encroachment on university autonomy and academic freedom.

FCI confirms support for Margo tax proposal

Daily Dispatch Correspondent

BLOEMFONTEIN — The Federated Chamber of Industries (FCI) has confirmed its broad support for the Margo tax proposal.

In contrast to Assocom, which rejected most of Margo's recommendations, the FCI last month supported the main package, including the introduction of a Comprehensive Business Tax (CBT).

At its annual meeting here this week, the FCI executive council reaffirmed the movement's stand on the report. It said the support was dependant on the Margo package being introduced as whole, including significant reduction in the rate of GST and of personal and company taxes.

The FCI president, Mr Hugo Snyckers, confirmed yesterday that some regional chambers disagreed with Margo's proposals but said the FCI's stand was taken on a majority basis.

He said the executive council, which met in private, did not discuss a possible merger with Assocom.

FCI delegates were told at the meeting that the Finance Department's "secret" budget plan is part of a concerted government effort to reduce state spending.

The Public Finance Director in the Department of Finance, Mr Vivian Solomon, confirmed the existence of the five-year plan disclosed last month by the Minister of Finance, Mr Barend du Plessis.

He said this year's main Budget was the first to be tied into the plan, developed by the Central Economic Advisory Service.

Mr Solomon described state spending growth as disquieting, particularly the tendency to concentrate spending in non-productive areas.

A statement released at the meeting said the considerable improvement in economic conditions anticipated at the end of 1986 had not materialised, according to an economic review by the South African Federated Chamber of Industries.

The statement said mixed signals as to the state of the economy are being received.

Growth rate expectations are scaled down from 3-3,5 per cent to 2,5 per cent. While the inflation rate remains at levels well above South Africa's main trading partners, although a declining trend is evident.

Unemployment has declined only marginally since the downturn in the business cycle bottomed out during early 1986.

The balance of payments maintained a surplus and government expenditure was well above the budgeted amount, while revenues were lower than budgeted.

A deficit before borrowing of nearly R10-billion is now expected for the year.

Draft legislation to revamp white education

Govt in secret bid to clamp teachers' political activities

Political Staff

DURBAN — The Government is moving secretly to place a major clamp on the political activities of teachers.

This follows the on-going controversy over attempts by the Conservative Party and National Party to win support in the profession.

The battle spilled into the open with recent claims by Mr Albert Nothnagel (NP, Innesdal) about racialism being taught in some classrooms.

The Government move is contained in comprehensive draft legislation revamping white education, which the Minister of white education, Mr Piet Clase, is trying to keep secret.

The Star correspondent has obtained a copy of the legislation.

In terms of the planned law, teachers will be able to be members of political parties — but their role will be limited.

It states that a teacher "may not express himself in public, the public Press, or at a public meeting, on any matter which may further or prejudice the interests of a political party, or which may embarrass the Department of Education and Culture."

Neither may a teacher act as a chairman at a political meeting, 'nor help draft or cause to be drafted, publish or deliver a speech to the furtherance or prejudice of the interests of a political party or organisation with political aims'.

The penalties for contravention could be severe. Recommended for these, as well as other infractions, are: a warning or reprimand, a fine not exceeding R2 000, transfer, salary or rank reduction, or discharge or a demand for resignation.

Mr Roger Burrows, MP and Progressive Federal Party spokesman on education, said the legislation went far beyond what would be acceptable restrictions. It was totally unacceptable that teachers should put a party political viewpoint in the classroom.

"But to put a political view in public is the normal right of a citizen. We would have been pleased if the rules of misconduct covered incidents where teachers propagate racism or views likely to engender racial hostility in the classroom.

"The (draft legislation) does not even mention this, and this is the problem raised by Mr Nothnagel."

● See Page 11.

Moves to organise new teachers' union

Education Reporter

Seven teachers organisations have committed themselves to form one united, national teachers' union by the middle of 1988.

In a statement issued this week, the Steering Committee for Teacher Unity said the organisations had met in Johannesburg and had agreed on 10 principles for unity.

The organisations were: four regions of the National Education Union of South Africa (Neusa), the Democratic Teachers' Union (Detu), the East London Progressive Teachers' Union (ELPTU), Education for an Aware South Africa (Edasa), the Progressive Teachers' League (PTL), the Progressive Teachers' Union (PTU) and the Western Cape Teachers' Union (Wectu).

The new teachers' union will seek to unite and organise South African teachers and has invited all teachers and their organisations to become part of the initiative.

The aims of the unions will be to "establish a unitary, non-racial education system, to democratise schools, to end sexist practices in schools and to implement people's education".

Teachers slam gag move

PRETORIA — A large part of the organised teaching profession has objected to a draft Bill that further restricts teachers' political freedom.

The Bill, circulated for comment to the provincial education councils, is intended to consolidate the provincial education ordinances into one Act of Parliament.

One teacher said the Bill was slapdash.

A Transvaal Teachers' Association source said: "In its present form, it is a messy piece of lawmaking. It is a hotchpotch of various ordinances and we believe it will have to be drastically redrafted before being laid before the Assembly."

GERALD REILLY

Although most of the strictures limiting teachers' participation in politics was provided for in the provincial education ordinances, the draft includes others.

For instance, the source said, teachers publicly criticising or disagreeing with an Act of Parliament could be guilty of an offence.

The section dealing with the issue should be excluded from the legislation, the source said.

The Bill includes other provisions.

National teachers union to be launched

(321) 19/4/87 Sowetan

By NKOPANE MAKOBANE

SEVERAL teachers' organisations around the country have formed a steering committee to help form a national teachers' union by the middle of next year.

A spokesperson for the committee said the committee met in Johannesburg recently. She said the meeting took place against the background of State attacks on "progressive teachers and their organisations".

Organisations represented at the meeting were the East London Progressive Teachers' Union (Elttu), the Democratic Teachers' Union (Detu), Education for an Aware South Africa (Edasa), Progressive Teachers' League (PTL), the Progressive Teachers' Union (PTU), the Western Cape Teachers' Union (Wectu) and the National Education Union of South Africa (Neusa).

The spokesperson said the meeting recognised that many teachers were not part of the new initiative yet.

The meeting agreed on 10 principles for unity. They are:

- Unite, mobilise and politicise teachers;
- Promote a national peoples' culture;
- Clarify the concept of and to implement and promote people's education;
- Struggle for a unitary democratic, compulsory and free education for all in a non-racial South Africa free from exploitation;
- Actively promote democratic control over the education system by parents and students;
- Reject participation in reactionary structures which have been created by the State to perpetuate the status quo;
- Educate teachers about their rights and to fight for their rights and interests of all teachers in schools;
- Involve teachers in the progressive struggles of the people;
- Work towards eradicating all sexist practices in schools; and
- Work towards the principles and practices of non-racial sport.

Teachers' pay gap is closing

Further adjustments to eliminate salary disparities between male and female educators have been approved to take effect from November 1, the Minister of National Education, Mr F W de Klerk, said in Pretoria (32-11).

He said the dispensation for universities, technikons and the rest of the education sector would also be adjusted "to create better opportunities for career advancement". — Sapa.

(321) C/Press 22/11/87

Huge teacher body planned

By STAN MHLONGO

A MASSIVE teachers' organisation will be launched next year in a bid to unite all South African teachers under one body.

This decision was taken at a meeting in Johannesburg by 10 major teachers' organisations at the weekend.

The organisations are: Democratic Teachers' Union; East London Progressive Teachers' Union; Education for an Aware South Africa; Progressive Teachers' League; Progressive Teachers' Union; Western Cape Teachers' Union and the Natal, Southern Transvaal, Free State and Northern Transvaal branches of National Education Union of South Africa.

A spokesman said the meeting took place in the context of the ongoing attacks on progressive teachers and their organisations.

A spokesman for the steering committee for Teacher Unity, Angie Ramorola, said the purpose of the meeting was to establish a unitary, non-racial education system.

"The organisation took a decision that schools need to be democratised, sexist practices in schools must stop and there is a need for relevant education to be implemented," she said.

The meeting also invited all teachers and teacher organisations to become part of the new teachers' union.

321 Sowetan Nov 26 - Dec 3 '87

May launch for new teachers union

A NEW teachers' organisation which hopes to represent most progressive teachers throughout the country, will be formed next year.

The new organisation will bring together the Western Cape Teachers Union (Wectu), the Democratic Teachers Union (Detu) and Education for an Aware South Africa (Edasa), the Transvaal-based Progressive Teachers Union, the Progressive Teachers League, the East London Progressive Teachers Union and the National Education Union of South Africa (Neusa).

Wectu president Yusuf Gabru said talks between the teachers organisations had started last year. Some other organisations might join before the launch in May.

"The organisation involves about 10 000 teachers but we are calling all teachers and their organisations to join us in this initiative."

Cosatu

"Once we have formed one union, we will decide on other issues like our relationship to Cosatu. Most of the organisations involved are affiliates of the National Education Crisis Committee which is fully aware of the talks," Gabru said.

In a joint statement, the three Western Cape organisations said there was an ongoing crisis in education, continuing attacks on student organisations and victimisation of progressive teachers.

The new organisation will aim to "unite, mobilise and politicise all teachers".

It will "fight sexist practices in schools" and "work towards non-racialism in sport".

The organisation will "reject participation in reactionary structures".

W Mail 27/11-3/12/87 3.21

Teacher unity moves runs into a double-meeting snag

By THAMI MKHWANAZI

TEACHER organisations working towards a single, national teachers' union have run into a snag — with two meetings this month attended by two entirely different groups of teachers, and a prime mover in the project apparently holding itself aloof from both.

The moves for unity followed a call by the non-racial National Education Union of South Africa at its fifth national conference in September. Interviewed after the conference, Neusa national treasurer Aubrey Matshiqi warned against the danger of individual "progressive" teachers' organisations fragmenting a common constituency, thereby weakening their bargaining power.

Barely two months later, seven "progressive" teachers' groups met at the University of the Witwatersrand and committed themselves to form one united, national teachers's union by the middle of 1988. The meeting was a follow-up to an earlier conference held at the same venue early in October.

According to steering committee member, Neusa's Angie Ramorola, both meetings for the "new initiative" were hosted by the National Education Crisis Committee in response to an NECC call for teacher unity at the organisation's consultative conference in September.

Although three Neusa-affiliated regional bodies attended the meeting this month at Wits, the national executive did not. The presence of delegates from Neusa affiliates in the Northern Transvaal, the Orange Free State and the Southern Transvaal did not have the sanction of Neusa's national executive — even though Matshiqi had called the initiative "a move in the right direction".

Delegates came from non-racial organisations: the (black) Democratic Teachers' Union representing a range of regions (Western Cape), the (black) East London Progressive Teachers' Union, the (white) Education for an Aware South Africa (Western Cape), Progressive Teachers' League (Indian, Johannesburg), (coloured) Western Cape Teachers' Union and (coloured) Progressive Teachers' Union (Johannesburg).

Asked whether the proposed national union would be Neusa, Ramorola said "not necessarily", as many teachers' bodies with mass membership were not Neusa affiliates.

The meeting called upon individual teachers' groups to disband in order to form a new national union.

At the meeting delegates resolved the proposed teachers' union would be an "integral part" of the progressive movement. It would strive for the establishment of a unitary, non-racial education system and the ultimate implementation of "people's education".

The meeting agreed on 10 principles of teacher unity:

- to struggle for the realisation of a unitary democratic, compulsory and free education for all in a non-racial South Africa
- the active promotion of democratic control over the education system by parents and students
- to unite, mobilise and politicise teachers
- to clarify the concept of and to implement and promote "people's education
- to educate teachers about their rights
- to involve teachers in the "progressive struggles of the people"
- the rejection of any participation in "reactionary structures created by the state in order to perpetuate the status quo"
- to strive to eradicate sexist practicises in schools
- to promote and participate in non-racial sport and
- to promote a "national peoples' culture".

A week later, seven national and regional teachers' groups met in Johannesburg at the invitation of the African Teachers' Association of South Africa to find a basis for teacher unity to culminate in the establishment of a single national union.

At the meeting held in Johannesburg's Victoria Hotel in mid-November, the Joint Council of Teachers' Associations of South Africa's Charter for teacher unity was used as a basis for discussion.

According to the charter, "all associations ... prepared to pledge themselves" to its principles "may be joined together in one union".

Some of the topics covered during the meeting were the structure of a unitary teaching body, a single ministry of education and local autonomy, educational facilities as well as culturally and group-based schools.

Neusa was invited but did not attend. Those who did — which, along with Atasa, represented a range of regions and all races, were: the (Indian) Teachers' Association of South Africa, the (coloured) Union of Teachers' Associations of South Africa; the (white) Transvaal Teachers' Association, the Suid Afrikaanse Onderwysunie, the Natalse Onderwysunie, the Onderwysunie van die Orange Vrystaat and the (white) Natal Teachers' Society.

Parity for women teachers

Bloody

GERALD REILLY

PRETORIA — All discrimination against women teachers should be eliminated as speedily as possible, Federal Teachers' Council (TFC) chairman Dudley Schroeder said yesterday.

He was reacting to an announcement this week by Education and Culture Minister Piet Clase of increased benefits for some teachers from November 1. Schroeder said specific problem areas were alleviated and indications were that progress was being made with the implementation of full parity for women teachers.

The announcement of salary parity on post level 1 (teachers) for women who had five years or more of recognised training meant a start had been made with phasing in parity for teachers who were not in promotion posts. "Most women are, however, in category D and lower and full parity on post level 1 is the ultimate objective to which the TFC is committted."

Call for teacher unity

(321)

EDUCATIONALIST Dr Ken Hartshorne last night called on teachers' associations to work towards greater unity and a stronger common purpose for a non-racial, democratic SA.

Hartshorne, an education consultant for the Wits Centre for Continuing Education, was delivering the main address at Wits University's education faculty graduation ceremony.

He said without teachers' active, united involvement in the process towards post-apartheid education, the relevance, quality and even feasibility of such education would be at serious risk.

There were grave limitations on the individual teacher's influence — responsibility lay with the teaching profession.

B Day ROGER SMITH 15/12/87

Teachers have to decide whether they stood for the continuation of apartheid or whether they were genuinely committed to an equitable society in SA.

He said teachers should not seek refuge in, or fall for, the spurious plea that politics must be kept out of education.

"We would be wiser to accept politics is indeed in education and help learners through a better understanding of political issues and forces, through the application of critical thinking and comparative approaches, at least to adopt a better informed stance."

TEACHERS - GENERAL

JAN - DEC 1988

ARGUS 13/1/88

Call for open teacher colleges

The Argus Correspondent

JOHANNESBURG. — Taxpayers would save R40-million if the Government allowed black trainee teachers to take up empty seats in white colleges and scaled down plans to build "blacks-only" facilites.

This is one of the findings of a study "Race against the ratios: The why and how of desegregating teacher training" by Ms Vanessa Gaydon of the South African Institute of Race Relations published this week.

Ms Gaydon noted the Government accepted that inferior black education was a severe obstacle to political stability and economic growth. It had increased spending on black education, including teacher training, and was committed to achieving equality between the races.

Essential to this was eliminating the African teacher backlog and upgrading their qualifications.

Dramatic increase

Following a dramatic increase in the number of African teachers, in 1985 the African teacher-pupil ratio was 1 to 41,2, while in white schools it was 1 to 18,6.

The De Lange Commission, the institute recalled, said that if a teacher-pupil ratio of 1 to 30 for all races was to be achieved by the year 2000, the number of African teachers in all areas, including the independent states, would have to increase to 239 943, compelling black colleges to produce 7 200 new teachers a year.

It felt that to achieve this ratio, 10 875 new teachers were needed a year and about 313 000 by 2000.

"This suggests that the present rate of training, although vastly increased, will still fail to eliminate the backlog in teacher nembers by 1996 (the DET's target date for acheiving parity) and 2000 (the De Lange report's date).

"The disparity will then admittedly be relatively small, but, because the present rate of training falls short by 375 teachers a year, the backlog will continue to widen after 2000 putting parity further out of reach."

No further capacity

The institute felt the De Lange Commission underestimated the demand for teachers because its projections for pupil numbers by 2000 were conservative. By 2000, Ms Gaydon said, there would be nearly 9,4 million African pupils; a growth of about 60 percent on the present figure.

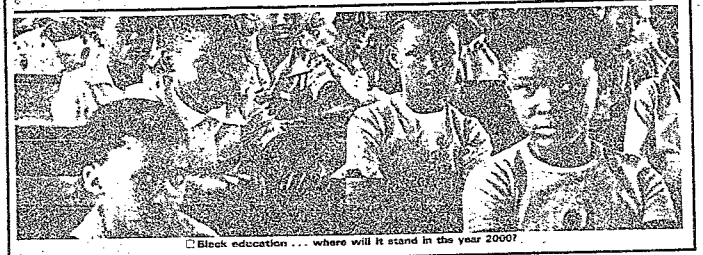
There were 17 white teacher training colleges in 1987 — with 2 841 vacancies, a fifth of their capacity. Existing African colleges of education had no further capacity for students.

The DET plans to spend R73,3-million to build facilites for 9 050 new black students, to be completed in 1992. More than 25 percent of these students could be accommodated immediately at white colleges at minimal costs, saving the state R40-million on building costs.

By 1985 there were 59 African colleges producing 10 500 teachers a year, the report said. But the institute

Integrated teacher training 'is the key'

ROGER SMITH



□ Black education ... where will it stand in the year 2000?

BLACK trainee teachers must be given access to the facilities and qualified teaching staff of the white education system if the inferiority of black education is not to be perpetuated.

This is the conclusion of a report by the SA Institute of Race Relations (SAIRR), "Race Against Ratios", by former SAIRR research assistant Vanessa Gaydon.

The report, released yesterday, says racial parity in teacher/pupil ratios might not be achieved by the year 2000, and parity in teacher qualifications not until well beyond that.

It outlines strategies which could be adopted to force government to accept the incremental introduction of integrated teacher training.

In examining black teacher training it found that although the number of black teachers increased by a dramatic 44% — from 95 501 to 137 522 — between 1980 and 1984, there was still a severe shortage of black teachers.

In 1985 the black teacher/pupil ratio was 1 to 41,2 — still more than double that in white schools (1 to 18,6).

Existing black colleges of education have no further capacity to train new teachers.

At the same time, demographic trends show a constant rise in the black share of total pupil numbers. Before 1950, more than 50% of the total school population was white, but by 1984 whites had dwindled to 12,6%, while blacks had increased to 74,5%.

These trends entail an increase in future black education needs.

The expected growth in the school population by more than 60% by the year 2000 implies that education resources will have to be increased at the same rate merely to preserve present inequalities.

This suggests the present rate of training, although vastly increased, will still fail to eliminate the backlog in teacher numbers by that time.

Because the present rate of training falls short of the required one by some 375 teachers a year the backlog will continue to widen after the year 2000, putting parity further out of reach.

Parity can be achieved only if additional black training facilities are created.

Government's planned extensions at existing black teachers' training colleges would have only a marginal effect on the backlog.

The report highlights deficiencies in the quality of black teacher training.

In July, 1986, Development Aid Minister Dr Gerrit Viljoen said that if matriculation plus three years of professional training was accepted as a minimum requirement for accreditation, 94,6% of teachers in his department were underqualified or had no qualifications.

Increasing sums are being spent on upgrading qualifications, but the report says progress has been extremely limited.

And even if the authorities do achieve parity in teacher qualifications, educationists doubt whether qualifications gained in the black education system are equal to those in the white system. They say student teachers and their teachers are products of an education system which government itself now acknowledges to be inferior.

It has been alleged many teachers trained at black colleges have reading ages of as low as eight years old.

At the same time, the report points to the under-utilisation of white, coloured and Indian training colleges.

In 1986 about 20% of the places at white colleges were not used.

If these places had been used to train black teachers, the number being trained would have increased by almost 10%, from 27 613 to 30 296.

With the Department of Education and Training (DET) estimating the cost of building a new college with a capacity of 200 at about R15,5m, the report says the use of white vacancies could save government about R40m in capital expenditure.

In examining the potential for desegregating teacher training, the report found that although there were significant obstacles, there was nevertheless considerable scope for action to achieve limited but significant integration.

It says a government retreat from segregation is likely only if it faces objective demands for change as well as pressure from influential groups.

There is considerable objective pressure on segregated teacher training. Government has acknowledged an inferior black education system is a severe obstacle to political stability and economic growth.

It has thus committed itself to racial parity in education.

However, despite government efforts including substantial increases in spending on black teacher training, racial parity may not be achieved before the year 2000.

At the same time as the DET is planning to spend more than R75m on capital outlay to build new segregated black training facilities, white colleges with their sophisticated infrastructure and skilled training staff are increasingly lying idle.

This has obvious implications for government and the taxpayer.

Either white education spending will have to be curtailed sharply, or attempts to achieve racial parity, in segregated systems, will place increasingly severe demands on tax revenues.

In outlining strategies that influential groups might use to force desegregation of teacher training facilities, the report argues the impetus to integration will grow if private resources are used to introduce it ahead of government policy.

Options here include the expansion of university-run training courses at white colleges and conscious efforts to increase black enrolment there; the use of private resources to finance black training in unused white colleges or in spare capacity at these colleges; and financial support for state colleges which wish to open to all races ahead of government approval.

If government attempted to block such options, integration would have to be pursued through the creation of privately funded colleges or by the expansion of the universities' role.

Pressure for integration can come from business and university representatives on college councils and through lobbying of the parliamentary standing committee on national education.

The report says efforts should centre on persuading the authorities not to obstruct efforts towards integration, noting government's apparent willingness to allow private initiatives to introduce non-racial education.

Reform efforts should concentrate on limited but attainable goals which would nevertheless be compatible with black demands: the transfer of college control to the universities fits this description, but if it proves unattainable the various private options would also not entail acceptance of racial restrictions.

If government introduces permits and quotas for black students at white colleges, the report argues these would provide new openings and challenges to reformers to use the space provided to strengthen momentum towards desegregation.

(321) b/day 2/2/88

April deadline for govt

Urgent call to close 11% gap in pay for teachers

CAPE TOWN — The Teachers' Federal Council yesterday called on government to close the gap in salaries between the education sector and the rest of the public sector before April 1.

TFC chairman Dudley Schroeder warned his council and its eight member associations "could no longer tolerate this state of affairs" and said the TFC would "have to distance itself completely" from the way in which government handled teachers' salaries if satisfactory results were not achieved.

At a media conference here, Schroeder said during September and October 1987, an independent firm of consultants had undertaken a comprehensive investigation into the salary position of the education sector in comparison with that of the private and public sectors.

This had proved that since 1984 the education sector had built up a salary backlog of at least 11% compared with the rest of the public sector, and lagged behind the private sector by at least 30%.

Schroeder said this backlog conflicted with declared government policies and although "the TFC did not begrudge the public sector what it enjoyed, it regarded the present state of affairs as being unfair and unacceptable".

Schroeder said the 11% backlog was "non-negotiable" for the April 1 deadline and that teachers should also share in the general increases, which should relate to the rate of inflation.

Asked what steps the TFC would take should government not grant these increases, members gave the assurance that nothing would be done to prejudice "children at school", but also warned that a "complete strategy had been worked out". — Sapa.

Rumour worries teacher trainers

Star 2/2/88 (321)

By Zenaide Vendeiro, Education Reporter

Persistent rumours that the Government intends transferring the teacher training functions of universities to segregated teacher training colleges is causing great consternation in liberal education circles.

Teacher trainers believe the plan — which entails supervision of teacher training colleges by the conservative education department at the University of South Africa (Unisa) — is fairly well advanced.

However, the "white" Department of Education and Culture would say only that it "does not comment on rumours".

Should it materialise, charge progressive educationists, the plan would not only complete the segregation of teacher training facilities but would promote ideological indoctrination.

They would regard the move as retrogressive and damaging to the already battered status of the teaching profession.

The move would provoke most controversy at liberal universities such as Wits and Cape Town, where training for high school teachers is multiracial and "open-ended", placing emphasis on the "fulfilment and creative expansion" of pupils.

In contrast, Unisa's education department is felt to be "hard-line" on the conservative Afrikaner philosophy of education, Christian National Education (CNE).

Said a lecturer at Wits: "They subscribe to the 'fundamental pedagogics' theory which considers a child to be a deficient adult and stresses the authority and control aim of education."

No one is able to pinpoint the source of the rumours which, according to Professor David Freer, dean of the Wits Faculty of Education, have been "floating around for some time".

"I have been reassured that the Government will not change existing arrangements between universities and colleges," he said.

Professor J P de Lange, considered to be the person most likely to know of the pending changes to policy, said he had had no indications "on an official basis" that teacher training was to be taken away from universities.

It would reverse the present policy of placing teacher training under the auspices of universities, said the former rector of the Rand Afrikaans University (RAU) and chairman of the De Lange investigation into education.

"I think this is the type of rumour that takes on a life of its own. The present policy has not even come to fruition. There are still colleges that are not fully developed, especially black colleges, which are not associated with universities."

Tough year for teachers

South 28/1 – 3/2/88

Last year teachers who opposed apartheid education were fired, demoted, detained, had subsidies withdrawn or were charged with misconduct. This year isn't going to be much better, although teachers are fighting back with the formation of a new teachers' union. MARC DOBSON reports.

TEACHERS who refuse to lie down and accept apartheid education are preparing themselves for a rough year.

As the education system sinks into even deeper crisis and the Cape Teachers' Professional Association (CTPA) accuses the Labour Party of "Broederbond" tactics, the fate of the progressive teacher is more precarious than ever.

Last year saw progressive teachers embroiled in a turbulent situation where promotions were withheld, senior teachers were demoted, subsidies were withdrawn, teachers were detained and 73 teachers were charged in court with misconduct.

In 1988 little will change. The victimisation of progressive teachers will continue in the months ahead, maintains Yusuf Gabru, president of the Western Cape Teachers Union (Wectu).

Wrath of the Department

The start of the new school year has once again focused attention on the punitive action taken against teachers who incur the wrath of the Department of Education and Culture (DEC) and the Department of Education and Training (DET). These teachers are either transferred to remote areas or switched to nearby schools and demoted.

This week, Peter Carelse, former principal of Glendale High School in Mitchells Plain, took up his new post as deputy-principal of Kleinvlei Primary School in Eerste River.

Carelse got off relatively lightly. Some teachers are faced with the option of uprooting their families and moving to rural outposts - or of giving up teaching altogether.

The latest casualty is Duke Ngcukana, acting principal of Langa High School who was transferred to Stutterheim in the Eastern Cape. This week Ngcukana was still undecided about whether he would take up the post or not. "The only thing I'm sure about is that I don't want to quit teaching," he said.

A severe loss of confidence in the education system and alleged manipulation of teaching posts by the Labour Party has forced progressive teachers to adopt an increasingly militant stance.

"We are entering 1988 with a very high level of anger," said Franklin Sonn, president of CTPA and UTASA (Union of Teachers Associations of South Africa).

CTPA attacked the Labour Party for allegedly using its influence to secure posts for teachers in exchange for patronage.

Labour Party

The organisation claimed that the Minister of Education and Culture often ignored the first choice of the school committee and appointed a person who carried the blessing of the Labour Party.

The CTPA accused the party of "clearly adopting the strategy of taking over school committees and loading Regional Boards with MPs and Labour Party sympathisers".

The organisation cited the case of Nic Wagenstroom, former principal of Chestnut Primary in Uitenhage, who found himself in the strange position this week of being a principal without a school.

He is still employed by the Department of Education and Culture, but has been given no school to teach at.

When Chestnut Primary was closed in 1985 its pupils were incorporated into two new primary schools. Mr Wagenstroom applied for the post of principal of the first new school.

He was found suitable for the post by the Selection Committee of the Department and was recommended as first candidate by the Port Elizabeth Regional Board of the Department of Education and Culture.

But, according to the CTPA, Wagenstroom had "committed the unpardonable sin in the eyes of the Labour Party" of having withdrawn Chestnut Primary from the "normal sport" school league in Uitenhage and joining up with the Sacos-affiliated Primary School Sports Association (SAPSSA).

After two rounds of applications, the Department of Education and Cultlture eventually appointed a teacher who had been found unacceptable during the first round of applications.

Wagenstroom then applied for the post of principal of the second primary school. The CTPA claimed that applications for this post were shelved for almost a year while the entire composition of the Regional Board was changed.

They further alleged that not only was Rev Allan Hendrickse a member of this board, but 13 of the 15 new board members were Labour Party supporters.

Wagenstroom did not get the post. He is still waiting for the Department to clarify his present status.

New teachers' union

However, there is some light at the end of the tunnel for progressive teachers.

This year will see the birth of a new progressive teachers' organisation that will bring together thousands of dissatisfied teachers belonging to Wectu, Detu (the Democratic Teachers' Union) and Edasa (Education for an Aware South Africa).

The new organisation will aim to "unite, mobilise and politicise all teachers".

(a) quotas have been abolished and policy regarding the admission of students of other population groups has been devolved to the respective councils which formulate their own policy in consultation with the Minister,

(b) the past year,

(c) the Minister, the Department of Education and Culture, and the technikons;

(2) no.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, can he then indicate to us whether if a particular technikon has restricted students to a particular class on a racial basis it is now the responsibility of the council of that particular technikon and not at all that of the Minister?

†The MINISTER: Mr Speaker, in reply to the hon member's supplementary question, the main question was whether quotas had been abolished or not. The reply to that is that the quotas have in fact been abolished and that each particular council will decide for itself on the admission of its students on a basis as agreed upon with the Minister. However, the quotas have been abolished.

Mr K M ANDREW: Mr Speaker, further arising out of the hon the Minister's reply, may I ask him whether any technikon councils have requested his permission to have open admission on the basis of merit as the policies of their technikons?

†The MINISTER: Mr Speaker, naturally all these discussions with rectors and councils of technikons were held on a confidential basis. We have reached agreement about the policy they proposed. This all took place in co-operation with one another and in the interests of the technikons themselves, just as the policy was formulated by the technikons themselves.

Mr R M BURROWS: Mr Speaker, further arising out of the hon the Minister's reply, have the restrictions on the admission of students of colour to the boarding establishments or hostels of technikons also been removed?

†The MINISTER: Mr Speaker, the hon member must have such a question placed on the Question Paper if he wishes. This particular question dealt only with the quotas for admission to technikons.

Mr K M ANDREW: Mr Speaker, further arising from the hon the Minister's replies, may I ask him whether, in respect of his reply before last, he is suggesting that the admission policies of technikons, as decided on by their councils in consultation with the Minister, are in fact private matters and that the public are not to be informed what those policies are?

†The MINISTER: Mr Speaker, in the nature of things it is, after all, the technikon itself that decides, according to the new arrangement, on the admission of its students, and if such technikon decides that it will make it public, it is quite within its rights to do so. However, I am just not going to do that on behalf of the technikons.

Teachers' associations: recognition

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

(1) Whether, with reference to his reply to Question No 4 on 2 June 1987, he or his Department has finalized guidelines for the recognition of teachers' associations; if so, what are these guidelines;

(2) whether, since his reply on 2 June 1987, these guidelines have again been submitted to any bodies for comment; if so, (a) to what bodies and (b) what is the closing date for comment;

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

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, you will be provided with a copy of the guidelines;

(2) no,

(a) and (b) fall away;

(3) no.

Universities: cuts in budgets

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

(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) Yes,

details of this nature are not made public before the budget has been approved;

(2) no.

For written reply:

General Affairs:

Locust control: amount spent

69. Mr R J LORIMER asked the Minister of Agriculture:

(a) What amount was spent on locust control during the latest specified period of 12 months for which figures are available and

(b) in respect of which areas was this amount spent?

The MINISTER OF AGRICULTURE:

(a) R4 985 000 during the 12 months ending 15 February 1988;

(b) In the magisterial districts of Colesberg, Noupoort, Middelburg, Graaff-Reinet, Jansenville, De Aar, Philipstown, Hanover, Richmond, Britstown, Williston, Fraserburg, Victoria-West, Carnarvon, Prieska, Kenhardt, Gordonia, Douglas, Hopetown, Barkly-West, Boshoff, Jacobsdal, Petrusburg, Koffiefontein, Fauresmith, Parys, Viljoenskroon, Bothaville and Bultfontein.

Publications produced

100. Mr P G SOAL asked the Deputy Minister of Information:

(1) (a) What total number of publications were produced by the Bureau for Information in 1987, (b) what was the title of each publication, (c) what was the total cost of producing these publications and (d) who printed each of these publications;

(2) whether the printing contract was put out to tender in respect of each of these publications; if not, why not; if so, (a) what companies submitted tenders in respect of each publication and (b) what was the amount of each tender?

The DEPUTY MINISTER OF INFORMATION:

(1) (a) The total number of publications produced by the Bureau for Information in 1987 was 96.

(b) The titles of the publications were:

Magazines:

1. South African Panorama
2. Suid-Afrikaanse Panorama
3. South African Digest
4. Suid-Afrikaanse Oorsig
5. Southern Africa Today

Ad hoc Publications:

6. Time of challenge and decision
7. Tyd van beslissing en uitdaging
8. This is South Africa
9. Dit is Suid-Afrika
10. Investment in people
11. Belegging in mense
12. Forward with confidence
13. Voorwaarts met vertroue
14. Tribute to SA Forces
15. Huldeblyk aan SA Magte
16. Tuynhuys (Engels)
17. Tuynhuys (Afrikaans)
18. Establishment of Black farmers
19. Vestiging van Swart boere
20. Bureau for Information
21. Buro vir Inligting
22. Jaarverslag/Annual Report
23. Peace, prosperity and self-determination
24. Vrede, voorspoed en selfbeskikking
25. South Africa: Profile
26. South Africa: Profile (reprint)
27. Group Areas Act
28. Wet op Groepsgebiede
29. The National State of Emergency
30. Die Nasionale Noodtoestand

which has been specially created for negotiation in this regard.

Teachers: general registration

*34. Mr R M BURROWS asked the Minister of National Education:

(1) Whether he or his Department has been involved in any discussions concerning the general registration of teachers; if not, why not; if so, (a) (i) with whom and (ii) on what dates were these discussions held and (b) what was the outcome in each case;

(2) whether he or his Department has taken any steps to promote the general registration of all teachers under a single registering authority; if not, why not; if so, (a) what steps, (b) what bodies or persons were involved and (c) what was the result;

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

The MINISTER OF NATIONAL EDUCATION [Reply laid upon the Table with leave of House]:

Since Question No 35 of 16 June 1987 the position is as follows:

(1) Yes.

(a) (i)	(ii)
Committee of Education Ministers	3 August 1987
Teachers' Federal Council	2 September 1987
Representatives of the Teachers' Federal Council and the Department of Education and Culture (House of Assembly)	14 September 1987
Teachers Association of South Africa	16 September 1987
Joint Committee of Education Ministers	6 November 1987
Teachers' Federal Council	3 December 1987
Teachers' Federal Council	21 January 1988

(b) The bodies in (a) support the establishment of a general registration body for teachers in principle.

(2) Yes.

(a) and (b) A draft Bill was made available for comment to the Teachers' Federal Council, the Teachers Association of South Africa, the African Teachers' Association of South Africa and the Union of Teachers' Associations of South Africa. The draft Bill was discussed with the Joint Committee of Education Ministers.

(c) The comments of the African Teachers' Association of South Africa and the Union of Teachers' Associations of South Africa are being awaited. The other bodies in (a) and (b) support the establishment of a general registration body for teachers in principle.

(3) No. Since the process of consultation has not yet been finalized, further details are not being disclosed.

Own Affairs:

Principal of Winburg High School: meeting of MP announced on intercom

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

(1) Whether the principal of a high school in the Orange Free State, the name of which has been furnished to the Minister's Department for the purposes of his reply, (a) gave information about a meeting of the local member of Parliament, (b) invited the pupils of certain classes to attend the meeting and (c) furnished information on where written invitations to the meeting could be collected, on or about 22 October 1987 by means of the school's intercom system; if so, (i) what is the name of the (aa) school and (bb) principal concerned, (ii) (aa) who requested the principal to give the above-mentioned information and (bb) of which political party is this person a member, (iii) under the auspices of which political party was this meeting held and (iv) what are the further particulars of the case;

(2) whether any action has been taken or is envisaged against the principal concerned; if not, why not; if so, (a) what action and (b) when;

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

The MINISTER OF EDUCATION AND CULTURE:

(1) (a), (b) and (c) yes,

(i) (aa) Winburg High School,

(bb) Mr J A M Volschenk,

The matter is currently being investigated by the Director of Education, OFS in accordance with the stipulations of the Ordinance:

(1) (ii) (aa), (1) (ii) (bb), (1) (iii) and (1) (iv) fall away;

(2) (a) and (b) fall away;

(3) yes, if necessary.

†Mr J H VAN DER MERWE: Mr Speaker, arising out of the hon the Minister's reply, if it is a fact — and the hon the Minister admits it — that this principal made political propaganda, does he intend taking disciplinary steps against him?

†The MINISTER: Mr Speaker, if the hon member had only listened carefully to what I said, he would not have needed to waste the House's time. I did say that the matter is being investigated at the present moment, after which we shall, if necessary, make a statement. I cannot furnish further answers at the present moment.

†Mr J H VAN DER MERWE: Mr Speaker, further arising from the hon the Minister's reply, he admitted in his reply that the event about which the question was put, did take place. Political propaganda was therefore made over the intercom. Can he tell us whether it was made for the NP and whether he envisages any action being taken in that connection?

Principal of Laerskool Sanddrift: election agent for NP

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

(1) Whether the principal of a school under the control of his Department, about whom particulars have been furnished to the Minister's Department for the purposes of his reply, acted as an election agent for a candidate of a political party during the general election for the House of Assembly in 1987; if so, (a) (i) who is the principal concerned and (ii) to which school is he attached and (b) to which political party does this candidate belong;

(2) whether any action has been taken or is envisaged against the principal concerned; if not, why not; if so, (a) what action and (b) when;

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

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) (i) Mr M H O Kloppers,

(ii) Laerskool Sanddrift,

(b) NP;

(2) the department is investigating this matter that has just come to its attention;

(3) Yes, if necessary.

†Mr J H VAN DER MERWE: Mr Speaker, arising out of the hon the Minister's reply, I want to ask him what action he intends taking apart from that which he has already mentioned, because it is quite clear from the replies to Questions one and two that teachers are actively misusing their school careers for the NP.

†The MINISTER: Mr Speaker, I shall let my reply suffice, but I should like to add that people who live in glass houses should not throw stones. [Interjections.]

Technikons: race quotas/restrictions

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

(1) Whether, with reference to his reply to Question No 3 on 2 September 1986 and Question No 7 on 16 June 1987, any amendment has been made since September 1986 or is intended to be made to the policy of race quotas or restrictions in regard to the admission of students to technikons; if not, why not; if so, (a) what is the present policy regarding such admissions, (b) when was the amendment made and (c) who participated in the decision to amend this policy;

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

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

DIP 1/3188 321

Men outnumbered

Women teachers outnumbered male teachers in South African schools by as much as two to one, says the Teachers Association of South Africa (Tasa).

For every 100 men there were 170 women teachers, Tasa said.

The only department where men outnumbered women was the Department of Education and Culture in the House of Delegates.

For every 100 men teachers there were only 83 women teachers.

The figures are: House of Assembly, 195 women for every 100 men; House of Delegates 83 women for every 100 men; House of Representatives, 155 for every 100 men; Department of Education and Training, 212 women for every 100 men and in the National States, 155 women teachers for every 100 men teachers.

the metal's behaviour. — LIZ ROUSE.

turnover of

Govt's salary freeze draws teacher anger

B/day 7/3/88 (32)

GERALD REILLY

PRETORIA — Teachers' anger at the salary freeze burst out at the weekend in a Teachers' Federal Council (TFC) statement strongly condemning government's inability to handle the salary problem.

TFC chairman Dudley Schroeder said the council was deeply concerned at the accelerating drain of high-level teachers into other occupations and the impact on teachers' morale of government's failure to get to grips with the problem.

National Education Minister F W De Klerk declined to comment on the statement at the weekend saying he would react after a further meeting with the TFC.

Schroeder said a huge backlog had developed in teachers' pay compared with other sectors. Delays in implementing occupation-specific adjustments were inexcusable.

Government had refused to commit itself to wiping out the backlog.

The R215m allocated for specific adjustments to the entire government sector was "a drop in the ocean". If the whole amount was used for increases for

● To Page 2

Govt's salary freeze draws teacher anger

● From Page 1

B/day 7/3/88 (32)

teachers, salaries would rise by only 3,5%, he said.

Schroeder said the council would in future co-operate in negotiating structures only if they were meaningful. Council condemned the pre-determined outcome of the recent meeting with President P W Botha and rejected it "in the strongest possible language".

Council had grave doubts about whether government-repeated assurances that education was a matter of priority and that standards would be maintained were still valid.

The council condemned the "disinformation and misrepresentation" which gave the impression that notch-increments were comparable with cost-of-living adjustments. The adjustments affected less than half the teacher corps.

(2) No

(a) Falls away

(b) Falls away

(c) Falls away

(d) Falls away

(3) No

Christmas cards sent out

608. Mr P G SOAL asked the Minister of Manpower:

(1) Whether (a) he and/or (b) his Department sent out Christmas cards in 1987; if so, (i) what total number of cards was printed, (ii) to whom were they sent, (iii) what was the total cost of producing and distributing these cards, and (iv) who was responsible for printing them, in each case;

(2) whether postage stamps were used to send out these Christmas cards; if not, how were they distributed?

The MINISTER OF MANPOWER:

(1) (a) yes

(i) 2 000 of which 621 are still at hand, to be used in the future.

(ii) To various organizations and people.

(iii) R5 888,52

(iv) Government Printer

(b) No
(i), (ii), (iii) and (iv) Fall away.

(2) Yes, but only in the case of cards sent abroad. In all other cases the cards were posted under the ministerial office stamp.

Unemployment insurance benefits: applications refused

632. Mr P G SOAL asked the Minister of Manpower:

Whether any persons who applied for unemployment insurance benefits in 1987 were refused; if so, how many in respect of each race group?

The MINISTER OF MANPOWER:

Yes, the applications of altogether 52 724 persons who applied for the different types of benefits in terms of the Unemployment Insurance Act during 1987, were refused.

The Fund does not differentiate between the various population groups and separate figures are therefore not available.

Own Affairs:

Johannesburg: accommodation units for aged Whites

8. Mr P G SOAL asked the Minister of Local Government, Housing and Works:

How many accommodation units for aged White persons were built in the Johannesburg municipal area with financial assistance from the State in 1987?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:

116 units

School buildings constructed: capital cost

36. Mr M J ELLIS asked the Minister of Local Government, Housing and Works:

(a) How many school buildings were constructed by his Department in 1987 and (b) what was the average capital cost of constructing these buildings?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:

(a) 7 school buildings have been completed.

(b) R3 602 914

Pupils/school psychologists: ratio

38. Mr M J ELLIS asked the Minister of Education and Culture:

What was the ratio of pupils to school psychologists in each education department falling under the control of his Department as at the latest specified date for which information is available?

The MINISTER OF EDUCATION AND CULTURE:

Cape: 1:3 180,15, December 1987
Natal: 1:3 000, January 1988

OFS: 1:1 547,9, February 1988
Transvaal: 1:2 387,5, January 1988

Housing assistance to Whites: amount spent

42. Mr J J WALSH asked the Minister of Local Government, Housing and Works:

What amount was spent by the State in respect of housing assistance to the White population group in the latest specified financial year for which figures are available?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:

R94 930 789

Overseas visits

47. Mr P G SOAL asked the Minister of Education and Culture:

(1) Whether he undertook any overseas visits in 1987; if so, (a) which countries were visited and (b) what was the purpose of each visit;

(2) whether he was accompanied by any representatives of the media on these visits; if so, (a) what were the names of the journalists involved, (b) which newspapers or radio or television networks did they represent, (c) to which countries did each of these persons accompany him and (d) why;

(3) whether any costs were incurred by his Department as a result; if so, what total amount in that year?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) Mauritius

(b) private holiday visit;

(2) no,
(a), (b), (c) and (d) fall away;

(3) no.

Candidates fail conditions of teaching bursary

DD 15/3/88 321

Daily Dispatch Reporter

GRAHAMSTOWN — A dearth of suitable applicants who fulfil the five qualifying conditions for the Kellogg Foundation teacher training awards has led to a situation wherby the available funds cannot be fully utilised.

The bursaries' administrator for the Rhodes University Centre for Social Development, Mrs Ros Collett, said that although the awards were advertised well in advance, only 12 of the applicants achieved the required matric aggregate.

The Kellogg Foundation of the United States promised R120 000 to the Centre during a three year period, commencing in 1987.

This was to be utilised for 20 new scholarships a year, each worth R1 000, awarded for a three-year period conditional to scholars passing each year into the next year of study.

The conditions were that:

- Candidates must be black Africans;
- They must have achieved at least a D-aggregate in matric;
- They must be residents of the Eastern Cape, and;
- The scholarships were teneable only at recognised teacher training colleges.

"In 1987 the scheme got off to a late start because of its late inception. Only 11 awards were made of which two could not be taken up, the candidates being unable to secure entry into a training college," Mrs Collett said.

"It is unfortunate that so few D aggregate matriculants apply for admission to training colleges where the success rate is exceedingly high, possibly in the 90 to 95 per cent region," she added.

There would have been little danger of their failing in view of their above-average matric results. The Kellogg scholarship would have covered costs and set them on the road to a good and useful career.

The position was that whereas awards totalling R40 000 might have been made, only 20 awards, totalling half the sum, could be made. These included eight re-awards and 12 new awards, she said.

Since the scholarships presente a golden opportunity for matriculants from seriously deprived families to qualify at virtually no cost to their families, it is hoped that in future the full number will be awarded.

Whether or not sponsorship will continue beyond 1989 depends on the showing made by the present scholars.

"The foundation's plan should benefit scholars and their families, to many of whom an undreamed of future unfolds," Mrs Collett said.

Teachers to discuss national federation

Associations representing teachers of all races will meet in Johannesburg from April 28 to 30 for further discussions on the formation of a single teaching body, according to Mr F.M. Tonyeni, chairman of the African Teachers' Association of South Africa (Atasa).

Mr Tonyeni said that, at a meeting held last November at which 13 000 teachers of all races were represented, the formation of an umbrella body was discussed. The basis for discussion was a Joint Council of Teachers' Associations of South Africa (Joctasa) charter.

CALLED FOR

The Joctasa charter calls for:

- Eradication of race as a criterion for the appointment of teachers to teaching posts and to membership of a single national teachers' body.
- Establishment of a single central educational authority.
- Equal salaries for equal qualifications and service regardless of sex.
- Raising of educational standards and improvement of teachers' qualifications.

SPM 13/4/88

Party.

date for his policies.

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- Equal salaries for equal qualifications and service regardless of sex.
- Raising of educational standards and improvement of teachers' qualifications.

STAR 13/4/88

Become Africans, graduates urged

Emeritus Professor E'skia Mphahlele called on Wits graduates to "explore the ways and means of becoming African" at an Arts Faculty graduation ceremony held at the university last night.

Professor Mphahlele, who retired as Professor of African Literature at the university last year, told the graduates that becoming African was "beyond the simple fact of geographic identity".

"It is a matter of confronting self, examining self and evaluating it in a historical context. You have to study Africa in all its aspects.

"The journey I am proposing for you calls for emotional and intellectual involvement, a lesson in humanistic coexistence at its deepest levels," Professor Mphahlele said.

Govt to give more power to territories

LEBOWAKGOMO — The status of the self-governing territories would be emphasised and enhanced by the Self-Governing Territories Bill, the Minister of Constitutional Development and Planning Mr Chris Heunis, said yesterday.

Speaking at the opening of Lebowa's Legislative Assembly, Mr Heunis said the Bill would empower territories to establish their own government departments, select their own Cabinets and make agreements with other countries, subject to the approval of the Minister of Foreign Affairs.

He said the South African Government would give positive assistance to self-governing territory leaders who wished to accept independence.

Lebowa Chief Minister Mr Mogoboyo Nelson Ramodike replied that Lebowa rejected independence because it was an exercise in de-nationalisation.

"The mere mention of the word independence chills us to the marrow," he said.

Mr Ramodike said blacks wanted to be party to negotiations aimed at bringing about a new order in South Africa.

"They want to be involved in the whole machinery of change." — Sapa.

STAR 13/4/88

MP attacks teaching 'racism'

Political Staff

FAR MORE white teachers graduated last year than black — yet there are more than twice as many black schoolchildren, MP for Gardens Mr Ken Andrew said yesterday.

He was commenting on replies given in the House of Assembly yesterday.

● The Minister of Education and Development Aid, Dr Gerrit Viljoen, said that 3 359 black students had graduated from universities and training colleges last year — excluding those writing supplementary examinations — while there were 1 924 040 children at schools under the department.

● The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said 4 681 white teachers qualified last year, while 923 206 white children were at school.

Commenting on the ministers' replies, Mr Andrew said they highlighted the massive discrepancies that existed between black and white education.

There were more than twice as many black schoolchildren at Department of Education and Training schools than there were white schoolchildren yet the provision of teachers remained "blatantly discriminatory" and racist.

In 1987, he said, 39% more white teachers had graduated than black.

Mr Andrew said there were thousands of white and black students who wished to become teachers who were being refused admission to teacher training colleges.

Black colleges, he said, were full, but there were more than 4 000 empty places at white training colleges, which were only two-thirds full. The government, however, refused to allow black students to take up these places.

Describing the situation as "tragic", Mr Andrew said that opportunities were being lost simultaneously to improve educational standards, cut costs and improve inter-racial communication.

(ii) To various persons in the public and private sector with whom the Department liaises regularly.

(iii) R345,64.

(iv) The Department of Transport.

(c) Yes. It is the policy that the South African Transport Services, as a business enterprise, send Christmas cards country-wide to its publics.

(i), (ii), (iii) and (iv) Statistics of this nature are not kept and it will take much time and expense to gather such information.

(2) Yes, but in the case of the Department of Transport 496 were distributed under cover of the official stamp of the Department.

Christmas cards sent out

603. Mr P G SOAL asked the Minister of Economic Affairs and Technology:

(1) Whether (a) he, (b) the Department of Trade and Industry and/or (c) the Department of Mineral and Energy Affairs sent out Christmas cards in 1987; if so, (i) what total number of cards was printed, (ii) to whom were they sent, (iii) what was the total cost of producing and distributing these cards, and (iv) who was responsible for printing them, in each case;

(2) whether postage stamps were used to send out these Christmas cards; if not, how were they distributed?

The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:

(1) (a), (b) and (c) Yes.

	(i)	(iii)
Minister of Economic Affairs and Technology	1 000	R2 783
Deputy Minister of Economic Affairs and Technology (Mr G S Bartlett)	1 200	R4 955
Deputy Minister of Economic Affairs and Technology (Dr T G Alant)	1 000	R1 230
Director-General: Trade and Industry	500	R817
Director-General: Mineral and Energy Affairs	200	R520

(ii) *Minister of Economic Affairs and Technology*
Ministers and Deputy Ministers
Members of Parliament
Businessmen and/or persons in the private sector
Foreign missions
Heads of Departments
Heads of branches and directorates in the Departments of Trade and Industry and of Mineral and Energy Affairs
Newspaper editors
Friends and family

Deputy Minister of Economic Affairs and Technology (Mr G S Bartlett)
Standing Committee: Manpower and Mineral and Energy Affairs
Standing Committee: Trade and Industry
Study Group: Mineral and Energy Affairs
Members of Parliament of the National Party in Natal
Administrators of the four provinces
Mayors of Durban, Amanzimtoti, Scottburgh and Kingsburgh Constituency workers: Amanzimtoti, Reunion, Scottburgh, Umkomaas, Kingsburgh
Heads of certain companies in the private sector
Personal friends in South Africa as well as abroad
Divisional heads of the Department of Mineral and Energy Affairs and their personnel (jointly)
Parliamentary personnel of the Department

Deputy Minister of Economic Affairs and Technology (Dr T G Alant)
Ministers and Deputy Ministers
Members of Parliament
Persons in the private sector
Foreign missions
Heads of Departments
Senior officials in the Department of Trade and Industry

Director-General: Trade and Industry
Some Ministers and Deputy Ministers
Heads of Departments
Contacts in trade and industry, locally and a limited number abroad
Regional offices of the Department of Trade and Industry
Foreign trade representatives of the Department

Director-General: Mineral and Energy Affairs
Ministers and Deputy Ministers
Heads of Departments
Regional offices of the Department of Mineral and Energy Affairs
Foreign representatives of the Department
Contacts in the mineral and energy industries

(1) (iv) The Government Printer

(2) Yes, in respect of Christmas cards sent abroad. Christmas cards distributed within South Africa were sent as official mail which is handled by the Post Office at the normal postage rate.

Suburban railway lines: delays

641. Mr J VAN ECK asked the Minister of Transport Affairs:

(1) With reference to his reply to Question No 228 on 29 July 1987, (a) how many delays of (i) less than 30 minutes, (ii) 30 to 60 minutes, (iii) one to two hours, (iv) two to three hours and (v) more than three hours occurred during the period 1 May to 31 December 1987 on the (aa) Cape Town to Simon's Town, (bb) Cape Flats, (cc) Cape Town to Kapteinsklip, (dd) Cape Town to Bellville and (ee) Cape Town to Bellville via Monte Vista suburban railway lines and (b) how many commuters were affected by these delays in each case;

(2) (a) how many of the trains that were technically delayed for longer than 60 minutes on each of the above routes were cancelled and (b) how many commuters were affected by such cancellations on each of these routes?

The MINISTER OF TRANSPORT AFFAIRS:

(1) (a) (i) (ii) (iii), (iv) and (v)

(aa)	1 529	80	Due to the intensive
(bb)	714	30	scheduling of passenger
(cc)	2 093	137	suburban trains, trains
(dd)	3 345	146	which are technically
(ee)	101	4	more than 60 minutes

late are cancelled as the passengers concerned will have travelled with a subsequent train.

	(b) Less than 30 minutes	30 to 60 minutes
(aa)	865 613	44 138
(bb)	262 336	10 659
(cc)	1 688 852	109 599
(dd)	2 252 144	97 140
(ee)	14 950	311

(2)

	(a)	(b)
Cape Town — Simonstown	91	41 399
Cape Flats	Nil	Nil
Cape Town — Kapteinsklip	Nil	Nil
Cape Town — Bellville	Nil	Nil
Cape Town — Bellville via Monte Vista	Nil	Nil

Amendment of conditions of service of teaching personnel: consultation with staff associations

657. Mr R M BURROWS asked the Minister of National Education:

Whether he is required to consult with any staff associations prior to the amendment of any conditions of service of teaching personnel; if so, in terms of what statutory provisions?

The MINISTER OF NATIONAL EDUCATION:

No, but according to section 2(3) of the National Policy for General Education Affairs Act, 1984 (Act 76 of 1984) the Minister of National Education shall establish a committee to advise him on any matter relating to the salaries and conditions of employment of staff. He shall also establish a research committee on which the organized teaching profession shall be represented, to assist the said committee in the performance of its functions.

Members: membership of trade unions

719. Mr C J DERBY-LEWIS asked the Minister of Defence:

(1) Whether any members of the South African Defence Force are permitted to belong to trade unions; if so, (a) what unions operate within the Defence Force and (b) what are the functions of these unions;

(2) whether the Defence Force have signed

ation various demograph[illegible] to 27/30 for whites and [illegible]

Teachers' pay is a high Govt priority — De Klerk

Teachers should rest assured that the Government would eliminate any comparative backlogs in their remuneration packages in the shortest time possible, the **Minister of National Education, Mr F W de Klerk**, said yesterday.

LAGGING BEHIND

He was replying during the committee stage debate on his budget vote to statements by opposition speakers that teachers and other educators were, relatively speaking, about 11 percent behind in their salaries when they were compared to the rest of the public sector.

The opposition speakers appealed to the Government to correct the situation in spite of its decision not to grant civil servants salary increases this year.

Mr de Klerk said that he had had many discussions with teachers' representatives and was negotiating at the moment with some of his Government colleagues.

"Educators can, however, rest assured that any backlogs will be eliminated in the shortest possible time."

Teachers' remuneration was one of the Government's highest priorities at the moment and urgent attention was being given to the matter.

The Government's sincere intentions in the interests of teachers should be accepted, he said.

[illegible] LECTURERS

Rise for teachers likely

Pretoria Correspondent 21/4/88

A teachers' 11 percent pay demand — initially rejected by the State President, Mr P W Botha, earlier this year — is likely to be met in October.

Minister of National Education Mr F W de Klerk told Parliament on Tuesday that backlogs in teachers' pay would be wiped out as soon as possible.

Opposition sources claim it has been agreed to increase teachers' pay by about 10 or 11 percent.

The Teachers Federal Council (TFC) met President Botha earlier this year about pay increases.

each of the zones are added as well as the retail margin to calculate the pump prices in each price zone. In the PWV area, being in zone 13A, the pump prices are as follows:

93 octane 82 c/ℓ
87 octane 79 c/ℓ

In Cape Town, Port Elizabeth, East London and Durban, all being in zone 1A, the pump prices are as follows:

98 octane 79 c/ℓ
93 octane 74 c/ℓ

(2) No, not on a continuous basis because it plays no role in the determination of the retail price of petrol in South Africa.

(3) 28 April 1988.

Own Affairs:

Reply substituting reply to Question No 101 on 29 March 1988, put by Mr A Gerber: (col 815).

Teachers: candidates for municipal elections

101. Mr A GERBER asked the Minister of Education and Culture:†

(1) How many teachers attached to schools falling under his Department applied for permission to make themselves available as candidates for election in municipal elections during the latest specified period of 12 months for which information is available;

(2) whether he will make available further particulars concerning these teachers; if not, why not; if so, (a) who are they, (b) to what school is each of them attached and (c) what was decided about their participation in such elections in each case?

The MINISTER OF EDUCATION AND CULTURE

(1) 50;

(2) Yes

CAPE

(a) Name	(b) Institution	(c) Decision
Mr T Kriek	Altona Primary School, Port Elizabeth	under consideration
Mr C J Senekal	Preparatory School, Beaufort West	"
Mr A Nel	High School, Porterville	"
NATAL		
Mr A R Clark	Scottburgh Primary School	approved
OFS		
Mr J D Botha	Dr Viljoen High School, Bloemfontein	under consideration
Mr J A Naude	Voorwaarts Primary School, Kroonstad	"
Mr J J HVictor	Hentie Cilliers High School, Virginia	under consideration
Mr M S Ferreira	Virginia Primary School	"
Mr W A Naude	Primêre Skool A.J. Jacobs, Sasolburg	"
Mr F Terblanche	Primêre Skool Frank van der Merwe, Virginia	"
Mr F R Bezuidenhout	Bloemfontein Teachers' College	"
Mr H H Hollenbach	Villiers High School	"
Dr R van der Merwe	Bloemfontein Teachers' College	"
TRANSVAAL		
E Schnautz	Lichtenburg Technical College	under consideration
D H Visser	Hoërskool Stilfontein	"
H A Combrink	Laerskool Meiringspark	"
P E J Kruger	Inspanskool	"
P Joubert	Germiston Technical College	"
S J van der Walt	Laerskool J.M. Louw	approved
H J G Mostert	Johannesburg Technical College	"
H A Grobbelaar	Laerskool Northmead	"
P W Cornelius	Laerskool Klipfontein 60	"
F J Terblance	East Rand Regional Office	under consideration
P P van der Merwe	Laerskool De Beer	"

J P le Roux	Laerskool Tini Vorster	approved
J J M Prins	Boksburg Technical College	"
J P G Els	Laerskool Doornbult	refused
P C S Benade	Onderwyskollege Goudstad	under consideration
M J Cornelius	Pietersburg Technical College	"
G P van Dyk	Northern Transvaal Regional Office	"
T I Steenkamp	Onderwyskollege Goudstad	"
L J Nel	Brackenhurst Primary School	withdrawn
H J J van Vuuren	Laerskool Piet Hugo	under consideration
A C Meyer	Edith Hinds School	approved
J N Potgieter	Laerskool Kragveld	under consideration
J P Nel	Hoërskool Warmbad	"
H W J Clarke	Laerskool Unitaspark	"
G M Zwarts	Hoërskool Driehoek	"
P de Beer	Laerskool Danie Theron	withdrawn
P v D Pretorius	Boksburg High School	under consideration
J F Nel	Onderwyskollege Pretoria	refused
C J Harmse	Johannesburg Technical College	under consideration
M Gouws	Laerskool Meiringspark	"
Mrs A de Jager	Parkdene Primary School	an enquiry only
D J R Hattingh	Laerskool Rustenburg-Noord	"
L J Lowies	Professional Aid Service (academic)	withdrawn
P J D de Beer	Hoërskool Hans Strijdom	refused
L E Koorzen	Hoërskool Hans Strijdom	"
A F Wheeler	Germiston High School	"
R M Steenkamp	Hoërskool Klerksdorp	under consideration

Teachers' rights face the chop

CAR Times 30/4/88 (321)

Political Staff

AN EDUCATION bill affecting the political rights of teachers and making provision for the introduction of tuition fees, was tabled in Parliament yesterday.

And the bill and government's determination to ram it onto the statute book before public debate, has been criticized by the PFP's Mr Roger Burrows.

The clause pertaining to the political activities of teachers has also been extended so that a teacher is not allowed to express himself in public or in the press on any matter, or in any manner "which may further or prejudice the interests of a political party or an organization with political aims or which may embarrass the department".

Section 52 of the bill allows for the rigid implementation of zoning with a school board empowered to ban a child from attending any school outside his residential area without the permission of the board.

The board may also terminate the attendance of a child at a school if his parents do not live in the area.

Section 102 makes provision for the payment of schools fees, although the minister, Mr Piet Clase, has declined to state whether there is any plan to introduce compulsory fees in the near future.

Mr Burrows has warned that compulsory fees are imminent.

The clause makes it mandatory for the parent to pay such fees as the minister may lay down and in addition, may also impose different fees for different schools.

Election

PFP to ignore chief

W/Mail 5/2/5/86 (321)

De Klerk warns of plan to ban teachers' unions

Weekly Mail Reporter

A NEW law to ban trade unions for teachers is on the cards.

The Minister of National Education, FW de Klerk, said this week he believed the Minister of Manpower, Pietie du Plessis, was considering introducing legislation to make it clear that teacher trade unions should not be allowed.

De Klerk said: "My point of view as well as the official policy of the government is that teachers are members of a profession and trade unionism is not a machine that was designed for professions.

"It would detract from the professionalism of the teachers if the forming of trade unions was allowed.

"In the past some teachers did try to form unions but the rest of the profession reacted very strongly against these efforts.

He said the majority of teachers were against the formation of trade unions for teachers.

"I have a good idea that my colleague, the honourable minister of manpower, is considering the introduction of legislation in this regard to make it clear once and for all that this should not be allowed," De Klerk said.

Maths workshop to be held by expert

(321) Education Reporter Star 13/5/88

A maths workshop for teachers, organised by the Southern African Association for Learning Disabilities (Saaled), will be held at the Auckland Park Preparatory School on May 21.

It will be conducted by Mr Nic James, a lecturer in mathematics education at the Open University of the United Kingdom, who is an authority on the psychology of the teaching of mathematics.

Mr James, who is also involved in the development of in-service training for teachers, was born in South Africa where he attended Hilton College and Natal University. He has lived in the UK for the past 20 years.

Mr James has been brought to South Africa by the Maths Centre for Primary School Teachers and has held workshops for principals and teachers.

The workshop will be limited to 50 delegates at a fee of R45. To book please contact Fleur at 787-8056 or Laola at 728-4794.

The works of Shakespeare

THE Centre for Continuing Education at Wits University has organised a series of lectures for secondary school English teachers on how to teach Shakespeare's works. Sowetan 27/5/86

A spokesman for the centre said video programmes would be shown during some of the lectures.

The dates for the lectures are June 7, 14 21 and 28.

The June 7 lecture will be on the new approaches to the appreciation of Shakespeare and methods of reading his work and teaching it. (GD) (32)

The lecture entitled "Strategies of Teaching Shakekspeare" will be handled by Mr Jonathan Paton of the centre's Department of English.

The other lecture will provide a survey of some of the latest developments in Shakespeare criticism and will discuss the relevance of these ideas in the South African classroom.

Lecture

Illustrative material will be drawn from those plays commonly taught in South African high schools.

The last lecture will explore some of the ways in which *The Winter's Tale* reflects the attitude of 17th century England. This lecture aims to provide illustrative material that should help to make the play more accessible to South African school-children.

For more information, telephone (011) 716-5509, 716-5510 or 716-8026.

(321)

Teaching brain-drain picks up speed

Own Correspondent

PRETORIA — The drain of highly experienced teachers to the private sector is accelerating, Transvaal Teachers Association (TTA) secretary Jack Ballard said yesterday.

Main reason for the widespread and growing dissatisfaction was the slowness of goverment to react to the profession's major grievances, lack of status and inadequate salaries.

Ballard said until a year ago defectors from the profession were mainly maths, science and accountancy teachers.

"Now, however, its across the board, and a new development, too, is that women teachers have joined the drift."

Ballard said during the recession the TTA felt depressed conditions in the private sector would plug the drain. However, resignations had continued. The momentum increased about a year ago when the economy showed signs of revival.

Many of those leaving were joining the public service where salaries and working conditions were often better than in teaching.

Ballard said another major grievance in the profession was that "we are lumped together with the country's vast bureaucracy, and we're no bureaucrats".

● See Page 5

More farm debt woes

GERALD REILLY

ALREADY burdened with interest payments of nearly R2bn a year on accumulated debt of R14bn, farmers are likely to have to pay even more after the Amended Banking Act comes into operation from August, according to SA Agricultural Union economist Koos du Toit.

He said the amended act would have an influence on costs inagriculture.

The amendments result from recommendations of the De Kock Commission of Inquiry into the SA monetary system.

Du Toit pointed out that any increase increased the ability of institutions to lend money and the Land Bank benefited by getting funds more cheaply.

Du Toit said Land Bank debentures issued after August would no longer qualify as liquid assets.

The Land Bank would, therefore, have to make use largely of bank overdrafts to obtain funds.

Political comment in this issue by Ken Owen. Newsbills by Neil Jacobsohn. Headlines and sub-editing by Michael Moon. © All of Times Media Ltd, 11 Diagonal Street, Johannesburg.

Divaris hits out at avoidance packages

Tax dodges attacked

MORE than R1,5bn had been spent on the purchase of tax avoidance package products in the six months prior to the financial year ending February 29 1988.

KAY TURVEY

Tax expert Costa Divaris, speaking at a tax reform seminar in Johannesburg yesterday, said the purchase of such packages, which included forestry, bloodstock and film schemes, had grown to such and extent they represented a vast threat to national revenue.

Tax avoidance schemes had been aggressively marketed as legitimate financial products over the past few years, particularly prior to the last tax year, he said.

The sale of forestry partnerships — which boost cost of assets by including financing charges — alone amounted to R800m just prior to the tax year end, he said.

Revenue could not afford to continue suffering losses because of these packages, but lacked the teeth to fight them, he said.

This had led to SA being identified internationally as a "lucrative venue for the purveying of warmed-up tax-avoidance leftovers from other jurisdictions".

However, Divaris said he believed the packages were vulnerable and already things appeared to be changing with the interest penalty, which levelled a 15% interest charge on failed packages.

He said the Finance Minister appeared to be fully aware of the cost to the fiscus of forestry, film and bloodstock schemes and had warned of retrospective tax legislation, which had now become a legitimate tool of fiscal policy.

Varsities discuss speech freedom

DISCUSSION of new draft rules governing freedom of speech is continuing at the universities of the Witwatersrand and Cape Town (UCT).

At both, the possibility has been raised of special committees being established to consider permission for speakers on their campuses.

In March it emerged that draft proposals for the control of meetings were being circulated at Wits, including a provision for refusing permission for a speaker.

And at a recent public debate on similar draft rules at UCT, deputy vice-chancellor Professor J V O Reid noted a proposal that a specially elected body be set up to provide for arrangements for speakers of different viewpoints.

'Trade with SA OK'

PORT LOUIS — The Mauritius Chamber of Commerce and Industry says it sees no reason why trade with SA should stop.

In a statement issued in Port Louis chamber secretary Jean-Claude Montocchio said reports worldwide had shown that blacks would suffer and the South African Government would institute new measures to become self-sufficient. — Sapa.

(321) B/day 8/6/88

Teachers call for govt rethink on salary hikes

CHRIS CAIRNCROSS

GOVERNMENT should reconsider as a matter of urgency its decision not to grant general wage and salary increases to public sector employees this year.

This request was made to National Education Minister F W de Klerk in Cape Town yesterday by a delegation from the Teachers' Federal Council (TFC), which represents about 75 000 white teachers throughout the country.

TFC chairman Dudley Schroeder said after the meeting a review of the wage freeze was justified in view of the fact that President P W Botha's call to the private sector to make a contribution to the fight against inflation had not had the desired effect, and prices of goods and services continued to rise.

Schroeder said a more important request conveyed to De Klerk was for an urgent elimination of the salary backlog of teaching staff, compared with the rest of the public sector.

He said the delegation came away from the meeting satisfied with assurances given by De Klerk that any proven backlog would be wiped out as soon as possible.

Schroeder stressed that the plight of educators had become almost untenable, and they had become one of the worst-off segments of the public sector. Not only were they paid more poorly than others in this sector, but the salaries gap between the teaching profession and the private sector had widened to about 40%.

He said this excessive gap had become intolerable and clashed with the principle that government salaries should be moderately related to salaries in the private sector.

This was also declared government policy, and deviations from this principle exerted unnecessary pressure on the system. An alarming consequence of this disparity had been the extent to which teachers of quality had left the profession for other employment.

The TFC delegation also had discussions with National Health and Population Development Minister Willie van Niekerk over problems experienced with the changes made to the pension buy-back provisions introduced on September 21 last year.

The representations dealt mainly with protecting the interests of those teachers who were applying to buy back service when the changes were made. It is understood that aboutn 300 or more teachers may be involved.

According to Schroeder, Van Niekerk promised a decision on this soon.

Concern over teacher 'drain'

CAPE TOWN — The government was very concerned about the number of teachers leaving the profession, the Minister of the Budget and Works of the Ministers' Council in the House, Mr Kent Durr, said yesterday.

STAR 8/6/85

In the debate on his vote, he said that it was not only dissatisfaction over pay which prompted teachers to leave. — Sapa.

(321)

Western Cape Teachers' Association: public meeting

*13. Mr J VAN ECK asked the Minister of Law and Order:

(1) With reference to his reply to Question No 23, standing over, on 26 May 1988 in regard to the prevention of a public meeting arranged by the Western Cape Teachers' Association, (a) what is the name of the acknowledged teachers' association that was consulted by the Divisional Commissioner and (b) (i) with what officials of the latter association did consultations take place and (ii) what recommendations did they make in regard to the above-mentioned meeting;

(2) whether, prior to receiving the confirmed information referred to in paragraph (1)(d) of the above reply, the South African Police were aware that this meeting was to be held; if so, on what date did they receive the original information;

(3) what persons or bodies decided that the (a) Western Cape Teachers' Association was not acknowledged as the mouthpiece of the teaching profession and (b) meeting was by not means in the interests of the children or education?

†The MINISTER OF LAW AND ORDER:

(1) to (3)

It is clear to me that, by means of this question, the hon member wants to abuse parliament to obtain publicity for a radical organisation like the Western Cape Teachers' Association.

Any organisation that propagates a school boycott does not do so in the interests of education, the children or the social welfare of the people of a country. Such a boycott, on the short term, creates the potential for unrest, violence, serious damage and also serious injuries and death. On the long term, it places the future of our children at stake. Experience has taught us this from the unrest that has prevailed since 1984. Numerous school children of that time who were abused in this way, are today disillusioned, unemployed youths with serious welfare and social problems. This, while radicals who abused them, now wash their hands in innocence saying "they are suffering for the cause".

It is the responsibility of the South African Police to preserve the internal security and peace. This task is executed diligently because it is in the interests of South African and the well-being of all its people. Therefore we will not hesitate to take suitable steps against those organisations which, at the expense of the children and the people of South Africa, promote their selfish revolutionary political motives.

I therefore regard my reply to question 23, which I supplied to the hon member on 26 May 1988, as sufficient.

Police stations: toilets

*14. Mr J VAN ECK asked the Minister of Law and Order:†

(1) Whether all toilets in police stations are open for use by members of staff as well as members of the public of all race groups; if not, why not; if so, since when;

(2) whether all notice boards relating to race have been removed at these toilets; if not, why not; if so, when?

†The MINISTER OF LAW AND ORDER:

(1) and (2)

Toilets at police stations have already been opened to all races for a considerable time. As far as could be ascertained, all notice boards relating to race have been removed.

***Contact*: article on revolutionary elements in Republic**

*15. Mr J VAN ECK asked the Minister of Defence:†

(1) Whether, with reference to his reply to Question No 24 on 1 March 1988, the article on the strategy of the revolutionary elements in the Republic has already been drawn up for publication in *Contact*; if so,

(2) whether approval has been given for this article to be so published; if not, why not; if so, in which edition of *Contact* will it appear?

The DEPUTY MINISTER OF DEFENCE:

(1) No. (2) falls away.

Roodepoort: premises occupied in contravention of Group Areas Act

*16. Mr J J S PRINSLOO asked the Minister of Constitutional Development and Planning:†

(1) Whether certain persons, particulars about whom have been furnished to the Minister's Department for the prupose of his reply, are occupying premises in Roodepoort in contravention of the provisions of the Group Areas Act; if so, (a) since when and (b) what are their names;

(2) whether he has taken or is going to take steps against these persons; if not, why not; if so, what steps (a) have been taken and/or (b) will be taken?

†The DEPUTY MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

This matter vests in the Administrator of Transvaal and he furnished the following information:

(1) Yes.

(a) July 1985.

(b) R. A. Searle and P. K. Searle.

(2) No steps have been taken against these persons. An application for a concession to occupy the premises is under consideration at present.

†Mr J J S PRINSLOO: Mr Chairman, arising out of the reply of the hon the Deputy Minister, is he aware that application for permission was made on several occasions and that it was refused on several occasions?

†The DEPUTY MINISTER: Mr Chairman, according to my information permission has once again been applied for.

†Mr J J S PRINSLOO: Mr Chairman, further arising out of the reply of the hon the Deputy Minister, can he indicate at what stage the Department will decide that the applications that are continually submitted and refused must cease and that action will be taken against these persons who are living on the premises illegally?

†The DEPUTY MINISTER: Mr Chairman, the authority to grant permits has been delegated to the Administrator of the Transvaal and, in the other cases, to the other Administrators.

†Mr J J S PRINSLOO: Mr Chairman, further arising out of the reply of the hon the Deputy Minister, can he tell us whether we are to conclude from his reply that the Administrator is the person we must approach for a possible eviction order against these illegal occupants, and not the Government?

†The DEPUTY MINISTER: Mr Chairman, apparently the hon member does not have the correct facts. If he wishes to lodge a complaint in this connection, he is free to lodge a complaint at the nearest police station. If an application is made for a permit, it is addressed to the Administrator of the Transvaal, who has the authority to grant or refuse a permit.

†Mr J J S PRINSLOO: Mr Chairman . . .

†The CHAIRMAN OF THE HOUSE: Order! The question now put by the hon member will be the last supplementary question.

†Mr J J S PRINSLOO: Mr Chairman, further arising from the reply of the hon the Deputy Minister, I want to point out with respect that he has still not replied to one of the questions. I want to know when the Government, in spite of the continued applications for permits, will say "so far and no further", and remove these people from the premises? From the reply of the hon the Deputy Minister it already appears that these persons have been living on the premises illegally since 1985. (Interjections.)

*17. Mr J J S PRINSLOO — Law and Order.† [Reply standing over.]

*18. Mr J J S PRINSLOO — Justice.† [Reply standing over.]

Own Affairs:

Provincial education departments: letterheads/compliment slips

*1. Mr M J ELLIS asked the Minister of Education and Culture:

Whether the (a) letterheads and (b) compliment slips of the various provincial education departments have been standardized; if so, (i) why and (ii) in what way; if not, what are the main points of difference in regard to the (aa) letterheads and (bb) compliment slips used by these departments?

Richards Bay effluent pipe-line: monitoring of effluent

*9. Mr M J ELLIS asked the Minister of Water Affairs:

(1) Whether effluent from the Richards Bay effluent pipe-line has been monitored since the pipe-line came into operation; if not, why not; if so, (a) in what manner and (b) by whom;

(2) whether the findings of such monitoring show that (a) toxicity, (b) temperature and/or (c) solid levels are excessive; if so, what steps are being taken to prevent this in future;

(3) whether the said findings are available to the public; if not, why not; if so, in what form;

(4) whether monitoring is to continue in the future; if not, why not; if so, (a) (i) by whom and (ii) in what manner will it be undertaken and (b) who is responsible for financing such monitoring?

The MINISTER OF WATER AFFAIRS:

(1) Yes.

(a) Hourly samples of all effluent taken before discharge into the pipe-line. In addition the quality of seawater and the status of marine life is closely monitored at the point of discharge into the sea.

(b) The Mhlatuze Water Board and the Department of Water Affairs, as well as the institutions that discharge the effluent into the pipe-line. Sea monitoring is carried out by the CSIR.

(2) (a) No.

(b) No.

(c) No.

The temperature and solid levels of one particular effluent before discharge into the pipe-line has on occasion exceeded permit levels, but the situation has since been rectified.

(3) No. Analysis of the individual effluents are not available to the public for the following reasons:

(a) Effluent qualities can reveal trade secrets and is therefore considered to be confidential information which can only be revealed with the concurrence of the producer of the particular effluent.

(b) Without other parameters of the effluent pipe-line known (for example dilutions achievable) interpretation of individual effluent qualities in respect of toxicity and environmental impact will not be possible.

The operation of the pipe-line and the results of sea monitoring is being closely scrutinized by the Richards Bay Effluent Pipeline Research Coordinating Committee. Overall performance is reported to the public in the form of news releases.

(4) Yes.

(a) (i) The Mhlatuze Water Board, the CSIR, the Department of Water Affairs and the institutions that discharge the effluent into the pipeline.

(ii) Individual effluents will be sampled on an hourly basis. Toxicity testing on grab samples will be taken from time to time. The CSIR will continue sea-monitoring.

(b) Monitoring of individual samples are financed by the dischargers, the Mhlatuze Water Board and the Department of Water Affairs. From 1 April 1988 the Mhlatuze Water Board also finances toxicity testing by the CSIR, as well as sea-monitoring conducted by the latter.

*10. Mr P G SOAL — Education and Development Aid. [Withdrawn.]

Christmas cards sent out.

*11. Mr P G SOAL asked the Minister of National Education:

(1) Whether (a) he and/or (b) his Department sent out Christmas cards in 1987; if so,(i) what total number of cards was printed, (ii) to whom were they sent, (iii) what was the total cost of producing and distributing these cards, and (iv) who was responsible for printing them, in each case;

(2) whether postage stamps were used to send out these Christmas cards; if not, how were they distributed?

The MINISTER OF NATIONAL EDUCATION:

(1) (a) Yes

(i) 1 200

(ii) Persons with whom I communicate frequently in my various capacities

(iii) R1 460

(iv) The Government Printer

(b) Yes.

(i) 500

(ii) Persons with whom the Department communicates frequently

(iii) R251

(iv) Pretoria Office Supplies (Pty) Ltd

(2) Postage stamps were not used. The cards were distributed as official mail.

May I add that this was done within the framework of prescribed guidelines affecting the rights and privileges of Ministers.

College/school educators: backlog position

*12. Mr R M BURROWS asked the Minister of National Education:

(1) Whether he has been advised by the (a) Research Committee on Education Structures and (b) Committee on Education Structures on the matter of the backlog position of college/school educators in relation to a comparable group in the Public Service; if so, (i) when was he so advised, (ii) what were the main elements of the advice given and (iii) what was his response to this advice;

(2) whether a percentage backlog has been identified by the said committees; if so, what was the percentage;

(3) whether he has taken any action on the salaries of college/school educators since receiving the advice of these committees; if not, why not; if so, what action;

(4) whether he will make a statement on the current position in regard to the salaries of college/school educators?

†The MINISTER OF NATIONAL EDUCATION:

(1) (a) and (b) Yes. I have received the advice of the Committee on Education Structures on the backlog position of college and school related educators after an investigation in this regard had been conducted by the Research Committee on Education Structures.

(i) I received this advice on 20 April 1988.

(ii) This advice pertains to the backlog in the salaries of educators relative to the rest of the public sector as well as ways in which to prevent such backlogs from developing again.

(iii) As a result of this advice I am now negotiating an occupational specific salary adjustment for educators.

(2) Yes. According to the said advice, the rest of the public sector had an average of 7 per cent advantage over educators as far as salaries were concerned as at 1 April 1988.

(3) Yes. Negotiations are being conducted at present regarding an occupational specific salary adjustment for educators.

(4) No.

Mr R M BURROWS: Mr Chairman, arising from the reply of the hon the Minister, with reference to the media release by the hon the Minister for Administration and Privatisation yesterday that an additional R205 million is being made available for occupational differentiation, can he indicate whether this will be for educators or not?

The MINISTER: Mr Chairman, I have also had enquiries from the Press in this regard. My reply to them and to the hon member is that in relation to the statement by the hon the Minister for Administration and Privatisation regarding the further disposal of occupational-specific investigations by the responsible authorities, I will shortly hold talks with the Committee of UniversityPrincipals, the Committee of Technikon Principals and the organised teaching profession. Speculation about how the conditions of service of educators could be affected would be inopportune at this stage.

Salary raise for teachers on the cards

Political Staff 15/6/82

CAPE TOWN — National Education Minister F W de Klerk will meet representatives of the education profession shortly to finalise salary increases for teachers.

The Minister's statement to this effect yesterday follows an announcement by Administration and Privatisation Minister Dawie de Villiers that government had earmarked another R205m for specific salary increases for certain categories of public servants.

The R205m is in addition to the R250m initially allocated for this purpose.

Replying to a question from Roger Burrows (PFP Pinetown), De Klerk told the House of Assembly negotiations over a specific salary adjustment for educators were now being conducted.

He said he had received advice from the Committee on Education that educators were 7% behind compared to other sectors of the public service.

As a result, negotiations for specific occupational adjustments were now underway.

● See Page 4

Test of unity

The Cape Teachers' Professional Organisation is set to adopt the Freedom Charter and discuss a possible merger with other progressive teacher organisations at its 21st annual conference later this month. This will be the start of "critical times" for the CTPA, according to vice-president Randall van den Heever

By RYLAND FISHER

UNITY within the Cape Teachers Professional Association will be severely tested at its 21st annual conference at the University of the Western Cape next week, according to CTPA deputy-president Randall van den Heever.

The conference is expected to adopt the Freedom Charter and discuss a possible merger with other teachers' organisations which support "people's education".

"There are prices to pay. We have led a very charmed life, and we have been lucky to keep our unity intact," said Van den Heever.

He believes the five-day conference (from June 20 to 24) will be "the start of critical times".

"We will try to maintain our unity and our representative character, without reneging on our course.

"It will be a tremendous test of unity, but we will come out on the other side. We will depend heavily on our broad community support."

The community support will be evident throughout the conference.

The opening night will be chaired by Father Smangaliso Mkhatswa, outgoing general secretary of the SA Catholics Bishops Conference and the speakers will include Abdullah Omar of the United Democratic Front, South African Rugby Union president Ebrahim Patel, and Dr Allan Boesak, president of the World Alliance of Reformed Churches.

The Western Cape Teachers Union (Weetu), the Democratic Teachers Union (Detu) and the African Teachers Association of SA (Atasa) have been invited to share the opening night platform.

Franklin Sonn will deliver his 12th presidential address, which is expected to indicate the direction the CTPA intends to follow.

"Our official opening is an auspicious occasion and is always done by a person we hold in high esteem. Our invitation to Father Mkhatswa, considered by many to be the "architect" of people's education, shows the high regard we have for him and the democratic movement," said Van den Heever.

The CTPA's official 21st birthday event will be a special session led by Professor Fatima Meer on "the role of women in the struggle for a democratic South Africa".

Other watershed sessions will be the discussion on the adoption of the Freedom Charter, the formation of the national teachers union and official support for nonracial sport under the banner of the SA Council on Sport (Sacos).

Van den Heever will lead the discussion on teacher unity after a speech by Congress of SA Trade Unions (Cosatu) general secretary Jay Naidoo.

"Cosatu, and in particular Jay Naidoo, have been actively involved in the moves to unite teachers' organisations," said Van den Heever.

"We will ask the conference to discuss the proposals of a meeting held in Harare in April which was attended by a wide range of teachers organisations.

"The main proposal was that the various organisations should work towards a united teachers organisation which would operate within the democratic movement.

"We will also have practical sessions on people's education. We are moving past the stage of philosophising. We have to talk to teachers about alternative curriculum material at schools."

The CTPA will discuss the Freedom Charter with relation to economics, education, politics and religion.

The discussion on sport will centre on a motion tabled by the Port Elizabeth branch on the CTPA's "official identification with the nonracial sports movement, as characterised by Sacos".

Van den Heever said the CTPA would be "coming of age" at their conference.

"The backlash from the authorities is a reality with which we will have to cope.

"After our last congress the Labour Party threatened us with the withdrawal of stop-order facilities. They had to back down because we stood our ground. We are prepared to stand our ground again.

"The Labour Party will have to think about their position in the community before they can decide on any action against us.

"As for the security police and the government, it is something we are all up against.

"We do not want to become reckless with the organisation, but we are prepared for the consequences because of our commitment.

"There is no middleground left in South Africa. Things have polarised to such an extent that one has to say whether you are on the side of the reform movement or the democratic movement.

"All the past teachers organisations faced a time when they had to address the crisis of the day. Perhaps that time has now come for the CTPA. We can't dodge reality. We have a price to pay."





Randall van den Heever

Negotiations on educators' pay

Political Staff

The Minister of National Education Mr F W de Klerk said yesterday that he was negotiating a pay increase for educators to overcome their backlog compared with the rest of the public service.

This follows an announcement on Monday that the Cabinet has allocated an extra R205 million for pay rises for specific occupations in the public service.

This was in addition to R250 million set aside for specific occupation pay rises in the main budget.

The Government has not said who will get the increases and Mr de Klerk would not say yesterday whether all or some of the R205 million would go to educators.

He was replying in Parliament to questions by Mr Roger Burrows, Progressive Federal Party MP for Pinetown.

Mr de Klerk said he had been advised by the Committee on Education Structures that the rest of the public service was being paid on average of seven percent more than educators on April 1 1988.

Harare paves way for unity

DETAILS of secret unity talks among several teachers' organisations including the Western Cape Teachers Union (Wectu) and the Cape Professional Teachers' Association (CPTA), emerged this week.

The upshot of the talks could see the disbanding of most teachers' organisations in South Africa and the formation of one national democratic teachers' union.

The talks, which took place in Harare in April, were initiated by the restricted Congress of South African Trade Unions (Cosatu) and several powerful teachers' organisations in Africa.

Local teachers' organisations represented ranged from the African Teachers Association of South Africa (Atasa) and the Union of Teachers' Association of South Africa (Utasa) to bodies like the Democratic Teachers Association (Detu) and Wectu.

Top-level status

The talks were accorded top-level status by the Zimbabwean Government. The conference was formally opened by the country's Secretary of Education and closed by its Minister of Labour.

Closed discussions were held by the South African representatives. Top of the agenda were ways of achieving unity among the different organisations.

The representatives were unanimous that there was a great need for a single teachers' organisation.

The form of the proposed organisation and approaches to ideology and non-collaboration were discussed - often heatedly.

The role of the teacher was defined and consensus reached that teachers should contribute to the articulation of "peoples' education".

Fifteen guidelines for debate were drawn up which were to be taken to the constituencies of the organisations involved.

Cosatu was empowered to establish a negotiating machinery and to consult with other sectors to facilitate unity. They were also given the task of convening a follow-up conference.

21 YEARS OF CTPA ... 21 YEARS OF CTPA ... 21 YEARS OF CTPA ... 21 YEARS

Cruel repression' warning

DEMANDS for freedom and dignity would always be met with cruel and harsh repression by the forces of reaction, Mr Franklin Sonn said at the Cape Teachers Professional Association conference this week.

Sonn was delivering his 12th presidential address to about 3 000 people on the opening night of the conference.

"I make bold to say that the national democratic movement has enthused the people with a renewed belief in themselves. We want to be part of it.

"The movement has been crippled by detentions and restrictions, but its spirit is alive."

He said it was their duty to challenge the lies proclaimed by the SABC.

"When the demands for freedom and dignity are authentic, forceful and united, they always meet with cruel and harsh repression by the forces of reaction."

Sonn asked why Afrikaners "forget their own past so conveniently".

He quoted a former moderator of the N G Kerk, the Rev H S Bosman, who at the turn of the century said the education system had to be opposed "even to the shedding of blood".

Bloodshed

"We have never heard Archbishop Desmond Tutu, Dr Allan Boesak or Father Smangaliso Mkhatshwa calling for bloodshed. They have resisted the call even under severe provocation."

Turning to school sport, Sonn said it should be left in the hands of able administrators.

"School sport is actively being used to indoctrinate schoolchildren. Sport administrators are being appointed to perform this function.

"Teachers openly propounding nonracial sport are experiencing increasing difficulties.

Commitment

"Because of the CTPA's commitment to the ethic of nonracialism it is logical that it openly declares its support for nonracial sport.

"Tremendous neglect has become a feature of apartheid education, especially the brand of 'coloured education' currently under new management.

"School buildings are in a sorry state of disrepair and there are cutbacks rather than increased spending. Matters are degenerating at an enormous rate."

21 YEARS OF CTPA ... 21 YEARS OF CTPA ... 21 YEARS OF CTPA ... 21 YEARS

Coming home!

By RYLAND FISHER

OLD traditions mixed with new vigour on the opening night of the Cape Teachers Professional Association's 21st annual conference.

Well-dressed CTPA executive members, in black suits and bow ties and sporting red carnations, shared the platform for the first time with members of rival teachers organisations, representatives of progressive organisations, including the restricted United Democratic Front, and four alleged African National Congress members released from Robben Island last weekend.

Teacher representatives ranged from the "white" Natal Teachers Society and South African Teachers Association (Sata), the "Indian" Teachers Association of South Africa (Tasa), and the progressive Western Cape Teachers Union (Wectu) and Democratic Teachers Union (Detu).

And in the audience 3 000 people watched expectantly as the CTPA declared its new direction.

Father Smangaliso Mkhatswa, one of the main speakers, said: "When I was invited to speak here tonight, I thought maybe Dr Allan Boesak and (CTPA president) Franklin Sonn would be leading us in a toyi-toyi."

Mkhatswa was at pains to apologise for what he thought could be considered sexist statements in quotes he used in his talk on alternative education.

"I think this person is referring to humankind when he talks about mankind," he said about one quote.

Later, after the fiery speeches and messages of support, bouquets were given to the wives of Sonn, deputy-president Randall van den Heever and conference convener J J Goeiman.

At the end of the meeting, perfumed soap bars were given to women as they left the hall. The men received copies of Sonn's presidential address and souvenier brochures.

But what appeared to be sexist traditions of the 22 000 member organisation were but a minor stumbling block on the CTPA's walk "home".

In most of the speeches and messages, the CTPA was urged to "come home".

"If you take the right decision, the people will tell you that you are home," said Boesak, moderator of the N G Sendingkerk and president of the World Alliance of Reformed Churches.

"You must make our people very happy and by the same token you must make PW Botha very unhappy.

"You must decide on freedom, justice and democracy," he said.

Boesak's sentiments were echoed by advocate Dullah Omar, who, the conference was told, had attended despite suffering a heart attack last week.

Omar who received a standing ovation brought special greetings from organisations and individuals of the country's mass democratic movement.

The conference was assured that those who were restricted and still in detention were with the CTPA in spirit.

Speakers saluted the CTPA for taking a step forward and moving away from the past.

By the end of the evening, the CTPA had taken many steps forward. They moved a special motion expressing concern about the imposition of the State of Emergency for the third time. The motion was signed by delegates to the conference.

By noon the next day the CTPA had taken more steps forward. It had adopted the Freedom Charter.

In the end it was Boesak's comment which summed up the conference: "A major victory for the forces of democracy."



Advocate Dullah Omar, left, greeted by Randall van den Heever and Father Smangaliso Mkhatshwa

(321)

21 YEARS OF CTPA ... 21 YEARS OF CTPA ... 21 YEARS OF CTPA ... 21 YEARS OF



Yusuf Gabru | Marjorie Piedt | Mr J Strauss | Mrs S Joshua | Jakes Gerwel | Joan Sonn | Mr D van der Westhuizen | Mrs D van Wyk



Principal John Martin from Paarl, third from left, flanked by officials and executive members Archie Vergotine, left, Mr S A Roelf, Mr L W Kearns, Mr J S G Strauss, and Mr F Philander.



CTPA deputy president Randall van ... opening of the 21st anniversary confere...

CONGRATULATIONS

The University of the Western Cape congratulates the Cape Teachers Professional Association on its 21st Anniversary and offer our best wishes for its congress.

We also express our solidarity and support for the Association's commitment to a non-racial and democratic South Africa.

RESPICE PROSPICE

UNIVERSITY OF THE WESTERN CAPE

Bates Wells Recruitment CT ● 2072

When old m...

THEY had come to what promised to be a momentous conference and they were not disappointed, said convenor Mr John Goeiman, addressing about 3 000 Cape Teachers Professional Association delegates and guests.

From the glittering opening night cere-mony on Monday to the farewell on Thursday, the 21st anni... conference was hallmarked by ... decisions, good humour and the s... comradeship.

And uppermost in everyone's mind ... awareness that history was being made.

"The profile changed this year," said president Franklin Sonn."We have grey old teachers who yesterday still tasted mouths the burning bitterness of defeat possession.

"We have young people who, not so still recriminated their elders for not f... enough for freedom," he said.

Delegates represented communities from ners of the Cape - Aberdeen, Calvinia, W... Mossel Bay - while some travelled from ... Johannesburg and Namibia.

Father Smangaliso Mkhatshwa, ... mer general secretary of the Southern ... Catholic Bishops Conference, was ... ed the chairman's gavel at Monday night's ... ny.

He used it to chair a panel of 13 eminent ... ers, including Dr Allan Boesak, Prof. ... Gerwel, Professor Stuart Saunders, Mr ... Patel and advocate Dullah Omar.



All the way from Kakamas, Mrs D Koopman and her daughter.

And when the speeches were over, there was tea and talk, and more tea and more talk. Valuable contacts were established, old friends met up again after a year's absence, and new friendships were struck.

It was, after all, a 21st birthday party as well as a conference.

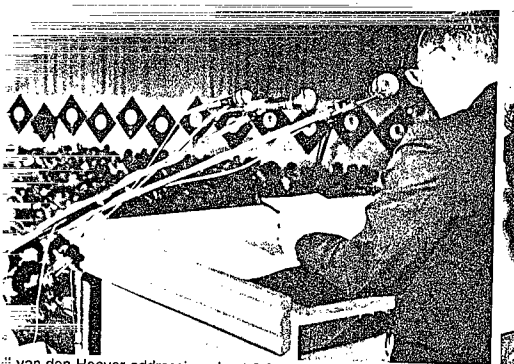


From left, CTPA ...

... OF CTPA ... 21 YEARS OF CTPA ... 21 YEARS OF CTPA ... 21 YEARS OF CTPA ... 21 YE



Andile Jonas | Roeleen van den Heever | Father Mkhatshwa | Eunice Abrahams | Pat Samuels | Pat Martin | Mr T Meintjies | Helen Charles



... van den Heever addressing about 3 000 people at the official conference at the Main Hall at the University of the Western Cape



Ms Renee de Leeuw and Ms Marion Mentu, all the way from Lamberts Bay

... meets new...

... farewell dance ... anniversary ... by courageous ... the spirit of ... 's mind was the ... g made. ... ," said CTPA ... have grey-haired ... tasted in their ... defeat and dis- ... not so long ago, ... still fighting hard ... from all cor- ..., Kimberley, ... from as far as ... charismatic for- ... African ... officially hand- ... night's ceremo- ... eminent speak- ... Professor Jakes ..., Mr Ebrahim



A break from CTPA duties for Ms Sharon Burgess, Ms Brenda Hein and Ms Rosslyn Morris.



... left, Mr Clyde Finlayson, Mrs Chrissie Brink, Mr Clinton Brink, Mrs Ruby Jordaan, ... PA general secretary Mr Paul Jordaan, all from Cape Town, and Ms Charlene Foster from Johannesburg.

PENINSULA TECHNIKON

We congratulate the CTPA on its 21st annual conference.

We, the Peninsula Technikon, wholeheartedly endorse the move towards education for a democratic South Africa.

WELL DONE!

R420-m to boost pay for teachers

ARGUS 24/6/88

321

By TOS WENTZEL
Political Correspondent

R420-MILLION is to be spent in salary increases for all State-employed teachers and lecturers, the Minister of National Education, Mr F W de Klerk, announced today.

It will take effect on December 1, with R140-million being spent in the current financial year.

Mr de Klerk emphasised that it was meant to bring about "occupation-specific improvements" and was not a general salary increase. It was therefore not possible to stipulate percentage increases now because they could vary and details still had to be worked out.

He also emphasised that the Government was not deviating from its decision earlier this year not to grant any general salary adjustments within the public sector.

Interim step

This was merely an interim step, taken after lengthy investigation, to deal with the most pressing problem of a direct backlog experienced by educators in comparison with the rest of the public sector.

The amount being set aside was sufficient to ensure that educators would receive their rightful share of the total amount set aside by the Government for occupation-specific improvements.

School teachers and university, technikon and teacher training college lecturers would be affected.

Mr de Klerk said the advisory bodies concerned would advise him on the most effective way of utilising the money, after which details of the adjustments would be announced.

"Still the same"

The circumstances that had obliged the Government not to grant general salary increases this year remained largely the same.

The Government had taken notice of the private sector's reaction to the President's call for price and wage discipline.

In the next budget it would be necessary to consider steps that should be taken, within the framework of the country's means, to deal with the problem that this reaction presented.

The Government realised the sacrifice that educators had had to make and were still making. Every effort was being made to continue to ensure a fair dispensation for all State employees.

Mr de Klerk said he was fully aware that the latest step did not give full affect to certain advice he had received, but this would simply not be possible.

He had agreed with the organised teaching profession that the basis for determining educators' payment would be examined urgently. Serious shortcomings had been identified by interest groups and the State.

He realised also that within the profession there were different and divergent needs. The universities and technikons, which were not fully funded from the Exchequer, had unique problems.

Affordable ways and means would have to be found to deal with all the sectors within the profession according to their specific needs.

A way also had to be found to prevent a situation in which, on average, educators' salaries lagged behind others.

No matter how willing the Government might be to do this it was not possible in the light of existing economic conditions.

The Government appreciated the exceptionally important work done by educators and the essential contribution they were making to South Africa and its future.

The weather

Becoming cloudy

(Details — page 2)

Teachers' wage rises 'too little'

By RENEE MOODIE

TEACHERS yesterday reacted to the news of the allocation of R140 million for salary increases with disappointment and doubt that the increases would stem the drain of teachers and lecturers to the private sector.

The Minister of National Education, Mr F W de Klerk, announced yesterday that the government had decided to make R140 million available to bring teachers' salaries in line with others in the civil service.

The adjustments, which average 7% and apply to schools, universities and technikons in all education departments, come into effect on December 1.

A total of R420 million would eventually be used for this purpose, but only R140 million was available in the current financial year.

He said education advisory bodies would advise him on ways of distributing the money. Details of adjustments would be announced after this process.

"The improvement now being finalized for educators is merely an interim step to deal with the most pressing problem of a direct backlog experienced by educators in comparison with the rest of the public sector."

He said it was impossible in the existing economic conditions to deal with the backlog in educators' salaries compared with the private sector.

Mr Dudley Schroeder, chairman of the Teachers' Federal Council, said that while the announcement was seen as a postive reaction to the TFC's representations, the council was "disappointed because the amount is insufficient".

As it was an occupational specific adjustment, attention would be given to the biggest problems. Some educators might receive more than 7%, others less.

The TFC was unhappy and anticipated problems because the limited adjustment would lead to an increase in the resignation tempo of teaching staff.

"The present degree of destabilization of the system, in particular in regard to the teaching of certain subjects, will, therefore, be aggravated."

Professor J W Grobbelaar, chief director of the Committee of University Principals, said the pay rise was disappointing. "We take note that this is an interim measure, and can only hope that it will stem the outflow of lecturers from universities."

Private sector salaries

He said the fields of accountancy and engineering were particularly affected because of the lucrative private sector salaries.

Mr Zybrand van Dyk, executive member of the committee of technikon heads, said that while it was difficult to say how much people would get, the numbers of people involved meant they would probably not get very much. "This can only wipe out part of the backlog."

Mr Roger Burrows, the Progressive Federal Party's education spokesman, said the the nominal increase for teachers and other educators, "averaging seven percent", was totally unsatisfactory.

26/6/88

Teachers opt for Charter, call for end to emergency



Delegates at the opening of the Cape Teachers' Professional Association's 21st annual conference, held this week at the University of the Western Cape.

CP Correspondent

IN a move calculated to align itself with the forces fighting for democracy in South Africa, the mainly coloured Cape Teachers' Professional Association this week unanimously adopted the Freedom Charter at its 21st annual conference held at the University of the Western Cape.

The resolution to adopt the Charter was proposed by CTPA president Franklin Sonn, and seconded by Archie Vergotine, principal of Ravensmead senior secondary school and vice-president responsible for the organisation's publications.

The CTPA said the document could be seen as a declaration of human rights that could ensure the freedom of all South Africans.

It could also ensure the even distribution of wealth without hampering free trade, guarantee religious freedom and advocate reconciliation and justice.

The CTPA also called for the lifting of the state of emergency, the unconditional release of political prisoners and the abolition of clamps on certain organisations "in the liberatory struggle".

Condemning the state of emergency, the association said it was "outraged at the unparalleled powers this measure grants the State and police to detain people and restrict leaders, institutions and organisations without affording them recourse to due process".

The organisation recorded its "profound shame that those parties from this community represented in the tricameral Parliament have through their silence and therefore acquiescence declared themselves accomplices to the oppression of their people and the liberation struggle".

The motion expressing the CTPA's outrage was proposed by Sonn and supported by the executive.

At the opening of the conference on Monday night, Dr Allan Boesak, speaking to an audience of 3 000, urged teachers to adopt the Freedom Charter.

Dignitaries at the opening ceremony included vice-chancellor and principal of the University of Cape Town Stauri Saunders, Rector of the University of the Western Cape Prof Jakes Gerwel, president of the Teachers' Association of South Africa Pat Samueals, president of the Western Cape Teachers' Union Yusuf Gabru and UDF (Western Cape) chairman advocate Dullah Omar.

Boesak said the conference represented a great victory for the forces of democracy and freedom in South Africa.

"It means that after many years this organisation has decided to come home. If you make the right decision, people will tell you that you are home."

Boesak said the conference was an important and historic one. Its deliberations would be watched by churches, pupils and community organisations "not because we want to criticise, but because we are with you in the decision you will make", he said.

Gabru said Wectu knew it was not waging a lone battle for a better education system.

It was Wectu's sincere wish that it and the CTPA would soon be part of a democratic union of teachers affiliated to Cosatu, he said.

Omar, who suffered a heart attack last week, received a standing ovation when he introduced four freed Robben Island prisoners, Alson Tshitahe, Sandi Sijake, Magina Justice Mpanza, and Theophilus Cholo, to the audience.

CTPA congress aligns itself to Freedom Charter

By HENRY LUDSKI

THE Cape Teachers' Professional Association — a formerly moderate body — has decided to align itself with the Freedom Charter.

But the president of the Association, Mr Franklin Sonn, has urged the Government not to take action against teachers for adopting the Charter at their historic congress this week.

"If it does it will be playing with fire," he said.

In an interview this week, Mr Sonn said priorities for his association were teacher unity; the formation of a national teachers' union; consolidation of its position in the "democratic movement"; and greater participation in the struggle for liberation.

The CTPA was seriously "looking at the question of forming alliances with progressive organisations" and sharing their ideals.

Stance

The CTPA has adopted an increasingly radical stance. It has also decided to align itself with non-racial sports movements such as the South African Council on Sport and "actively encourage" its members to cut ties with the Government-backed "normal sport".

● The leader of the Labour Party, the Rev Alan Hendrickse, warned the association that it was being drawn "like flies" into a web spun by "political spiders".

Salary rises: Resignation wave feared

Own Correspondent

PRETORIA. — A wave of resignations from the teaching profession and the public service is feared after last week's announcement that ony R140 million is to be used for increases in the teaching profession.

The rest of the total of R420 million earmarked for special increases is to be spent on improving the earnings of a number of key occupations in the public service.

However, when the amount was measured against the more than R700 000 spent on provincial administration workers, it was rejected as totally inadequate by staff association spokesmen.

They have warned that, as a result, public services could be crippled in some areas because of resignations and recruiting difficulties.

South NEWS

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'Unity on Wectu principles'

THE Western Cape Teachers Union has agreed to "pursue the formation of a national, nonracial and democratic teachers union".

But the new union would have to be formed along the principles of Wectu, the organisation decided at its third AGM at the weekend.

These principles included non-racialism, non-sexism, non-collaboration and the rejection of culture which intended to fragment society.

Wectu, which has 2 000 signed-up members, said it would continue to organise "vigorously" to boost its membership.

"We have decided to operate more like a trade union and will appoint our first fulltime organiser soon," said Wectu chairperson Yusuf Gabru who was re-elected.

"We will be expanding Wectu, especially in primary schools. We will be taking up issues like salaries and sexism in the teaching profession. Female teachers are being discriminated against."

Other executive members are vice-chairman Eric Thys of Modderdam High School, secretary Pat van Voore of Elswood High School, and treasurer Greg Voigt of Hewat Teachers Training College.

Gabru said the organisation intended to become "more professional".

"We only have one person working halfday at our office. If we want to expand, we must employ fulltime workers."

A capacity audience attended the opening night of Wectu's AGM in Gatesville last Friday, in spite of a misinformation campaign earlier that day.

Stickers reading "cancelled" were pasted across posters advertising the AGM.

Guest speakers called on teachers to unite and commit themselves to freedom, in theory and in practise.

Advocate Abdullah Omar paid tribute to Nelson Mandela, whom he said had "outserved his life-sentence", as well as to Mandela's family and restricted ANC leader, Govan Mbeki, who turned 78 recently.

Khetsile Lehoka, education officer of the Congress of SA Trade Unions (Cosatu), appealed to teachers to form a single union to address the needs of workers.

The meeting was also addressed by members of the Democratic Teachers Union (Detu) and the Western Province Tertiary Students Representative Council (WPTSRC).



Yusuf Gabru

Teachers look at union muscle

SMALL wonder that the 22 000-strong Cape Teachers' Professional Association is considering forming a trade union.

The dissatisfaction of SA's 75 000 white teachers over pay has been simmering for years.

An independent investigation into the salary position this year discovered that since 1984, the teaching profession had built up a backlog of 11% compared with the rest of the public sector.

Furthermore, it lagged at least 30% behind the private sector.

The idea of a union began at Aprils' teacher unity talks where it was agreed there was a need for a national, unified movement.

Education Minister F W de Klerks' announcement that the Government has made R140-million available to correct the imbalance in teaching salary scales has not gone down well.

It means an average increase of 7% for teachers. Mr de Klerk stressed this was not a deviation from the public-sector wage freeze but merely went a little way to making up part of the backlog.

Both Left and Right have criticised the increase. Progressive Federal Party education spokesman Roger Burrows labels it totally unsatisfactory.

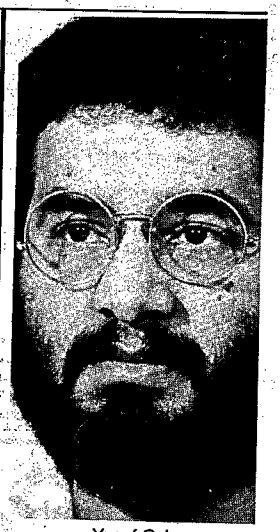
The PFP believes "a new negotiating mechanism is needed urgently".

Conservative Party education spokesman Andrew Gerber says: "In real terms, it means an increase of only 2,5%."

The drain has become an increasingly large problem in the teaching profession. Teachers Association of SA president Pat Samuels believes the increase will do little to stop teachers from switching to jobs in the private sector.

S/Times 3/7/88.

(321)



Yusuf Gabru

Wectu pledge on one union

(321)
14-20/7/88 South

By RYLAND FISHER

THE Western Cape Teachers Union would not hesitate to disband for the sake of teacher unity, according to Wectu chairperson Yusuf Gabru.

Speaking on the eve of Wectu's crucial third AGM, Gabru said his organisation believed in the need for one national union for teachers.

"At the moment there is no other organisation that caters for Wectu members. The conditions which led to the formation of Wectu in 1985 still exist, but they would be addressed by a national organisation.

"Until such time we will continue to defend our members at schools and participate in the struggle."

Gabru said the Congress of SA Trade Unions (Cosatu) had been mandated to call a meeting of teachers' organisations by October to discuss a national union.

This follows a meeting of these organisations in Harare in April.

Needed direction

"This could be our last AGM. But the road to a national union may also be long," Gabru said.

He believed Wectu, in spite of being young and small, had made a major contribution to teachers organisations throughout the country.

"We came into being at a time of crisis when teachers, pupils and parents needed direction. Since then it has been one crisis after another. We have had no time to settle down and develop our base.

"Many of our members have been suspended, dismissed and detained. But they have remained loyal to the organisation. We have a signed up membership of 2 000 of which between 1 000 and 1 500 are active.

"There were no teachers organisations in the past which had taken our kind of action to defend its members rights."

Wectu's AGM will open with a public meeting at the Samaj Centre in Gatesville at 7.30 on Friday night.

Speakers will include Cosatu education officer Khetsi Lehoka, Abdullah Omar and a Namibian educationist.

Rule 'crisis for SA and journalism'

Star 19/7/88

(327)

Within days, scores of journalists and other people in the communications industry could face a threat of up to 10 years in jail.

The repercussions are likely to be far-reaching. Industrial resources and news organisations here and around the world, are preparing to challenge a rule so sweeping that no one can define its limits.

The latest media regulations require all people working for all "news agencies" to register before next weekend. Sources close to government say the decree applies "just to a few ANC-sponsored people." But the regulation is so broad that even public relations officers and institutes, businesses and other organisations which provide information for publication may be affected.

What is certain is that a crisis faces all regular correspondents — from art critics, motoring editors and sportswriters, to economists, news reporters and commentators — who write in their spare time for specialist publications and newspapers.

"It is a crisis for South Africa as much as it is for journalism," the editor of The Star, Mr Harvey Tyson said today.

"Despite assurances to the contrary, this regulation violates the very basis of freedom of information and independent journalism. If State registration is enforced it will create yet another major international furore, alienating even the most conservative international press; and probably much of the Afrikaans press. The register will not succeed in censoring news — but it could drive the more responsible journalists out of the business."

Already some candidates for the State register have been questioned by the police.

While registration of individuals by the Government is seen by all free nations as the worst possible violation of freedom of information, the plan to exempt some news agencies in South Africa is almost as bad. The South African Press Association, Reuters, Associated Press and all the world's major news agencies which are specifically exempted by name from the State register, will find themselves in as an untenable position.

Mr Tyson explained: "It will soon become difficult for any agency to justify its existence as a 'favoured party'. No credible news agency will be able to live with an exemption from an order that imposes restrictions which are intolerable to the free press throughout the world.

"As individuals, all practising South African journalists could soon find themselves in an equally untenable position."

No government decision yet on salary increases

(Khaai water). — Sapa.

(321) B Beeld 31/7/88

Teachers resign over pay 'at alarming rate'

GERALD REILLY

TEACHERS are resigning at an alarming rate as government procrastinates on the salary issue, according to educationists.

According to the Transvaal Education Department nearly 1 400 teachers resigned between January and end-June this year.

In the same period last year, the number of resignations totalled just over 1 000.

Last year a record 7,9% of Transvaal teachers resigned, compared with 5,7% in 1985 and 7,8% in 1986.

Educationists warn that the resignation rate is unlikely to slow unless swift action is taken to assure teachers adequate salary improvements are planned at the latest from next April.

The Teachers Federal Council has also expressed concern at the loss of well qualified specialist teachers from the profession because of inadequate salaries.

So far no assurance has been given by government that, in fact, increases will be given from April 1989.

However, Administration Minister Dawie de Villiers has assured government workers that their salary problem is receiving priority attention.

National Education Minister F W de Klerk still has to decide how the R140m recently allocated for improvements in specific teaching posts is to be spent.

It is understood De Klerk's advisory bodies have not yet completed their recommendations on how the funds are to be spent.

The Commission for Administration and National Education Department are still working on how the R420m — of which R140m was earmarked for teachers — for specific pay hikes is to be allocated.

The limited improvements will be effective from December 1.

Teacher resignations soaring

Urgent salary talks next week

GERALD REILLY

PRETORIA — The Teachers' Federal Council (TFC) is to have more urgent talks with National Education Minister F W de Klerk next week on the deteriorating financial plight of teachers and the need for general salary adjustments.

TFC chairman Dudley Schroeder said last night the renewed demand for general adjustments came against a background of rising teacher resignations — 1573 in Transvaal alone this year.

He stressed at a Free State Teachers' Association meeting in Welkom what he termed the total inadequacy of the interim relief for occupational specific salary adjustments scheduled to become effective on December 1.

Goverment's efforts to slow down the economy, including higher interest rates, had come as a severe blow to teachers and other goverment workers.

Part of the solution, Schroeder said, was for teachers to have their own budget vote. This had become an absolute necessity and the TFC would continue to press for it.

Unlike teachers, Schroeder said, private sector workers' salaries had not been frozen and they were in a position to spend more money.

He said teachers and other goverment workers were forced to buy on credit and the higher interest rates had a direct impact on the quality of their lives.

Price rise

The decrease in economic growth from 5% in the final quarter last year to only 1,5% at the end of the second quarter this year had made matters worse for workers who missed benefits of the upswing in the form of increased earnings.

"And prices are still rising across a broad front. The higher bread price is the most recent example. Service charges have also risen as well as most other food prices," he said.

He added that goverment still claimed the inflation rate was falling. Teachers doubted whether the anti-inflation programme was running to schedule.

They feared rather the materialisation of a forecast by a building society that the inflation rate ould rise to 16% for 1988, Schroeder said.

Teachers say pay fight is paying off

GERALD REILLY

PRETORIA — The organised teaching profession's persistent battle for pay increases has begun to pay off, educationists say.

They say the concern expressed at the NP congress in Natal this week at the mounting resignation rate among experienced teachers indicated that the crisis in the profession seemed at last to have been recognised by politicians.

Minister of Education and Culture Piet Clase told the congress in the first half of the year 2 051 teachers had resigned.

Educationists say with inflation likely to rise in the second half of the year because of government moves to cool the economy, and in the absence of announcements about the precise extent of the expected pay rises, resignations could top 5 000. Clase conceded rising prices were pressuring teachers out of the profession and into the private sector.

22 Pbb Meetings (32) B/Day

He assured parents and teachers government had the interest of education and teachers at heart, and a high priority had been given to teachers' service conditions.

Earlier this week after another in a series of meetings with National Education Minister F W de Klerk, the Teachers Federal Council was told their representations would be submitted to government.

Sources here pointed out if government gave teachers "disproportionate" increases there would be a swift and angry reaction from the rest of the public sector.

Improvements to teachers' pay are far from adequate

According to the article "Government may privatise facets of education" (The Star, August 19), "Mr de Klerk accepted that education and teachers were suffering at the moment". But does this indicate "improvements that could (only) be made within the means of the country" would then make good the overdrafts and resultant interest being paid by teachers?

Further, "Mr de Klerk pointed out that teachers would be given a salary adjustment from December 1 which would bring their salaries into line with other civil servants".

We have been told that the adjustments would be 7 percent and that only for "new teachers" (obviously head of department and deputy levels already earn too much — my bring-home salary is R1 170). Yet we are all at present 11 percent behind other civil servants, not to mention 40 percent behind the private sector.

In a letter in the same issue, P J Leisher rightly comments on the droves of dedicated teachers leaving the profession to earn a liveable salary.

After 25 years' dedication and service I too can no longer afford the luxury of doing what I enjoy most and have to consider educating, clothing and feeding my children and relieving myself of the constant tensions, not only surrounding teaching but also due to my financial crisis.

Widowed Teacher

Johannesburg

□ □ □

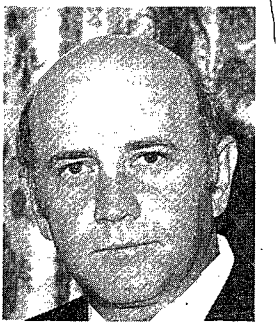
According to a report in The Star of August 26, public service legal staff will receive the promised salary adjustments two months earlier than expected "in an effort to stem the flood of resignations by lawyers". The same concern, however, is not being expressed about the flood of resignations by teachers.

Last weekend I heard someone interviewed on the radio about the school staffing situation in Natal. He said it was not a cause for concern as the posts being vacated would all be filled by new teachers qualifying at the end of the year.

The Teachers' Federal Council is constantly fighting for improvements in salaries and conditions of service for teachers, but this type of attitude will not inspire confidence in teachers or the teaching profession, when it really should be a matter for grave concern.

(Mrs) Beryl Clark

Benoni



Mr de Klerk . . . "agreed that teachers were suffering".

Teachers leaving profession in droves

(321)

5/9/88 . STAR

By Zenaide Vendeiro, Education Reporter

Statistics being compiled by the Teachers' Federal Council (TFC) on the number of teachers resigning from the profession because of poor salaries would "frighten South Africa", Mr Dudley Schroeder predicted in Johannesburg on Saturday.

Mr Schroeder, the TFC chairman, was participating in an emotional and angry discussion on teachers' salaries during the annual general meeting of the Transvaal Teachers' Association (TTA).

PROTEST

During the discussion, teachers considered strike action and other forms of protest such as lobbying the media and the organised parents' organisations.

Mr Schroeder said the "damning" information from the TFC survey would tell the people of South Africa the true state of education. If the outflow from the teaching profession continued, it would lead to the destabilisation of education in the country.

"When the remuneration package of a teacher is compared to that of a counterpart in the private sector, it is found to be 38 percent behind. We call that scandalous and a disgrace.

After sketching the progress of salary negotiations between the TFC and the Government, Mr Schroeder assured the approximately 140 delegates that the TFC was relentless in its efforts to ensure a better deal for teachers.

He said the TFC had the quality of education and the interests of children at heart, and that was why it was opposed to boycotts and withdrawal of labour by teachers. This would turn parents, vital partners in education, against teachers.

During the subsequent discussion, a teacher said a large number of parents would endorse strike activity.

"If, at the end of the year, we don't achieve an increase that we think is acceptable, and we don't get arbitration, we should consider illegal strike action rather than resigning en masse."

Another stated: "The morale is so low that teachers cannot see a tomorrow in education. You can't teach if you can't feed yourself."

'DEGRADING'

A TTA official said teachers were tired of the "degrading experience of going cap in hand to Ministers" and of listening to their promises.

The outgoing TTA president, Professor Rod Connacher, said the salary issue had made serious inroads into the morale of teachers.

The conference passed a motion finding "unacceptable the Government's inability to address adequately the whole problem related to teachers' salaries".

Teachers to hold further talks with De Klerk

Pretoria Correspondent

Teacher representatives meet the Minister of National Education, Mr F W de Klerk, in Pretoria today to discuss salaries.

This follows a three-hour meeting yesterday between a delegation of the Teachers' Federal Council (TFC) and Finance Minister Mr Barend du Plessis, Mr de Klerk, and the Minister of Education and Culture in the House of Assembly Mr Piet Clase.

In a statement released after the meeting, Mr Dudley Schroeder, chairman of the TFC, said yesterday's meeting had dealt only with matters regarding the Government's monetary and fiscal policy.

He said no facet of teachers' salaries was tabled, but confirmed that salaries would be the subject for discussion at a second meeting between the TFC and Mr de Klerk today.

He said information furnished by Mr du Plessis on the Government's anti-inflation programme, the debt moratorium and the importation of luxury items contradicted and refuted perceptions of teachers as had been reflected in a Transvaalse Onderwysersvereniging (TO) statement earlier in the week.

PRIORITY

The TO statement rejected Government assurances that education was a priority matter, particularly in the light of announcements that some public servants would benefit earlier from salary adjustments than teachers.

The statement claimed many teachers rejected as "inexplicable" the Government's financial policy. It expressed teachers' concern at the "worrying" level of teacher resignations.

Exodus of teachers 'will lower standards'

321 B/2004 16/9/88

GERALD REILLY

PRETORIA — The shocking increase in the exodus of teachers meant current standards of education could no longer be maintained, Teachers Federal Council (TFC) chairman Dudley Schroeder said yesterday.

He said in a statement a TFC survey in August showed resignations this year would exceed 3 500, well up on the 2 303 for the whole of last year.

The TFC called on Finance Minister Barend du Plessis to explain why there was a lack of funds to retain essential manpower in education, and for how long the situation in education would be allowed to deteriorate before remedial steps were taken.

Impossible

The survey was based on questionnaires sent to 3 137 educational institutions.

Schroeder said it would be virtually impossible, particularly in the short term, to repair the losses and resulting damage to the profession.

"In the interest of education, and the children, the council stresses the urgency of immediate steps to bring about a dramatic reversal of the situation and to halt a further exodus of essential education manpower."

☐ More than 55% of teachers who resigned during the past two years left because of inadequate salaries and service conditions, the TFC survey found.

And of those considering resigning, 83% gave salaries and working conditions as the most important reasons.

Education 'heading for disaster'

16/9/88

(321 STPC)

By Deborah Smith, Pretoria Bureau

The teaching professsion is heading for a disaster, with 3 552 expected resignations this year, unless the Government makes a constructive statement on teachers' salaries, according to the chairman of the Teachers Federal Council (TFC), Mr Dudley Shroeder.

The TFC yesterday released results of a survey conducted in 3 137 schools and colleges countrywide which revealed 2 574 teachers had already resigned. The figure is already higher than the 2 303 teachers who left the profession last year.

Resignations are expected to increase because only 72 percent of schools and colleges responded to a TFC questionnaire.

The survey revealed that salaries and conditions of service were the predominant reason for resignations.

Mr Shroeder said a large number of teachers were contemplating resigning and he didn't think the situation would improve unless a statement, which instilled a feeling of security, was made by the relevant Ministers.

The ball was now in the Minister of Finance's court because the TFC had publicly challenged him to respond on why teachers were not adequately paid.

Mr Schroeder said a standing committee of the TFC would meet today to decide on further strategies for dealing with the problem.

He said the problem was not only an immediate one of filling posts in classrooms.

He said teaching standards had already dropped and the public could no longer hide from the facts.

Approximately 85 percent of the teachers who had resigned were under the age of 40 while 56 percent were younger than 30. More than 37 percent of those who had resigned were men.

Teachers say Govt doesn't care enough

321
17/9/88

VALERIE BOJÉ

WHITE teachers are in an uproar over their salaries.

An enthusiastic young teacher can expect to take home less than R900 a month.

An older teacher with maximum qualifications and experience may clear R2 200.

In the past few days teacher organisations have launched an unprecedented attack on the Government — accusing it of not caring enough about their salaries or the large number of resignations from teaching this year.

The Government, meanwhile, has appealed for calm, saying teachers should not doubt the Government's determination to address their problems.

White Education Minister Mr Piet Clase says teachers should be given an extra four percent as and when public service pay scales are next adjusted.

But the cap-and-gown brigade aren't buying it, and more and more resignations can be expected.

The Transvaal Onderwysersvereniging says teachers have become poorer and feel humiliated because they can no longer maintain their social position.



"Do you think he's trying to tell us something?"

SAOU 'concerned' about teacher drain

THE Suid-Afrikaanse Onderwysersunie (SAOU) yesterday added its voice to the growing chorus of concern about the rate of teacher resignations.

On Thursday the Teachers' Federal Council met in Durban and warned the standard of education could no longer be maintained in view of the number of teachers resigning because of low salaries.

The SAOU, an affiliate of the council, expressed its concern in a statement yesterday that vacancies could not always be filled by suitably qualified teachers.

It also expressed particular concern about schooling in the Platteland, noting that teachers of important subjects could not always be obtained.

The SAOU said the Federal Council's report served as a timely warning that the profession faced a dark future if no urgent action was taken. — Sapa.

A teacher with four years' training — usually a degree followed by an education diploma — starts on a salary of R13 473 a year.

This gives her a monthly gross salary of about R1 122, and with deductions totalling about R222, she is left with R900.

From this she will have to pay for accommodation and, because teaching includes many after-hours functions, will probably need some form of transport.

Teachers are expected to dress respectably and also have to eat.

And if they are to enjoy hobbies or holidays, provision must to be made for that too.

Concern has been greatest, however, at the level of resignations of experienced teachers who find better-paying jobs in the private sector.

The minimum salary for someone on scale D (with nine years' experience) is R25 335 — a monthly gross of R2 111.

From this a married man (without children) would have deductions totalling about R542, leaving him R1 569.

The maximum salary for an experienced male teacher, boasting a doctor's degree and merit awards, is R34 221, or R2 851 a month.

With deductions of 20 to 25 percent, his take-home pay is likely to range between R2 139 and R2 281.

Headmasters of large senior schools, and departmental executives, do earn more. But they are not the ones scanning the "situations vacant" adverts.

RICH MAN ... POOR MAN

(321) ST Times 18/9/88.

BY the end of the year, at least 3 500 teachers will have turned their backs on the classroom.

Since January, 2 574 resignations have been received by education departments in all four provinces.

Hardest hit is the Transvaal, followed by the Cape, Natal and the Free State.

In what the Teachers Federal Council described this week as "a shocking increase" in the exodus of teaching staff, most resignations — 37 percent — are from men, desperate to earn a living wage on which they can support families.

Ironically, a large number of them are staying in the public sector, or joining para-statal organisations such as Armscor or Eskom.

Here, they immediately earn at least 11 percent more — while, in the private sector, their salaries are likely to jump by 40 percent.

As the TFC released the results of a countrywide survey on resignations this week, chairman Dudley Schroeder challenged Minister of Finance Barend du Plessis to tell South African parents why there was not enough money in government coffers to retain essential manpower in education.

Talks held with Education Minister F W de Klerk and Mr Du Plessis last week have so far produced little joy for the teachers.

On Friday, Minister of (white) Education and Culture Piet Clase said he shared the TFC's concern over resignations, and that the authorities were "giving the situation continuous attention".

A close watch was being kept on the standard of teaching, he assured parents — but apart from reiterating that a seven percent "occupational adjustment" would be paid to teachers on December 1, Mr Clase said nothing to indicate that salaries were being looked at.

The Sunday Times spoke to a teacher who is struggling to make ends meet each month, and to Springbok cricketer Ray Jennings — who left the profession because he couldn't.

In terms of Transvaal Education Department regulations, the teacher may not be named.

Quitting school got 'Bok cricketer a R1 000 pay rise

SPRINGBOK wicket-keeper Ray Jennings got "the fright of his life" when he looked at his pay cheque at the end of his first month as an ex-teacher.

"I couldn't believe it. I had R1 000 more than I'd ever had before, and I didn't know what to do with it!"

That was eight years ago, when Ray walked away from his chosen profession because he could see no way to support his family if he stayed.

"I've never looked back. And it's not only the money — it's the recognition of effort as well," said the cricketer.

Pregnant

With a four-year diploma and three years of teaching experience to his credit, Ray's gross salary in 1980 was R525.

After deductions — which did not include housing — he took home R420 a month.

"My wife fell pregnant, and had to stop work. That's when I realised I'd have to do something, fast.

"I was spending 25 percent of my monthly income on petrol alone, to and from school. There was no way we could live on what was left."

But, hoping he could supplement his income without giving up the job he loved, Ray turned to moonlighting.

"I started a cricket clinic on Saturday mornings — and I earned more from four hours of coaching each weekend than from teaching.

"I was also doing carpentry jobs at night, after a full day in the classroom and on the sports field.

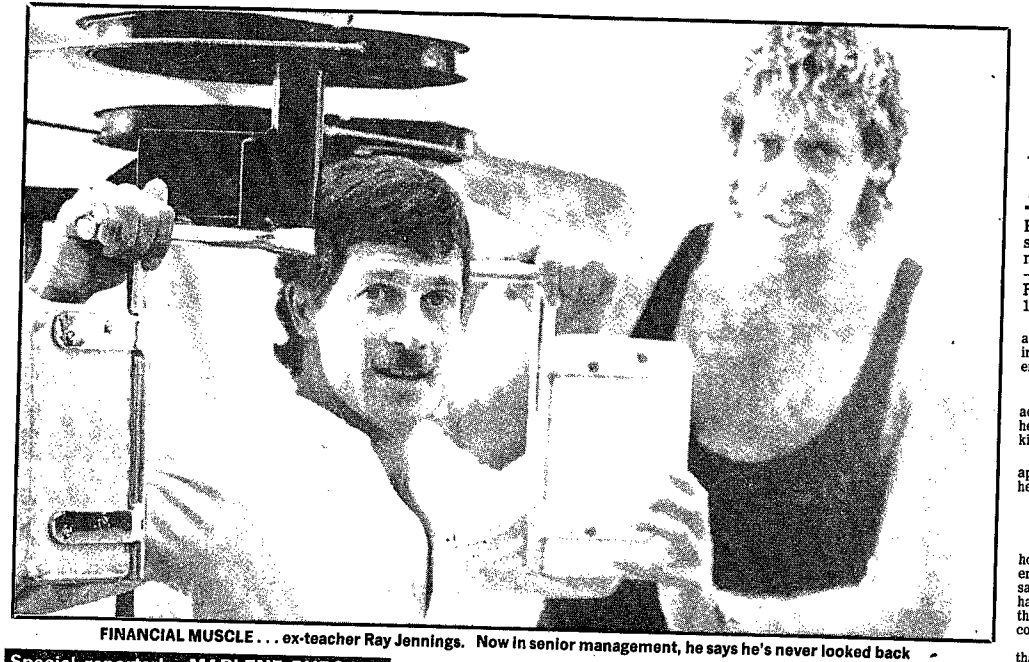
"After seven months of that, and playing provincial cricket almost every weekend in the summer, I took a long, hard look at my life."

The deciding factor was the Transvaal Education Department's insistence that he take three days' leave each time he played for Transvaal.

"The matches always started on a Friday, and I had to take leave for Saturday and Sunday as well.

"I would have ended up hundreds of days in arrears on my long leave."

An offer that he couldn't refuse came from fellow cricketer Graeme Pollock, a director of the protective clothing company for which Ray still works.



FINANCIAL MUSCLE . . . ex-teacher Ray Jennings. Now in senior management, he says he's never looked back

Special reports by MARLENE BURGER

"The job was as a salesman — at the same basic salary I was getting as a teacher, but with a company car, a petrol allowance and commission thrown in.

"Before I had sold a single overall, I was getting twice as much as I had before."

His rise through the ranks has been rapid, from sales representative to sales manager, to computer controller and his present senior management position as sales and manufacturing co-ordinator.

His family's quality of life has improved accordingly.

"My wife no longer works, we have three children, a beautiful home, appliances that work, two cars and a holiday every year.

"It's marvellous to be able to spoil my family. But most important, we have the time to enjoy ourselves."

"To me, working is about three things: Money, time and enjoyment. What I'm doing now gives me 10 times more than I ever had as a teacher.

"Look at it this way. If a youngster of 19 came to me tomorrow, without any post-school qualifications, without any experience, he'd start as a salesman with this company at a basic salary of R1 500 a month and get a company car, a petrol allowance and commission.

"You know what a teacher takes home after four years at college and nine in front of the blackboard? Not even R1 200 a month.

"So who needs it?"

Teacher takes home R1 150 a month — but he loves the kids

HE'S 35, has a wife and two pre-school children. The bond on his modest, three-bedroomed house — 22km from his workplace — is R62 000. He owes R3 426 on his 1984 hatchback car.

And at the end of the month — after a four-year post-matric training course and nine years of experience — he takes home R1 150.

He's a primary school teacher.

Unable to provide his own family adequately with the things they need, he stays in the job "because I love the kids".

But as his own son and daughter approach their school-going years, he's having to reconsider his position.

Battle

"It's a battle every month. I honestly don't know how much longer I can afford to go on teaching," said the man whose extra-mural load has become so heavy that he can't go the moonlighting route most of his colleagues opt for.

"So many men have left teaching that the burden of sport and other activities has fallen onto the shoulders of the few who remain.

"I'm tied up every afternoon with coaching, and at weekends there are matches."

The money he takes home each month is what's left after deductions for tax, pension, medical aid and a subsidised bond payment.

"Sure, I get a housing subsidy and the medical aid scheme is excellent — but my salary just isn't sufficient to cover the other costs."

His wife works three mornings a week as a bookkeeper to supplement his income.

"We're in a Catch-22 situation. If she worked full-time, we'd have to put the kids in day-care which would eat up half of her earnings.

"But without the little she does bring in, we couldn't make ends meet."

Frugality is the watchword in their household.

"I don't have a single life insurance policy — we can't afford the premiums.

"And there is not one cent for any kind of luxury like a meal out once a month, a holiday or a movie."

Next to food, their biggest monthly expense is transport.

"We have one car for me to get to work. There's no bus service.

"We also have a clothing account, which we use sparingly, but teachers are expected to dress reasonably well and set an example to the pupils, so I have to buy new clothes occasionally.

"And the kids grow out of everything before it's even paid for."

The couple's combined monthly income is R1 650. Typical expenditure is:

- Car instalment — R317;
- Petrol — R200;
- Car and household insurance — R160;
- Lights, water and rates — R160;
- Telephone — R30;
- Clothing — R100;
- Playgroup — R80;
- Food — R450;
- Pharmacy — R60;

The total is R1 557, leaving them with R93.

"Some of these items might appear unnecessary, but we have to have insurance on the car. As it is, we pray it doesn't get stolen or damaged, because we can't afford the excess.

They consider a braai once in three months "a real luxury".

"I can't expect my family to live like paupers just because I like what I'm doing," said the teacher, who can only afford to service his car when he gets his annual bonus.





21/9/88.

Teachers pay rise

THE Government has already approved a seven percent salary increase for teachers with effect from December 1, 1988, says the Minister of Education and Culture (House of Assembly), Mr P J Clase.

In a statement regarding teacher resignations, Mr Clase said apart from the salary increase approval, negotiations for a better service dispensation are still being conducted.

He said he shared the concern which had been expressed with regard to teacher resignations and the possible influence that these could have upon the education of children and the standard of teaching.

Schools loses 7 of its teaching staff

By Zenaide Vendeiro
Education Reporter

An English-medium school in Roodepoort, West Ridge High School, has recently lost seven teachers, six of them matric teachers, and has asked parents to help stem the tide of resignations.

West Ridge has a solid reputation in the West Rand and its matric pupils have consistently performed well.

In a letter on the crisis sent to parents of the 1 300 pupils at the school, principal Mr Fred Haywood said the retention of good teachers was in their hands as the authorities seemed powerless to improve conditions.

More teachers could leave the school, he pointed out.

"Five matric teachers are looking for more lucrative opportunities and nine teachers, four of them matric teachers, may have to give up their posts because they cannot afford to keep their own pre-school children at a creche or day-care centre.

"Most teachers are demotivated because their salaries are 39 percent behind the cost of living."

Mr Haywood said that after a meeting with parents and staff, two priority projects had been set up. One was the raising of funds, through a Golf Day, to build a day-care centre at the school at a cost of R40 000.

The other was the erection of signs on Ontdekkers Road and advertising boards on the school grounds to raise about R100 000 "to be used to improve teaching conditions".

He said about 6 000 teaches had resigned in the Transvaal alone.

Parents must relieve teachers' plight

(321) 26/9/88

I agree with Mrs S Pike (Letters, September 9) regarding the financial, physical and emotional plight of teachers.

My sister has been a teacher for many years and, while most of her pupils' parents bask in the comfort of the homes which they own or flit about in expensive cars, because of the miserly "gratuity" she receives each month, she and her young daughter are economically obliged to cheerfully "camp-out" ie, live in a secondhand caravan.

After a long, physically exhausting and emotionally draining day she is obliged to share communal bathing and toilet facilities, wash dishes (outdoors) in a bowl of cold water and cook everything in an electric frying pan.

She has no telephone, no automatic washing machine and no domestic help. So what? She's only a Bachelor of Arts with above-average intelligence, a very strong sense of responsibility and a mountain of books to mark before Monday.

As long as she goes on dutifully giving up her afternoons, evenings and weekends for nothing, you can relax.

Well, I think the whole sordid affair has gone on long enough, and if the tax-paying population as a whole is unable to pay teachers the salary they deserve, then the parents must make up the deficit and eg, pay an extra R1,50 per child, per normal schoolday. So, if a teacher's usual form consists of, say, 40 pupils a day, he or she will receive an additional R1 200 a month, tax-free. Plus overtime, for any after hours sporting (or other) activity.

A far-fetched idea, parents? Why? If you wouldn't dream of working around the clock, seven days a week, ad infinitum, simply for a humble roof over your head, the bare necessities, a non-existent savings account and possibly a pretty box of chocolates every now and again from your grateful employer, then why should anyone else?

I do not endorse the "money means everything" attitude so prevalent today but neither do I endorse an "unequal reward or no reward at all for more than equal work" attitude either.

Give Teachers Their Due

Randburg

□ □ □

My daughter is a remedial teacher who has just completed her first year of teaching after graduation. She is a very good remedial teacher. She graduated at the University of Cape Town last year with the top results in the faculty. She earns about R900 a month after four years of expensive and intense study.

She is leaving the teaching profession and intends taking a job as a public relations person on a train. She will double her salary.

It doesn't really matter that the teaching profession has lost a good teacher; after all, working on a train is a very worthy job.

J Louw

Johannesburg

22% salary rise for teachers expected

Political Staff

TEACHERS' salaries — a major area of confrontation with the government — are expected to rise by at least 22% from the first of January.

This is part of a government plan to stem the mass exodus of civil servants from government service which has become particularly severe among teachers.

Teachers will benefit both from the 15% civil servants' increase to come into effect from January 1 as well as a 7% December 1 increase designed to bring teachers' salary scales in to line with those of other members of the civil service.

Though no statement about proposed increases has yet been made by the Minister of National Education, Mr F W de Klerk, an announcement is expected today or tomorrow.

The Teachers' Federal Council last night welcomed the pay rise, saying the move was a response to its demand to the government.

Teachers to get 22 pc

Political Correspondent

Teachers at schools, universities and technikons will be getting an average 22 percent more in their pay packets from January 1 next year.

Minister of National Education Mr F W de Klerk confirmed in a statement that teachers would get the general 15 percent civil service pay increase from January on top of the seven percent "occupation specific" increase from December 1 this year, which was announced earlier.

He also announced that negotiations would now begin for next year's occupation specific adjustments for educators.

Mr de Klerk pointed out that the average seven percent increase for educators from December 1 would be distributed in different ways.

Educators in schools, technikons and colleges would all receive at least seven percent more from December 1.

However the universities would be given an increase in subsidies on December 1 equivalent to a seven percent increase in their education staff bill and would decide themselves how to distribute it.

They would also decide how to distribute the 15 percent increase for general staff on January 1.

Mr de Klerk said full details of the December 1 increase had been sent to the various education departments.

Details of the general salary increase on January 1 would be supplied as soon as possible.

28/9/88

Teachers in class of their own

(32) GERALD REILLY B/day

PRETORIA — The teaching profession's persistent battle with government for better salary and service conditions is starting to pay off.

On December 1, they will get an across-the-board increase of 7% and, in January, the 15% rise granted all personnel on the exchequer payroll.

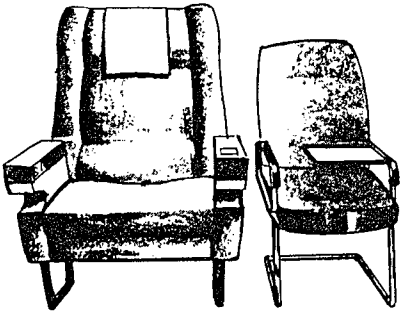
This was confirmed by Teachers' Federal Council chairman Dudley Schroeder.

He said the new conditions should help slow down the flood of resignations which were threatening the quality of education.

Schroeder said, however, that the council wanted long-term solutions to the pay problem and discussions on the issue would be held soon with National Education Minister F W de Klerk.

Other sources said government was ominously silent on the pay-education system in which parents would be made to contribute financially to the education of their children.

They said, against a background of government's increasing financial distress, the system could be introduced next year.



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Private schools: subsidies

1396. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether private school subsidies for 1988 have been decided upon; if not, (a) why not and (b) when is it anticipated that they will be decided upon; if so, how many private schools have been granted subsidies of (i) 45 and (ii) 15 per cent?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

The second instalment of subsidies for the 1987/88 financial year was paid in February 1988. A decision on subsidies for the 1988/89 financial year is yet to be taken.

(a) and (b) The evaluation of applications for the 1988/89 financial year is being made at present and a decision will be taken before the payment of the first instalment of the subsidy in October 1988.

(i) In the 1987/88 financial year 24 schools were allocated subsidies of 45%, while applications for the 1988/89 financial year are under consideration.

(ii) In the 1987/88 financial year 31 schools were allocated subsidies of 15%, while applications for the 1988/89 financial year are under consideration.

Private schools: subsidies

1397. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether any private schools (a) have not applied for and (b) have been refused subsidies in 1988; if so, (i) how many in each case and (ii) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a) Yes.

1986

Region	School type	(a)	(b)	(c)	(d)	(e)
N Tvl	Public	331	64	669	847	4 198
	Farm	903	3	16	718	844
	Other state aided	35	4	20	28	218
	Private	6	2	2	6	53

(i) In the 1987/88 financial year four schools did not apply for a subsidy. In the 1988/89 financial year one school did not apply for a subsidy.

(ii) 24 August 1988.

(b) (i) Applications for subsidies in the 1988/89 financial year are currently under consideration.

(ii) 24 August 1988.

Medical school: graduates

1400. Mr R M BURROWS asked the Minister of Education and Development Aid:

How many students in each race group qualified as doctors at the end of 1986 at each specified medical school falling under the control of his Department?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

Black — 47
White — 0
Coloured — 0
Asians — 0

Only medical training offered by the Medical University of Southern Africa falls under the control of the Department.

Teachers: posts

1407. Mr R M BURROWS asked the Minister of Education and Development Aid:

What number of teachers occupied the posts of (a) principal, (b) deputy principal, (c) head of department, (d) temporary teacher and (e) permanent teacher in each specified type of school in each province in 1986 and 1987, respectively?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

Information is given according to the seven regions of the Department.

Region	School type	(a)	(b)	(c)	(d)	(e)
Highveld	Public	258	107	649	880	4 405
	Farm	598	1	17	406	561
	Other state aided	37	0	5	32	144
	Private	3	0	2	1	23
Johannesburg	Public	298	62	573	762	4 585
	Farm	1	0	0	4	2
	Other state aided	5	0	0	0	20
	Private	14	3	8	18	135
Orange-Vaal	Public	176	81	425	381	3 004
	Farm	1 288	0	2	346	594
	Other state aided	4	0	1	1	12
	Private	3	1	1	2	29
OFS	Public	217	47	441	828	2 620
	Farm	1 110	1	1	420	296
	Other state aided	23	0	3	34	55
	Private	13	1	1	22	44
Natal	Public	149	19	242	529	1 700
	Farm	854	1	19	531	966
	Other state aided	30	0	10	51	111
	Private	10	1	0	5	68
Cape	Public	308	66	558	712	3 675
	Farm	701	0	3	170	394
	Other state aided	16	1	1	2	18
	Private	9	1	0	2	53

1987

Region	School type	(a)	(b)	(c)	(d)	(e)
N Tvl	Public	281	60	609	781	4 119
	Farm	926	4	17	752	889
	Other state aided	33	1	13	40	187
	Private	5	2	1	5	57
Highveld	Public	274	109	681	1 041	4 690
	Farm	601	0	21	438	560
	Other state aided	37	0	5	29	147
	Private	3	1	3	3	16
Johannesburg	Public	309	68	591	717	4 721
	Farm	1	0	0	7	2
	Other state aided	6	0	0	1	23
	Private	11	2	6	15	139
Orange-Vaal	Public	181	93	472	455	3 190
	Farm	1 321	1	3	354	599
	Other state aided	3	0	1	2	12
	Private	3	1	2	2	27
OFS	Public	232	57	467	1 140	2 775
	Farm	1 139	1	1	445	288
	Other state aided	20	0	4	32	52
	Private	13	1	1	24	48
Natal	Public	157	18	264	585	1 748
	Farm	859	1	21	601	953
	Other state aided	30	0	11	55	106
	Private	10	1	0	8	66

Region	School type	(a)	(b)	(c)	(d)	(e)
Cape	Public	359	80	588	977	3 936
	Farm	706	0	4	202	356
	Other state aided	16	1	1	3	17
	Private	10	1	0	9	49

Pupils: home language categories

1408. Mr R M BURROWS asked the Minister of Education and Development Aid:

What number of pupils in each specified home language category attended (a) primary and (b) secondary schools in South Africa as at the latest specified date for which figures are available?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

This information can be found in the Departmental Annual Report of 1987, table 3.4.3 on page 272.

Computer data system

1411. Mr R M BURROWS asked the Minister of Education and Development Aid:

Whether his Department maintains a computer data system for all statistical information on staff, student and pupil numbers; if not, why not; if so, (a) when was this sytem finalized, (b) what areas of data are maintained in this system and (c) how often is the information updated?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

Yes.

(a) 1984

(b) All information regarding primary and secondary schools in respect of location, accommodation, pupils and teachers is found in the Annual Report of this Department.

(c) One complete update is annually done on the first Tuesday in March, supplemented by two additional surveys.

Pupils: attendance figures

1412. Mr R M BURROWS asked the Minister of Education and Development Aid:

What was the (a) average and (b) percentage attendance of pupils in schools under his control in each province for 1986 and 1987, respectively?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a) and (b): The Department of Education and Training has not at its disposal the necessary information to readily reply to this question.

Standards 6/10: distribution of pupils

1413. Mr R M BURROWS asked the Minister of Education and Development Aid:

(1) What was the distribution of pupils in Standards 6 to 10 in each of the provinces for 1986 and 1987, respectively;

(2) working on the basis of the total enrolment in Standard 6 representing a 100 per cent, what was the percentage distribution of pupils in Standards 6 to 10 in each province for each of the above years?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

Information is according to the seven regions of the Department and not according to provinces.

(1) This information can be found in this Department's Annual Report of 1986, table 3.4.1 on page 262 and in the Annual Report of 1987, table 3.4.1 on page 270.

(2) Calculation requires unnecessary manpower and is not normally utilized by the Department for its own purpose.

Language medium: pupils taught

1414. Mr R M BURROWS asked the Minister of Education and Development Aid:

What was the number of pupils taught through each language medium in all standards in each province for 1986 and 1987, respectively?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

The information as requested with regard to pupils in the primary classes is not readily available.

The information with regard to pupils in the secondary classes, given according to the seven regions of the Department, and not according to provinces, is the following:

1986

Region	Stad 6	Std. 7	Std. 8	Std. 9	Std. 10
(i) English					
N Transvaal	25 133	15 508	12 111	7 826	4 804
Highveld	20 471	16 669	13 629	7 595	5 025
Johannesburg	16 709	15 828	12 686	11 170	8 366
Orange-Vaal	15 772	13 368	9 307	6 860	3 767
OFS	14 558	10 710	8 416	4 969	3 308
Natal	9 049	6 429	4 980	3 049	1 980
Cape	13 718	10 674	6 470	4 304	2 399
(ii) Afrikaans					
Cape	116	74	72		

1987

(i) English					
N Transvaal	22 317	18 444	13 112	9 036	6 054
Highveld	24 761	19 395	14 492	11 239	6 835
Johannesburg	24 004	12 189	9 332	7 718	5 778
Orange-Vaal	17 552	14 853	10 220	7 708	5 278
OFS	17 424	13 038	8 775	6 459	4 520
Natal	10 675	7 664	5 197	3 821	2 301
Cape	15 061	10 995	7 250	4 552	3 177
(ii) Afrikaans					
Cape	105	87	88	31	

Information as at 03-03-1987.

Aids: investigation/report

1415. Mr R M BURROWS asked the Minister of Education and Development Aid:

(1) Whether he or his Department has appointed a committee to investigate and report on the question of Aids in relation to (a) teachers and (b) instruction to pupils; if not, why not; if so, (i) when was the committee appointed and (ii) what are the names of its members;

(2) whether the committee has reported; if not, why not; if so, what are the main elements of the report;

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

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) (a) No

(b) No

All health services are the responsibility of the Department of National Health and Population Development, while school health services are operated by the different provincial adminsitrations. The Department is however represented on the Working Group for Population Education of the Inter-departmental Committee of the Population Development Program and the Advisory Committee with regard to Health Guidance, which are concerned with the matter.

hand clothing is subject to production of an import permit.

(2) No.

Ministerial offices/residences: supply of materials

1485. Mr P G SOAL asked the Minister of Public Works and Land Affairs:

(1) Whether his Department (a) imports and (b) purchases supplies of a certain type of material, the name of which has been furnished to the Minister's Department for the purpose of his reply, for purposes of repairing or replacing curtaining and furniture coverings in Ministerial (i) offices and (ii) residences; if so, in respect of each of the latest specified five years for which information is available, (aa) what quantities were so acquired and (bb) at what cost; if not,

(2) in respect of each of the above five years, (a) from whom, (b) in what quantities and (c) at what cost were supplies of this type of material obtained;

(3) what is the brand of the material in question?

The MINISTER OF PUBLIC WORKS AND LAND AFFAIRS:

(1) No.

(2) The Department does not purchase material for curtaining or upholstery purposes. A wide range of material is obtained per tender in the form of manufactured curtains and upholstered furniture. Details of the suppliers, costs and quantities of materials so obtained are not readily available.

(3) Falls away.

Own Affairs:

Brits Rusoord: subsidy

171. Mr A GERBER asked the Minister of Health Services and Welfare:†

(1) Whether a certain home for the aged in Brits, the name of which has been furnished to the Minsiter's Department for the purpose of his reply, is subsidized by the State; if so, (a) what is the name of this home and (b) what was the amount of this subsidy in each of the past three financial years;

(2) whether it has been decided that this subsidy is to be cut; if so, (a) when was the decision made and (b) (i) by what amount is the subsidy to be cut and (ii) with effect from what date will it come into effect;

(3) whether the contributions of residents of this home were increased this year; if so, (a) by what amounts, (b) with effect from what date and (c) why?

The MINISTER OF HEALTH SERVICES AND WELFARE:

(1) Yes

(a) Brits Rusoord

(b) 1985/86 — R108 348,82
1986/87 — R321 914,63
1987/88 — R313 256,78

(2) No

(3) The management of the home is an autonomous body and determined the contributions of residents themselves.

Teacher students: enrolled/qualified

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

(1) How many persons studying to become (a) pre-primary, (b) primary and (c) secondary school teachers (i) were enrolled in, and (ii) qualified as teachers from, each specified teacher-training institution under the control of his Department in 1987;

(2) (a) what total amount was spent by his Department on the training of teachers during the 1987-88 or latest specified financial year for which information is available and (b) what amount is it estimated will be spent on the training of teachers in the 1988-89 financial year?

The MINISTER OF EDUCATION AND CULTURE:

CAPE

(1)	(i)	(ii)
(a) Barkly House College of Education	132	62,
(b) Paarl College of Education	345	66
Wellington College of Education	172	57
Oudtshoorn College of Education	50	25
Port Elizabeth College of Education	209	43
Cape Town College of Education	310	70,
(c) Paarl College of Education	60	10
Oudtshoorn College of Education	8	8;

(2) (a) R26 238 058,00,
(b) R24 313 141,00.

NATAL

(1)	(i)	(ii)
(a) Natal College of Education	19	19
Durbanse Onderwyskollege	4	4,
(b) Natal College of Education	108	38
Edgewood College of Education	315	111
Durbanse Onderwyskollege	145	36,
(c) Edgewood College of Education	97	41
Durbanse Onderwyskollege	60	20;

(2) (a) R15 653 599,00,
(b) R16 475 890,00.

O.F.S.

(1) (a) Bloemfontein Teachers' College	20	20
(b) Bloemfontein Teachers' College	466	124
(c)	0	0

(2) (a) R5 690 468,00
(b) R6 036 000.00

TRANSVAAL

(1)	(i)	(ii)
(a) Onderwyskollege Pretoria	30	29
Onderwyskollege Goudstad	25	21
Onderwyskollege Potchefstroom	25	26
Johannesburg College of Education	30	31
Pretoria College of Education	10	7
(b) Onderwyskollege Pretoria	472	354
Onderwyskollege Goudstad	359	290
Onderwyskollege Potchefstroom	382	339
Johannesburg College of Education	521	326
Pretoria College of Education	105	87
(c) Onderwyskollege Pretoria	58	43
Onderwyskollege Goudstad	27	19
Onderwyskollege Potchefstroom	0	0
Johannesburg College of Education	108	45
Pretoria College of Education	31	13

(2) (a) R70 322 079,00
(b) R70 360 400,00

Private schools

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

(1) How many private (a) pre-primary, (b) primary and (c) secondary schools are there in each province;

(2) how many pupils of each population group are there in each of these types of schools;

(3) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE:

Cape

(1)	(a)	(b)	(c)
	201	20	30

(2)	pre-primary	pri-mary	secon-dary
Whites	10 287	2 825	7 105
Coloureds	176	358	1 360
Indians	26	77	294
Blacks	60	77	434

(3) 1 February 1988

Natal

(1)

	(a)*	(b)	(c)
	107	28	26

(2)

	pre-primary	pri-mary	secon-dary
Whites	9 896	2 963	6 616
Coloureds	34	166	309
Indians	34	237	461
Blacks	82	267	434

* Includes 96 provincially controlled and 2 provincially subsidised pre-primary schools;

(3) 1 March 1988

Orange Free State

(1)

	(a)	(b)	(c)
	109	1	3

(2)

	pre-primary	pri-mary	secon-dary
Whites	7 528	665	451
Coloureds	7	35	14
Indians	2	29	12
Blacks	4	53	3

(3) 1 March 1988 with the exception of 1(a) in respect of which the date is 1 August 1988;

Transvaal

(1)

	(a)	(b)	(c)
	499	31	73

(2)

	pre-primary	pri-mary	secon-dary
Whites	*	3 948	24 959
Coloureds	*	190	892
Indians	*	102	985
Blacks	*	916	2 401

* Information is not readily available.

(3) August 1988.

Note: Schools which in addition to the secondary school phase offer other school phases are given as secondary schools.

Private schools: admission of non-Whites

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

(1) Whether his Department keeps statistics of the number of private schools which admit non-White pupils; if so, (a) what is the percentage of private schools currently not admitting such pupils and (b) in respect of what date is this information furnished;

(2) what percentage of the total subsidy paid by his Department to private schools in the 1987-88 financial year was paid to private schools which do admit non-White pupils?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

	Cape	Natal	OFS	Tvl
(a)	8%	5,55%	0%	20,19%
(b)	'88-02-01	'88-03-01	'88-03-01	'88-08-01
(2)	99,15%	98,83%	100%	88,21%

Written reply substituting reply to Oral Question No 3 on 12 April 1988 put by Mr K M Andrew (col. 920)

Students qualified as teachers

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

How many White students graduated as fully qualified teachers from (a) teacher-training colleges and (b) universities at the end of 1987?

The MINISTER OF EDUCATION AND CULTURE:

(a)*	(b)*
2 384	2 224

* includes all teaching students who have completed their initial studies by obtaining either a diploma or a degree.

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SOWETAN, Thursday, October 6, 1988

RISING STANDARD

Teachers with matric increase

THE number of teachers in the Department of Education and Training without matriculation certificates had dropped from 73,6 percent in 1983 to 48,7 percent this year, a department's spokesman said yesterday.

Mr Richard Cherrie, the DET's PRO in Pretoria, said the decrease in the number of DET teachers without Std 10 and a professional qualification (i.e. teachers' diploma) is reflected in the following: 1981 (25 309) and 1987 (19 891).

The number of teachers who obtained further professional qualifications at Vista is as follows: 1983 (32) and 1987 (2 499).

Enrolled

From 1982 to 1987 the number of teachers enrolled at Vista to improve their professional qualifications increased from 300 to 14 909.

During 1987 a total of 628 one-week in-service courses were presented for teachers to upgrade their qualifications. The courses were attended by 9 292 teachers, compared to 77 courses involving only 1 744 teachers in 1984.

In 1987, 123 courses were conducted by head office education advisors and were attended by 6 019 teachers. Subject advisers conducted 599 courses for 14 487 in-service teachers this year.

"The DET is proud of its teachers who want to better themselves. It is obvious that at any one time, 50 percent of the DET's 52 000 teachers are busy improving their qualifications either through Vista, Unisa, in-service training centres or adult education centres.

"This reflects the desire of our teachers to upgrade their professional and academic qualifications for their tasks in the classroom. It is absolutely incredible," he said.

(321) South 6-12/10/88

NEWS BRIEFS

Teacher bodies in joint protest

SIX teachers organisations have joined hands to organise a protest meeting highlighting the state of education in the Western Cape.

The meeting, to be held in Hanover Park next Wednesday, will be the first joint action by the Cape Teachers Professional Association (CTPA), Democratic Teachers Union (Detu), Education for an Aware South Africa (Edasa), Peninsula African Teachers Association (Penata), Teachers Association of South Africa (Tasa) and Western Cape Teachers Union (Wectu).

A spokesperson for the groups said the meeting was historic. It formed part of the unity process agreed on by the organisations earlier this year.

Issues to be discussed include the suspension of Detu members, the threat of retrenchment to 2500 teachers, controls over teachers, the closure of schools and colleges, and teachers and pupils in detention.

New teachers' group moves in to fill the gap

By THAMI MKHWANAZI

A NEW teachers' organisation, which may help to to fill the vacuum left by the effective banning of key education bodies earlier this year, has been launched.

The launch of the Soweto-based Progressive Teachers' Congress (Proteco) last month was announced at a press conference in Johannesburg this week.

A Proteco representative said on Wednesday that his organisation was a "direct and inevitable consequence of state repression in the area of education".

He said the gagging of organisations such as the National Education Crisis Committee (NECC) and the National Education Union of SA (Neusa) in February had left many teachers unorganised.

Such a situation could give rise to the implementation of unpopular education policies.

Proteco's conception in Soweto on September 19 was followed by the election of an eight-person steering committee.

The Proteco representative said that once teachers had been organised at grassroots level, an executive committee would be elected in March next year.

He added that there were plans to establish structures in other parts of the Transvaal in consultation with similar structures, with a view to creating teachers' unity nationwide.

(321) Sowetan 12/10/88

TEACHERS FORM A NEW BODY

Home for 'progressives' was launched in secret

By NKOPANE MAKOBANE

A NEW teachers' organisation to represent interests of progressive teachers in the Transvaal has been formed.

A spokesman of the new organisation told a Press conference in Johannesburg that the Progressive Teachers' Congress (Proteco) was secretly launched in Soweto on September 19.

He said the launch was prompted by the direct and inevitable consequences of various forms of the State action in the realm of education.

Proteco is presently led by an eight-member steering committee who will hold office until an executive committee is elected not later than March next year.

A spokesman said the banning of organisations such as the National Education Crisis Committee (NECC) left many teachers disorganised

"This paved a way for the implementation of unpopular education policies such as, the grossly unnecessary freezing of teaching posts and the transfer of teachers in the middle of th academic year.

"There had also been a large scale of detentions of schoolchildren, the education crisis at schools in Soweto and Tembisa, the continued detention of two Soweto teachers and restriction orders served on two others from Maritzburg," he said.

The spokesman also said Proteco remained committed to the goal of national teachers' unity. This unity, he said, can only manifest itself in the launch of a single national teachers' union for all teachers in South Africa.





1 086 CANDIDATES

(266 Sowetan)

THE Transvaal Provincial Administration has announced that 1 086 black candidates will be standing for the council elections on October 26.

Out of a total of 1 164 nominations received, the TPA said, 78 were rejected on the grounds of defaulting on legalities which are applicable to all participating candidates received to make a quorum in order to



MR JOHN Mavuso ... new candidates.

least 60 percent of them were new candidates.

Mr Mavuso said of 677 seats in the Transvaal, 245 will not be contested and 40 are vacant. He said that on the East Rand, which has 127 seats, 204 candidates were approved, and of which 40 will be contested.

"A total 270 candidates

Detu looks beyond the classroom

The Democratic Teachers' Union was formed less than two years ago but it has already attracted the attentions of police and Department of Education and Training authorities. Early this year five members of the union with overt political profiles were "suspended" for refusing to obey official instructions. At least one member, Nosipho Ntwanambi, is in detention. SOUTH spoke to Detu chairman Andile Jonas about its goals.

SOUTH: Why was Detu formed?

JONAS: The 1985 crisis in education led to the formation of Detu after it became clear that the teachers'organisation which existed at that time could not adequately tackle problems affecting education.

What is Detu's membership?

Our ranks have swollen following our campaigns such as fighting the registration of pupils and Hands Off Our Teachers.

Recently, there have been talks to win over the allegedly conservative Peninsula Teachers' Association. What are the developments in this regard?

The unity or alliance talks between Penata and us is the result of common problems we experience with DET. This alliance goes further as it includes several progressive organisations such as Wectu, Cape Teachers' Professional Association and Idasa.

Initially we had communication problems with Penata but those have been resolved. We shall form one teachers' organisation in accordance with the resolutions taken at a meeting of teachers' organisations in Harare in April.

But this cannot be achieved overnight - we cannot divorce education from the political situation. We also support the slogan of people education for people's power.

What are the problems in the education set-up?

A major problem is the imposition of instructions from DET's higher hierachy to teachers. In most cases the instructions are unreasonable. For example, teachers have been suspended for refusing to officiate at athletics meeting. That there was no normal tuition in the schools was not considered. DET's action in this incident amounted to disruption of the teaching-learning situation.

There are rumours that there is co-operation between the security forces and DET. What are your comments?

We have concrete evidence in the form of a document recently handed to principals at township secondary schools. Initially, DET denied knowledge of the document but later admitted they issued it.

What is Detu's current programme of action?

We are planning joint action to get DET to drop the charges against the five teachers. We are also moving to our cherished goal of having one teachers' organisation in terms of the Harare seminar attended by several teacher organisations.

We also plan to put more effort into the campaign for the immediate release of our gallant comrades in detention such as Miss Nosipho Niwanambi, a teacher at Zingisa Higher Primary.

There has been a major shift in the struggle for a better education. This year teachers have been prepared to be involved in protest actions. Can you elaborate on this development?

Gone are the days when teachers saw the struggle in the education as solely the responsibility of the pupils. This can be attributed to the political and intellectual development of the students who took up the initiative to consult parent and teachers - it showed the importance of working together.

Later this led to the formation of the PTSAs in all schools. The march to DET's offices earlier this year also marked a prominent shift in the struggle for a better education.

Detu is a union. Does this mean there are plans to negotiate with DET about issues affecting teachers' working conditions like salaries and work contracts?

At this stage Detu cannot negotiate with DET on any issues. We are trying to unite teachers' organisations. Once we achieve this, we will seriously consider negotiating issues such as professional status of teachers, conditions of service and the political situation in our country affecting teachers as members of the community.

What are Detu's aims and objectives.

Detu's aims can be seen in terms of one of the Freedom Charter's aims. We demand a non-racial, democratic, free and compulsory education system in a unitary South Africa. We are also striving to unite parents, teachers and students in democratically-elected PTSAs. Hence every Detu member should be a PTSA member.

We also protect our members from the victimisation they experience when they propagate our aims. That is why we embarked on the Hands Off campaign following the suspension of five of our members.

What is Detu's involvement in People's Education?

Detu's affiliation to the National Education Crisis Committee is proof that we are involved in implementing People's Education. We are involved in mathematics and history commissions, Molo Songololo and other structures involved in People's Education.

321 South 13-19/10/88

Six say no

SIX teacher organisations this week resolved not to participate in the municipal elections or allow schools to be used as polling stations.

The resolution was taken in a meeting in Hanover Park attended by the Cape Teachers' Professional Association (CTPA), the Western Cape Teachers' Union (Wectu), the Democratic Teachers' Union (Detu), the Peninsula Teachers' Association (Penata), the Teachers' Association of South Africa (Tasa) and Education for an Aware South Africa (Edasa).

Cosatu educational officer Khetsi Lehoka said the occasion was a model for the rest of the country.

"It brings the ideal of a single teachers union with more than 100 000 members closer to being realised."

Mr A J Davis, of Tasa, said South Africa was "on the threshold of a new era for teachers".

Unity talks held between the various teacher organisations in Harare in April would be resumed in November

The meeting also resolved to campaign for the unconditional reinstatement of the five suspended Detu executive members who faced charges of misconduct.

The detention of teachers and students was condemned.

The organisations pledged to fight against the planned retrenchment of about 2 500 teachers and the closure of Zonnebloem and Wesley Training Teachers' colleges.

205 000 vacant places in SA classrooms

Blacks could fill 'empty' white schools

By Susan Pleming, Education Reporter

There are 205 000 vacant places in white schools throughout South Africa — and these could be filled by black pupils eager for an education, says a report by the South African Teachers' Association (Sata).

Sata — which was established in 1862 and represents more than 3 000 white English-speaking teachers in the Cape — completed its report on open schools recently.

It has recommended that State schools open their doors to children of all races.

The report comes at a time when many Johannesburg and Cape Town schools have called for the scrapping of racial classroom barriers, and when the largest single British investor in South Africa, BP Southern Africa, has offered R50 million to help schools wanting to go open.

The BP cash would be used as bridging finance to make up for the government subsidies which the schools would lose if they become open.

Sata conducted its study after a resolution at its annual conference last year. The report has been accepted unanimously by members.

It is also being reviewed by the Transvaal Teachers' Association. "We are examining the report carefully. There is a lot of support among TTA members for open schooling," TTA general secretary Mr Jack Ballard said yesterday.

The Sata sub-committee said the unanimous acceptance of the report showed an awareness of teachers' moral obligations to all South African children and a commitment to an open society.

Facilities

But the opening of schools to all races would not solve all South Africa's education problems. By 1990 the school population would be about 9,5 million — and 8 million of these would be black.

"Clearly, while we would like to see these 205 000 vacancies taken up by black pupils who need them, we will not solve this country's education problem of sheer numbers by opening white schools," said the report.

The report said it was unacceptable to pour money and expertise into the black education system to raise it to the same level as that of white education. Sharing existing white facilities and expertise was a more economic solution.

For schools to be open to all races, all apartheid legislation would have to go.

Also, for an open education system to work, schools would have to provide compensatory educational programmes for those pupils who had come from an educationally disadvantaged background.

● See Page 13

Govt believes in separate education says Clase

THE Government believes unshakably in separate education for South Africa's different population groups, the Minister of Education and Culture, Mr Piet Clase, said in Pretoria.

Speaking at the Pretoria Teachers Training College, Mr Clase said "own affairs" education implied separate teacher training.

"This does not mean however that we are blind to the danger of isolation. It is indeed teachers who will have to guide one day with regard to building communication in view of a better understanding between the country's multi-cultural groups, and for this we must equip student teachers."

Legislation is presently being considered which will not only bring important renewal, but will also allow colleges to preserve that which must be preserved.

Another aspect which deserves urgent attention was the reconsideration of admission criteria to education training, as well as the criteria for the employment of teachers.

Money for education was limited and Mr Clase said that education could not allow valuable resources and funds to be spent on people who were not prepared to unite themselves with the aim of the country's education system.

The economic realities of South Africa would have to be taken into consideration when it came to future education, as the lower white population growth placed great pressure on the treasury.

Mr Clase considered teachers as the people who were the most conscious of tomorrow's responsibilities, as they are the people who would work with the future of the nation.

He said that teacher's colleges would have to re-evaluate their curricula in order to determine whether it would still contribute to well equipped teachers whose task it is to train the future generation. — Sapa.

Teachers and students switch roles

By Shehnaaz Bulbulia

Teaching students is all in a day's work for teachers but a new project puts teachers behind the desks and the students in front of the blackboard teaching them how to teach.

University students and lecturers are involved in this unusual project which aims to upgrade teachers' teaching skills, says founder and director of the Enrichment Course, Mrs Paulette Bethlehem.

The course which has proved popular since its inception seven years ago, runs for 10 weeks every Saturday morning during the first school term. Classes are held at the Johannesburg College of Education.

The project, which caters for teachers from the PWV area, is a private initiative even though lecturers and students from various institutions are involved in the programme.

Street law is one of the subjects offered which takes into account the demands of the community. Students and lecturers of Wits University's Law school are involved in the teaching.

Street law she points out, is essential because it is every person's right to know of their basic legal rights.

"Every time a person comes into contact with the law whether he/she buys something, rents a house, gets married divorced or detained — street law aims to show how the law operates and how it can protect that individual."

In the project, teachers are taught how to manage their own stress effectively and are equipped with concepts to broaden the mind.

The project, she says, is creative and flexible, a shift from the orthodox blackboard situation. Different teaching techniques are introduced such as role-play, group discussions, videos, and field excursions.

The project also takes into consideration the diverse backgrounds of teachers.

Teachers she says, are made aware of using creative teaching techniques to suit the different classroom situations.

"Teachers from white schools can afford to teach children in group situations because there are fewer students. In the township this method may not work because a teacher would experience difficulties in facilitating discussion amongst 60 pupils at a time."

Teachers are taught by students and experts alike. Subjects range from African literature and story telling to educational psychology and teaching the gifted child.

Teachers say their plight remains unresolved

PRETORIA — Teachers' salary problems have not been resolved in spite of the 15% pay hike they will get with the rest of the public sector from January 1, the Transvaal Teachers' Association (TTA) says.

In addition to the 15% increase teachers are to receive a further 7% rise from December 1.

However, the TTA says the plight of the beginner teacher and all teachers at post level one remains.

GERALD REILLY

Differentiated pay scales for men and women at post level one up to and including category D should be removed.

The TTA says this should be seen as a priority.

The TTA says teachers will still have an average salary disadvantage of 4% compared with the rest of the public sector — a situation it finds unacceptable.

On the need for an efficient negotiating mechanism, the TTA says the profession should not have to resort to media campaigns and mass meetings to make government aware of the situation in the profession.

Commenting on the threat of the removal of state financing for state and state subsidised pre-primary schools, the TTA says this would be "totally unacceptable".

Quality teachers being lost in favour of mediocrities

Star 30/11/88

321

By a Teacher

It is difficult to find a better standard of all-round education than that enjoyed by white children in South African State schools. The balanced emphasis on the academic, the cultural and the sporting allows for the development of each individual's potential. Some of the country's finest men and women have, over the years, dedicated their lives to teaching.

Today, the mood in that profession is moving from anger to despair.

Every single South African — black, white, Indian or coloured — will have to live with and, we hope, through, the frightening consequences of Verwoerd's apartheid education. Now we must face the possibility of another sacrifice on the altar of apartheid: the pursuit of excellence in white schools.

The Transvaal Teachers' Association, which represents 6 000 teachers, is deeply concerned. These people believe in teaching as a challenging, worthwhile career. They believe that there are many answers to the daunting questions that face education. They are concerned about the myths and distortions that many believe about teachers and teaching.

Today, The Star introduces a new column — written by a high-ranking teacher who must be anonymous or risk losing his job — dealing constructively with the crisis in education.

During the last couple of weeks of this busy term a multitude of school magazines will be published. They will reflect the incredible diversity of learning situations that our schools offer their pupils.

They will have been edited by teachers who, for no extra remuneration, have put in up to 300 hours of highly skilled "overtime" work.

They will bubble with the vitality and creativity of young minds. Many will achieve rare standards of excellence, all will provide pupils with a showcase for their talents.

The school magazine is a very appropriate and topical symbol of the two sides of teaching: its joy and its sorrows. Their publication depends on the energy, enthusiasm and skill of a teacher (or teachers) who delights in travelling "the second mile".

Positive effect

There has always been an abundance of such devoted teachers who were excited by the splendid challenges of education; who, through their own balance, wisdom and integrity have created a permanent and positive effect on the lives of young South Africans.

These educationists have set high standards of professionalism, worked through weekends, holidays and daily 12-hour shifts. They found a harmony, balance and purpose that outweighed material reward.

They enjoyed the stimulation of shaping the minds and values of young people. They were able to live well, but not too well. But soon, like that loving feeling, all these qualities could be "gone, gone, gone".

The sorrow in teaching is not purely financial, although the accumulated years of falling behind inflation have created a gap that a makeshift promise of 7 percent in December and 15 percent in January will not close.

The sorrow in teaching is that ideals are crumbling in the face of the combined attack of cynicism and materialism.

The sorrow in teaching is caused by the quality of the people who are now leaving the profession. In our country, which is developing a desperate shortage of middle and top management personnel, the teaching profession offers a wealth of talented people able to motivate, communicate, create, administer, coach and instruct.

It is now the heads of department and senior teachers, men and women with four to 15 years of experience, who are leaving; the type of people who edit our schools' magazines, who ensure the high standards of Nuffield Week, Beckwith Week, the English Olympiad, RALI, Interact, RAP's Plays Festival (the list is endless).

The sorrow in teaching is that mediocrity will replace excellence, apathy will replace involvement, despair will replace anger.

Any person concerned about maintaining the proud heritage of English-speaking education has to reject the cynical bumper-stickers of 1986 which read "Will the last person to leave the country please turn out the light".

Instead, we have to become more aware of those ringing words of Alan Paton, most patriotic of South Africans.

"Cry, the beloved country, for the unborn child that is the inheritor of our fear. Let him not love the earth too deeply. Let him not laugh too gladly when the water runs through his fingers, nor stand too silent when the setting sun makes red the veld with fire.

"Let him not be too moved when the birds of his land are singing, nor give too much of his heart to a mountain or a valley. For fear will rob him of all if he gives too much."

Education in our country is constrained by fear: fear of change, fear of the authorities, fear of losing our privileged position.

We must realise that we have no option, whether it be for humane or for practical reasons, but to evolve new, open, fair and workable education systems.

We must cherish and revive the qualities of determination, clear and coherent planning, the ability to think laterally.

Any person concerned about the continuing exodus of the best and the brightest from teaching needs to dispel the following myths and destroy the following distortions about teaching:

Part-time activity

- "Teaching is a part-time activity."
- "It is only a salary issue."
- "There is no shortage of teachers."
- "The dedicated teachers are staying."
- "The promised increase has restored morale in teaching".

So much can be done, so much must be done to keep those special, committed people in education. The Roman Empire, it was said, was destroyed by arrogance, apathy and sloth. Let us examine our values, cherish our past and look to our future.

TEACHERS - GENERAL

1989 - 1990

Teachers must get together

Sowetan 10/11/89

321

A RESOLUTION to continue with the unity talks among South African teachers of all races was taken during the 67th African Teachers' Association of South Africa conference held in Johannesburg last week.

The resolution came as a follow-up to a meeting held in Harare last year in which 28 teachers organisations were represented.

"South African teachers must get together across the colour lines and take off as a professional group to agitate for a fair and just education system, said Atasa's president, Mr Frank Tonjeni.

"We must avoid the panic situation, research our problems and act as a relevant organisation working with the community."

To facilitate unity, Atasa has planned a meeting for its members and those from the English Teachers Association to be held in Durban in March this year.

"There is a need for a teachers association which is non-racial in this country," said Mr Tonjeni. "Its creation will conform with the people's demand for one education system of all South Africans."



Mr FRANK Tonjeni, president of the African Teachers Association of South Africa.

Maths digest helps pupils and teachers

Sowetan 26/11/89 (32)

THE University of Cape Town has for the past 17 years been producing a quarterly magazine, Mathematical Digest, to improve the mathematics skills and teaching abilities of high school pupils and teachers respectively.

The magazine, is the brainchild of Professor John H Webb, an associate professor in mathematics at UCT. It was established in 1971 and now enjoys a wide circulation within South Africa and in other African countries.

Prof Webb, who attended the universities of Cape Town and Cambridge, is also the editor of *Mathematical Digest* and director of the UCT School Mathematics Competition. His interests lie in the area of identifying and stimulating mathematics talent.

The magazine is aimed particularly at pupils who enjoy maths, but is also useful to those who feel they need to improve.

Call for regular teacher training

Staff Reporter

THE chairman of the Teachers' Federal Council (TFC), Mr Dudley Schroeder, has called for a national programme of qualification review and in-service training for teachers.

A national seminar at which experts are to speak on the necessity of such a scheme and funding options is to be held on March 17 and 18.

Speaking at the Denneoord College of Continued Training in Stellenbosch last week, Mr Schroeder said the teaching profession would have to look at some form of assessment at regular intervals of teachers' proficiency.

"We can no longer assume that initial training gives teachers all the skills and techniques necessary to take them through their whole careers," he said.

The teaching profession needed to be able to guarantee children and parents that the services being rendered was of impeccable quality. Only then would it be able to make demands regarding the conditions of service "essential to obtain and retain quality education".

The Star Tuesday February 14 1989

Schools at the mercy of SADF — teachers

Star 7/2/89

By Paula Fray

The recent restrictions on certain educational organisations and the role of the South African Defence Force in schools was strongly criticised at a joint press conference held by teachers' groups in Johannesburg yesterday.

The Democratic Teachers' Union Committee spokesman, Mr Monde Tulwane, said the Department of Education and Training had embarked on military style control over schools in the Western Cape.

He said the majority of schools there were, at the moment, directly at the mercy of the South African Defence Force and described the situation as "intolerable and not conducive to proper education".

The committee was formed as a direct result of recent restrictions on the Democratic Teachers Union.

Mr Tulwane said the majority of high schools were controlled by "white verkrampte principals" who were appointed despite the fact that well qualified black teachers — who, unlike white teachers, could only teach in black schools — were being made redundant.

The committee called on the DET to reinstate all retrenched teachers and drop the charges against some suspended teachers.

Five Western Cape teachers are presently in court after being suspended for allegedly refusing a "lawful order to officiate at a sports meeting".

Mr Ahmed Moonda of the Progressive Teachers' League named 17 organisations who strongly disapproved of a new coaching programme embarked on by the Department of Physical Education for Indian Schools in collaboration with the SADF.

(i) see (1) (a) and (b),

(ii) each province makes provision for children with learning problems according to its own needs;

(3) yes,

(a)	(b)
NATAL	
Biggarsberg Primary	Glencoe
Maritzburg Model	Pietermaritzburg
Glen Park	Pinetown
Livingstone	Durban
Zululand Remedial Unit	Empangeni
Browns School	Durban and Pietermaritzburg
Kenmont School	Durban
Open Air School	Durban
OFS	
Martie du Plessis School	Bloemfontein
TRANSVAAL	
Hope School	Johannesburg
Forest Town School	Johannesburg
Frances Vorweg School	Johannesburg
Transvalia School	Pretoria
New Hope School	Pretoria
Pretoria School	Pretoria
Prospectus Novus School	Pretoria
Meerhof School	Hartbeespoort
WK du Plessis School	Springs
Protea School	Springs
Murial Brand School	Brakpan
West Rand School	Krugersdorp
Lantern School	Roodepoort
School of Achievement	Germiston
CAPE	
Elizabeth Conradie School	Kimberley
Jan Kriel School	Kuilsriver
Cape Receife School	Port Elizabeth
Paarl School	Brackenfell
Vista Nova School	Rondebosch
Tafelberg School	Cape Town

(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

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

(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?

D53E

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?

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, (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?

D55E

The MINISTER OF EDUCATION AND CULTURE:

(a) and (b) Figures not maintained according to provinces.

Schools: changes in financial assistance

7. Mr P T 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?

D56E

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 grantees.

Teachers: applications refused

8. Mr P T 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) 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.

(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

which have been furnished to the Minister's Department for the purpose of his reply; if so, (a) in what manner, (b) to what extent and (c) what are the (i) circumstances surrounding the matter and (ii) names of the persons involved;

(2) whether he intends taking any action in this regard; if not, why not; if so, (a) what action and (b) when?

B713E

†The DEPUTY MINISTER OF FINANCE:

(1) No; (a), (b) and (c) fall away.

(2) No; the Treasury was not prejudiced; (a) and (b) fall away.

Certain person exempted from Reservist duty

*8. Mr F J LE ROUX asked the Minister of Law and Order:†

(1) Whether a certain person, whose name has been furnished to the South African Police for the purpose of the Minister's reply, has been exempted from Reservist duty; if so, when; if not, why not;

(2) what is the name of this person?

B795E

†The MINISTER OF LAW AND ORDER:

(1) Yes, 16 September 1988.

(2) Mr Sam Bloomberg, MP.

†Mr F J LE ROUX: Mr Speaker, arising out of the hon Minister's reply, may I ask him whether he is aware that under the Standing Rules of the SA Police, a person may not stand as a candidate for a political party if he is a police reservist? [Interjections.]

The MINISTER: Mr Speaker, I do not know what my reply to the question has to do with what the hon member asked me. It does not arise out of it. It is a totally new question. I suggest that the hon member have his question included in the Question Paper and I shall then answer it.

Mr F J LE ROUX: Thus you do not know the answer!

Fine ounces of gold sold

*9. Mr J R DE VILLE asked the Minister of Finance:

(a) How many fine ounces of gold were sold during the latest specified 12-month period for which figures are available and (b) what was the average price of gold in rand terms over this period?

B717E

†The DEPUTY MINISTER OF FINANCE:

(a) 130 656 and 21 965 154 ounces fine gold was sold by the SA Mint Company and the SA Reserve Bank respectively over the period 1 April 1988 to 31 March 1989 and

(b) the average price over this period was R990,53 per fine ounce in respect of gold sales by the SA Mint Company, and R1 000,93 per fine ounce in respect of sales by the SA Reserve Bank.

Rumpff Commission: Moutse district

*10. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

(1) Whether the Rumpff Commission has completed its investigations into constitutional and other matters relating to the Moutse district; if not, (a) why not and (b) when is it anticipated that its investigations will be completed; if so, when;

(2) whether a report on its findings will be tabled in Parliament; if not, why not; if so, when?

B805E

†The DEPUTY MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

(1) Yes.

(a) and (b) fall away.

(2) No decision has as yet been taken in this regard.

Persons held at State President's pleasure

*11. Mr P G SOAL asked the Minister of National Health and Population Development:

(a) How many persons were being held at the State President's pleasure at institutions falling under his Department as at the latest specified date for which figures are available and (b) (i) what are the names of these institutions and (ii) where are they situated?

B806E

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

The Department of National Health and Population Development does not have any institutions under its control where State President's Patients are being held. The relevant institutions were devoluted to the provincial and own affairs administrations. The following information is provided by these administrations:

(a) 1 335 State President's Patients as at 31 October 1988.

(b) (i) and (ii)

— Midlands Hospital at Pietermaritzburg,

— Oranje Hospital at Bloemfontein,

— Stikland Hospital at Bellville, Cape Province,

— Valkenberg Hospital at Observatory, Cape Province,

— Komani Hospital at Queenstown,

— Westfort Hospital at Pretoria,

— Tower Hospital at Fort Beaufort,

— Weseinde Hospital at Kimberley,

— Fort England Hospital at Grahamstown,

— Witrand Care and Rehabilitation Centre at Potchefstroom,

— Weskoppies Hospital at Pretoria,

— Sterkfontein Hospital at Krugersdorp,

— Lentegeur Hospital at Mitchells Plain, and

— Nelspoort Care and Rehabilitation Centre at Nelspoort.

RSA: limit on donations

*12. Mr R J LORIMER asked the Minister of Finance:

(1) What is the current limit on donations from persons in the Republic to persons and bodies in other countries;

(2) whether persons are required to obtain a permit for donations exceeding this limit; if so,

(3) whether, with reference to the reply of the Minister of Constitutional Development and Planning to Question No 19 on 14 March 1989, a Mr J M R Berardo (a) applied for and (b) was granted such a permit for the donation of cycads; if so, what are the relevant details?

B807E

The DEPUTY MINISTER OF FINANCE:

(1) R1 000.

(2) Yes.

(3) (a) Yes.

(b) Yes, the SA Reserve Bank in the circumstances of the request granted permission to the value of R22 300 in respect of a gift to the Botanical Garden s in Madeira.

Mr R J LORIMER: Mr Speaker, arising from the reply of the hon the Deputy Minister is the Reserve Bank prepared to take action against the individual concerned if evidence is submitted that that shipment was worth a minimum of R300 000 and on world markets R700 000?

†The SPEAKER: Order! The time for questions on general affairs has now expired. The hon the Deputy Minister's reply can be furnished to the hon member.

Business interrupted in accordinace with Rule 180C (3) of the Standing Rules of Parliament.

National servicemen: exemption from township duty

*13. Mr R R HULLEY asked the Minister of Defence:

What percentage of national servicemen requested exemption from rendering service in townships in 1988?

B808E

The MINISTER OF DEFENCE:

There were no reported cases. The hon member is also referred to my reply in this House to written question No 14 of 1989.

Natal: principals/teachers killed in unrest

*14. Mr R M BURROWS asked the Minister of Education and Development Aid:

Whether any principals and/or teachers in the employ of the Department of Education and Training were killed or injured in Natal as a result of violent incidents in the past 12 months; if so, (a) (i) when and (ii) where did

these incidents occur and (b) what steps were taken by this Department as a result of these incidents?

B809E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) Yes, but only injured.

(a) (i) (1) 20 April 1988
(2) 14 September 1988
(3) 1 October 1988
(4) 19 January 1989
(5) 1 February 1989

(ii) (1) Inanda residential area
(2) Inanda residental area
(3) Imbali residental area
(4) Vryheid (Northern Natal Collieries)
(5) Inanda residential area

(b) (1) Case reported to the SAP.

(2) Six pupils suspended from school; SAP was called in.

(3) Two guilty pupils suspended from school; hostels searched. Action was taken against pupils possessing sharp instruments (arms).

(4) Corporal punishment administered to guilty pupils, with the consent of their parents.

(5) Security measures were itensified.

Natal: treatment of leukemia

*15. Mr M J ELLIS asked his Minister of National Health and Population Development:

(1) What facilities are there in Natal for the treatment of children suffering from leukemia;

(2) whether any hospitals in the Republic have a full range of facilities for the treatment of this disease; if so, which hospitals; if not, (a) why not and (b) what is being done to rectify this situation?

B810E

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

(1) All major hospitals, academic and regional hospitals in Natal are able to treat children suffering from leukemia; the hospitals concerned are:

Addington Hospital, Durban
R K Khan Hospital, Durban
Clairwood Hospital, Durban
King Edward VIII Hospital, Durban
Grey's Hospital, Pietermaritzburg
Northdale Hospital, Pietermaritzburg
Eshowe Hospital
Ladysmith Hospital
Port Shepstone Hospital
Newcastle Hospital

Patients from community country hospitals who require treatment are referred to the above hospitals when necessary,

(2) yes, the following information is furnished by the provincial administrations:

NATAL

The hon member is referred to my reply to point one.

TRANSVAAL

H F Verwoerd Hospital
Kalafong Hospital
Ga-Rankuwa Hospital
Johannesburg Hospital
Baragwanath Hospital
Hillbrow Hospital

ORANGE FREE STATE

Pelonomi Hospital
Universitas Hospital

CAPE PROVINCE

Tygerberg Hospital
Groote Schuur Hospital
Red Cross Hospital

(a) and (b) fall away.

Aids in RSA

*16. Mr M J ELLIS asked the Minister of National Health and Population Development:

How many cases of Aids were identified in the Republic, (a) excluding and (b) including the independent Black states, in 1988?

B811E

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

(a) 89 cases of AIDS have been identified of which 84 were South African cases and the balance from four foreign countries.

(b) The Republic of South Africa does not report on data pertinent to the independent National States.

Members of Parliament: visit to foreign countries

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

(a) How many members of Parliament visited foreign countries at Government expense in the (i) 1987-88 and (ii) 1988-89 financial years and (b) what are their names in each case?

B812E

The MINISTER OF FOREIGN AFFAIRS:

(a) (i) Excluding myself and the Deputy Minister of Foreign Affairs, three members of Parliament visited foreign countries at the expense of my Department in the 1987-88 financial year, and

(ii) twenty-three in the 1988-89 financial year;

(b) The members of Parliament visiting foreign countries in 1987-88 were:

Dr S G A Golden
Dr J N Reddy
Mr A Williams

The members of Parliament visiting foreign countries in 1988-89 were:

Mr A S Akoob
Mr H J Bekker
Mr D de V Graaff
Mr J Douw
Mr A Fourie
Mr T George
Dr S G A Golden
Mr N Jumuna
Mr N E Khan
Mr A E Lambat
Mr J J Lemmer
Mr D Lockey
Rev E J Manikkam
Prof N J J Olivier
Mr M Rajab
Mr C R Redcliffe
Mr J L Retief
Mr I Richards
Mr G Shah
Mr H A Smith
Mr C J van R Botha
Dr J Vilonel

Katlehong: investigation into death of a certain person

*18. Mrs H SUZMAN asked the Minister of Law and Order:

(1) Whether there has been an investigation into the cause of death of a certain person, whose name has been furnished to the South African Police for the purpose of the Minister's reply, on or about 21 March 1989 at Katlehong; if not, why not; if so, (a) what were the findings and (b) what is the name of this person;

(2) whether a post-mortem has been held; if so, what were the findings; if not, why not?

B813E

The MINISTER OF LAW AND ORDER:

(1) and (2)

Yes, the cause of death of the person whose name had been furnished by the hon member, is being investigated. As soon as the investigation has been completed, the docket will be submitted to the Public Prosecutor for an inquest to be held. No particulars are therefore furnished at this stage because it may prejudice the investigation and anticipate the findings of the inquest.

Additional classrooms

*19. Mr S S VAN DER MERWE asked the Minister of Education and Development Aid:

Whether any additional classrooms were built in 1988 at schools falling under the control of his Department; if not, why not; if so, (a) how many additional classroom places were provided in that year and (b) what was the total cost of providing these additional classrooms?

B815E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

Yes.

(a) 88 865.

(b) R147 004 697.

Shortage of classroom places

*20. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether there was any shortage of classroom places in 1988 at (a) primary and (b) secondary schools administered by his Department; if so,

44 225 were repatriated in terms of section 16.

(ii) (aa) WHITES

United Kingdom	6
Portugal	2
Greece	1
Italy	2
Germany	1
USA	1
Zimbabwe	1
	14

BLACKS

Lesotho	34
Swaziland	6
Bophuthatswana	4
Botswana	2
Venda	6
Zimbabwe	4
Mozambique	33
Transkei	68
Ciskei	7
Malawi	2
	166

(bb)

Zimbabwe	3 527
Mozambique	33 446
Botswana	757
Tanzania	7
Lesotho	4 400
Swaziland	1 839
Ghana	1
Malawi	248
	44 225

HOUSE OF ASSEMBLY

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

Internal Security Act: persons detained under section 31(1)

254. Mrs H SUZMAN asked the Minister of Justice:

(1) How many persons in each race group were detained in terms of section 31(1) of the Internal Security Act, No 74 of 1982, (a) in 1988 and (b) as at 31 December 1988;

(2) for how long had each such person been detained as at 31 December 1988?

B559E

The MINISTER OF JUSTICE:

(1) (a) and (b). The information as far as the race groups are concerned, is not readily available.

(2)

Number of persons	*Period*
1	3 days
1	17 days
1	23 days
4	1 month 5 days
3	1 month 15 days
1	3 months
2	7 months 21 days
1	7 months 29 days
2	9 months 6 days

Own Affairs:

Remedial teachers

44. Mr R R HULLEY asked the Minister of Education and Culture:

(1) (a) How many qualified remedial teachers were employed at schools falling under the control of his Department, and (b) what was the (i) pupil: remedial teacher ratio and (ii) school: remedial teacher ratio at such schools, in 1975 and 1988, respectively;

(2) whether the (a) number and (b) ratio of remedial teachers varies from province to province; if so, (i) what are the differences and (ii) why;

(3) whether there are any schools falling under the control of his Department which cater specifically for children requiring remedial teaching; if not, why not; if so, (a) which schools and (b) where are they situated;

(4) whether the training and employment of remedial teachers for schools falling under the control of his Department is regarded as a top priority by his Department; if so, what steps are being taken in this respect; if not, (a) why not and (b) what is regarded as having higher priority?

B515E

The MINISTER OF EDUCATION AND CULTURE:

(1)

		1975	1988
(a)	Cape	19	154
	Natal	63	127
	OFS	23	109
	Transvaal	**	300
*(b) (i)	Cape	7813.7 : 1	836,2 : 1
	Natal	790 : 1	432 : 1
	OFS	3033 : 1	684 : 1
	Transvaal		979,59 : 1
(ii)	Cape	40,2 : 1	3.9 : 1
	Natal	3.05 : 1	1,5 : 1
	OFS	9,5 : 1	1,8 : 1
	Transvaal	**	2,36 : 1

* based on primary schools in the main stream and schools which admit pupils with specific learning disabilities; remedial education specialists attached to educational aid services are not included

** not available.

(2) (a) Yes.

(b) Yes.

(i) see (1) (a) and (b),

(ii) each province makes provision for children with learning problems according to its own needs;

(3) yes,

(a)	(b)
NATAL	
Biggarsberg Primary	Glencoe
Maritzburg Model	Pietermaritzburg
Glen Park	Pinetown
Livingstone	Durban
Zululand Remedial Unit	Empangeni
Browns School	Durban and Pietermaritzburg
Kenmont School	Durban
Open Air School	Durban
OFS	
Martie du Plessis School	Bloemfontein
TRANSVAAL	
Hope School	Johannesburg
Forest Town School	Johannesburg
Frances Vorweg School	Johannesburg
Transvalia School	Pretoria
New Hope School	Pretoria
Pretoria School	Pretoria
Prospectus Novus School	Pretoria
Meerhof School	Hartbeespoort
WK du Plessis School	Springs
Protea School	Springs
Murial Brand School	Brakpan
West Rand School	Krugersdorp
Lantern School	Roodepoort
School of Achievement	Germiston
CAPE	
Elizabeth Conradie School	Kimberley
Jan Kriel School	Kuilsriver
Cape Receife School	Port Elizabeth
Paarl School	Brackenfell
Vista Nova School	Rondebosch
Tafelberg School	Cape Town

(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

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

(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?

D53E

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?

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, (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?

D55E

The MINISTER OF EDUCATION AND CULTURE:

(a) and (b) Figures not maintained according to provinces.

Schools: changes in financial assistance

7. Mr P T 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?

D56E

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 grantees.

Teachers: applications refused

8. Mr P T 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) 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.

(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

HOUSE OF REPRESENTATIVES



QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Schools: changes in financial assistance

*1. Mr C J KIPPEN 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) 1988 and (b) 1989; if so, (i) when, and (ii) what was the nature of the change, in each case?

C49E

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, before I reply to the question let me just say that I view with contempt the fact that this particular hon member keeps on asking questions on education but is never present to hear the answers. [Interjections.]

It is not clear to the Department which type of financial assistance is being referred to.

Student teachers: bursaries granted

*2. Mr C J KIPPEN asked the Minister of Education and Culture:

(a) How many bursaries were granted by his Department to student teachers in 1989 and (b) what was the total amount granted in that year?

C50E

The MINISTER OF EDUCATION AND CULTURE:

The figures apply for the period 1 January 1989 to 10 April 1989.

(a) 4 354

(b) R6 147 333,40.

HOUSE OF DELEGATES



QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Specified duties assigned to House of Delegates

*1. Mr A E LAMBAT asked the Minister of the Budget:

(1) Whether any specific duties have been assigned to the Ministerial Representatives of the Administration: House of Delegates; if not, why not; if so, (a) who assigned these duties and (b) what are they;

(2) whether he will furnish the House with the total amount spent by the said Administration in connection with these Ministerial Representatives; if not, why not; if so, (a) what is this amount and (b) in respect of what specified period is this information furnished?

D45E

The MINISTER OF THE BUDGET:

(1) Yes, they are requested by Ministers to investigate or liaise on specific problems.

(a) any Minister

(b) various at community level.

(2) 1987;88: R365 002,36
1988/89 up to 28/2/89: R422 672,94.

Mr M RAJAB: Mr Chairman, arising out of the reply of the hon the Minister, could he please explain to this House why there has been such a tremendous increase in the most recent figures?

The MINISTER: Mr Chairman, the increase in the last figures, that is to say, for the year up to 28 February 1989, is largely due to additional expenditure incurred by the ministerial representatives.

Mr P T POOVALINGAM: Mr Chairman, further arising out of that answer, would the hon gentleman concede that between 1988 and 20 February 1989, R900 000 of taxpayers' money has been absolutely and wantonly wasted? That money should be saved for the taxpayer, even if it means giving it to the old-age pensioners.

HON MEMBERS: Agreed!

The MINISTER: Mr Chairman, I agree with what the hon member for Reservoir Hills has said. The expenditure incurred by the ministerial representatives, particularly in view of the service that they render — which has not come up to expectations — was futile.

Mr M S SHAH: Mr Chairman, further arising out of the reply given by the hon the Minister of the Budget, I would like to ask whether, since he confirms that the services rendered do not live up to expectations, the Administration of the House of Delegates is contemplating an evaluation process whereby the functions would be reviewed?

The MINISTER: Yes, Mr Chairman. There is presently an evaluation being done and the Minister's Council should have the report soon.

Mr H RAMPERSADH: Mr Chairman, I would just like to know what the position of these ministerial representatives will be when Parliament dissolves at the end of May?

The MINISTER: At this stage I cannot foretell what will happen to the ministerial representatives.

Mr P T POOVALINGAM: Mr Chairman, further arising out of the hon the Minister's reply, he has admitted that R900 000 has been wasted. Is there any justification for any further such wastage?

The MINISTER: Mr Chairman, I should have qualified the expenditure for the years 1987-1988 and 1988-1989. The first year of expenditure was for nine months and the present expenditure as at 28 February 1989 is for 12 months.

Mr M RAJAB: That is no justification!

The MINISTER: No, I am qualifying my earlier reply to the oral question put to me.

The CHAIRMAN OF THE HOUSE: Is the hon the Minister still on his feet?

The MINISTER: Yes, Mr Chairman. It will depend largely on the decision of the Minister's Council whether we are going to continue with this expenditure.

Law	6
Libraries and Museums	1
Life Sciences and Physical Sciences	
Physical Sciences	1
Philosophy, Religion and Theology	21
Psychology	10
Public Administration and Social Services	1
Social Sciences and Social Studies	
Economics	3
Other	17
TOTAL	139

University of Pretoria

Agriculture and Renewable Natural Resources	1
Education	2
Engineering and Engineering Technology	4
Health Care and Health Sciences	
Pharmacy	2
Other	3
Home Economics	1
Languages, Linguistics and Literature	10
Law	2
Life Sciences and Physical Sciences	
Life Sciences	1
Physical Sciences	1
Philosophy, Religion and Theology	1
Social Sciences and Social Studies	
Economics	1
TOTAL	29

University of Cape Town

Architecture and Environmental Design	18
Arts, Visual and Performing	10
Business, Commerce and Management Sciences	56
Computer Science and Data Processing	18
Education	63
Engineering and Engineering Technology	114
Health Care and Health Sciences	
Medicine/Surgery	26
Nursing	2
Pharmacy	3
Other	4
Languages, Linguistics and Literature	35
Law	21
Libraries and Museums	13
Life Sciences and Physical Sciences	
Life Sciences	28
Physical Sciences	60
Mathematical Sciences	27
Philosophy, Religion and Theology	19
Psychology	27
Public Administration and Social Services	53
Social Sciences and Social Studies	
Economics	9
Other	98
TOTAL	704

University of Stellenbosch

Agriculture and Renewable Natural Resources	4
Business, Commerce and Management Sciences	6
Communication	1
Languages, Linguistics and Literature	13
Philosophy, Religion and Theology	3
Physical Education, Health Education and Leisure	1
Psychology	1
Social Sciences and Social Studies	
Other	1
TOTAL	30

University of South Africa

Arts, Visual and Performing	34
Business, Commerce and Management Sciences	2 064
Communication	228
Computer Science and Data Processing	153
Education	4 936
Health Care and Health Sciences	
Medicine/Surgery	1 388
Dentistry	881
Nursing	29
Other	44
Languages, Linguitics and Literature	3 904
Law	1 296
Libraries and Museums	137
Life Sciences and Physical Sciences	
Life Sciences	47
Physical Sciences	204
Mathematical Sciences	554
Philosophy, Religion and Theology	1 615
Psychology	1 383
Public Administration and Social Services	815
Social Sciences and Social Studies	
Economics	874
Other	3 426
Not designated/coded/declared (incl. non-degree purposes)	1 217
TOTAL	25 229

Universities: students registered

35. Mr J J WALSH asked the Minister of Education and Culture:

How many (a) White, (b) Coloured, (c) Asian, (d) Black and (e) other students were registered in 1988 at each university falling under the control of his Department? B427E

The MINISTER OF EDUCATION AND CULTURE:

(a), (b), (c) and (d) The honourable member is referred to the answer on question 30 of 1989-03-13; regarding (c) information on Indian students only is available,

(e) nil.

Teachers lost to Department

36. Mr P G SOAL asked the Minister of Education and Culture:

How many (a) permanent and (b) temporary teachers did his Department lose in each province in 1988 (i) on account of (aa) marriage, (bb) retirement, (cc) ill health, (dd) termination of service, (ee) death, (ff) the acceptance of non-teaching posts and (gg) further study and (ii) for other reasons? B428E

The MINISTER OF EDUCATION AND CULTURE:

(a)	(i)	(aa)	(bb)	(cc)	(dd)	(ee)	(ff)	(gg)	(ii)
Cape		76	97	56	0	12	327	21	387
Natal		18	25	10	0	9	124	8	313
OFS		6	5	5	0	3	73	14	97
Transvaal		120	142	79	10	43	297	64	2 619
(b)	(i)	(aa)	(bb)	(cc)	(dd)	(ee)	(ff)	(gg)	(ii)
Cape		*	*	*	448	*	*	*	*
Natal		6	5	0	0	1	31	2	131
OFS		1	7	4	0	1	32	7	68
Transvaal		5	20	2	1	3	0	0	767

* Information not available.

National Senior Certificate examination: entrants

37. Mr P G SOAL asked the Minister of Education and Culture:

(a) How many Whites entered for the full National Senior Certificate examination in 1988 and (b) how many entrants (i) passed, (ii) failed and (iii) obtained matriculation exemption? B429E

The MINISTER OF EDUCATION AND CULTURE:

(a) 2 373,

(b) (i) 841

(ii) 1 532

(iii) 350.

Teachers: posts occupied

39. Dr M S BARNARD asked the Minister of Education and Culture:

What number of teachers occupied the posts of (a) principal, (b) deputy principal, (c) head of department, (d) temporary teacher and (e) permanent teacher in each specified type of school in each province in 1988?

B431E

The MINISTER OF EDUCATION AND CULTURE:

Cape

	(a)	(b)	(c)	(d)	(e)
High Schools	262	286	1 170	1 188	4 140
Primary Schools	482	145	929	1 282	3 829
Pre-primary Schools	19	—	—	5	38
Special Schools	9	15	59	27	272
Schools for Specialized Education	26	57	120	211	408
Primary Church Schools	11	—	—	7	20
Natal					
High Schools	70	91	466	943	1 462
Primary Schools	153	24	360	492	1 488
Pre-primary Schools	97	—	31	175	131
Special Schools	*	*	*	*	*
Schools for Specialized Education	11	8	26	40	137
OFS					
High Schools	87	56	401	477	863
Primary Schools	106	52	255	684	1 161
Pre-primary Schools	82	—	—	47	44
Special Schools	6	5	22	55	62
Schools for Specialized Education	5	7	19	47	78

normal procedures and regulations.

(2) (a) & (b) The amount could possibly be increased in future depending on the needs in the environmental education and related field — in other words depending on the merits of future identified needs of the Department and other organisations.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Effluent from pipelines monitored

*15. Mr M J ELLIS asked the Minister of Water Affairs:

(1) Whether all effluent from all pipelines extending into the sea is monitored; if not, why not; if so,

(2) whether the results of such monitoring are freely available to the public; if not, why not; if so, where?

B531E

The MINISTER OF WATER AFFAIRS:

(1) Yes, all discharges from all pipelines extending into the sea, which are subject to exemptions issued in terms of the Water Act, 1956 (Act 54 of 1956) are monitored. All exemptions have an additional compulsory requirement to monitor the marine environment to determine whether the discharges have any detrimental effect.

(2) No, the results of effluent monitoring are not normally released generally, because some expert knowledge is needed in the interpretation thereof. The results may, however, be obtained through the offices of the Department of Water Affairs in Cape Town, Durban and Port Elizabeth, but this information will only be released with the permission of the effluent producer as confidential information on industrial processes can be disclosed by effluent properties. Section 166A of the Water Act, 1956 prohibits such disclosure. The Department undertakes its investigation and negotiations with the industries concerned on the basis that information obtained is confidential and will therefore not breach this position of trust. The monitoring results of the marine environment are, however, not seen as being confidential and reviews and survey results are published by the South African National Scientific Programmes of the CSIR. Results of the Richards Bay effluent pipeline environmental surveys are also issued as press releases by the Mhlatuze Water Board.

Area lost agricultural purposes

*16. Mr R J LORIMER asked the Minister of Agriculture:

What is the estimated area that was lost for agricultural purposes as a result of urban development in the 1987-88 financial year?

B532E

The MINISTER OF AGRICULTURE:

7 710 ha.

Teachers: salaries outstanding

*17. Mr R M BURROWS asked the Minister of Education and Development Aid:

(1) whether the salaries of any teachers employed by the Department of Education and Training have been outstanding for more than one month; if so, (a) how many teachers are involved and (b) for what reasons are these salaries outstanding;

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

B534E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) Yes.

(a) 533

(b) Many of the Department's schools are situated in remote rural areas. It sometimes takes a relatively long time before the appointment documents of newly-appointed teachers reach the offices where the appointments are made. The Department is doing everything possible to ensure that salaries are paid timeously. The submission of complete documentation regarding new teachers, however, also depends on the effective co-operation of the teachers involved and their principals. Thereafter there are several important steps, which have to be taken before payment of salaries can be effected.

(2) No.

Certain person visited by representatives

*18. Mr S S VAN DER MERWE asked the Minister of Home Affairs:

(1) Whether representatives of his Department visited a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, on or about 1 March 1989; if so, (a) which representatives, (b) why and (c) what is the name of this person;

(2) whether these representatives paid further visits to the person concerned; if so, why;

(3) whether he or any official of his Department has received any complaints regarding the conduct of any of these representatives during any such visit; if so, what action has been taken as a result?

B535E

The MINISTER OF HOME AFFAIRS:

(1), (2) and (3) The regional Representative, Cape Town, obtained sworn affidavits from officials who had contact with Mrs Stefan and I have requested the Director-General of Home Affairs to investigate the matter in order to ascertain whether any irregularities have occurred in the handling of this case. Should the hon member have any information which might assist the Director-General in his investigation, I would appreciate it if he would furnish the Director-General with that information.

I undertake to inform the hon member fully on the matter as soon as the investigation is finalised.

Mozambique: members of Parliament invited

*19. Dr W J SNYMAN asked the Minister of Defence:†

Whether, with reference to his reply to Question No 6 on 21 February 1989, members of Parliament other than members of the majority party in the House of Assembly were invited to visit Mozambique in December 1988; if so, who; if not, why not?

B572E

The MINISTER OF DEFENCE:

The SA Defence Force did not arrange the visit and I, therefore, am not in a position to supply the information.

INTERPELLATION

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

Own Affairs:

Schools: management board elections

1. Mr A GERBER to ask the Minister of Education and Culture:†

Whether it is the view of his Department that management board elections at schools should take place on a party-political basis?

B582E.INT

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the hon member for Brits has asked me whether it is the view of my department that management board elections at schools should take place on a party-political basis. Of course the answer is no. It is not my department's standpoint that management board elections at schools should take place on a party-political basis. [Interjections.] The fact that this does sometimes happen must, however, be blamed on the CP. [Interjections.]

Initially, the CP claimed this as its policy by manipulating management board elections with a certain degree of success.

*Mr C B SCHOEMAN: What about roads boards and hospital boards? [Interjections.]

*Mr T LANGLEY: And what about Tattersall's? [Interjections.]

*Mr SPEAKER: Order!

*The MINISTER: It goes without saying that there was a reaction which further politicised those elections, and I regret that. Owing to the Government's policy of the devolution of power, management boards acquired certain legal powers. "Political" management boards—therefore management boards elected on the basis of

Flats 1-4, Wallendale Mansions, Kloof Road, Sea Point, Cape Town	Erf 336, Cape Town at Sea Point
Flats 1, 3-6, MacDonald Mansions, 9A Irwinten Road, Sea Point, Cape Town	Erf 439, Cape Town at Sea Point
Flats 1-4, Victoria Mansions, 11A Queens Road, Sea Point, Cape Town	Erf 46, Cape Town at Sea Point
Flats 1-4, Barry Hall, 6 Irwinten Road, Sea Point, Cape Town	Erven 402 and 403, Cape Town at Sea Point
Flats 1-6, Marine Mansions, 7 Clarens Road, Sea Point, Cape Town	Erf 333, Cape Town at Sea Point
Flats 1-9, Herschel Court, 15 Gorleston Road, Sea Point, Cape Town	Erf 414, Cape Town at Sea Point
Flats 1-4, Monreve Flats, 1 Gorleston Road, Sea Point, Cape Town	Erf 399, Cape Town at Sea Point
Flats 1-6, Hyde Park, 7 Quendon Road, Sea Point, Cape Town	Erf 202, Cape Town at Sea Point
Top Flat and Bottom Flat, Quendon House, 3 Quendon Road, Sea Point, Cape Town	Erf 208, Cape Town at Sea Point
Cardiff, 26 Upper Clarens Road, Sea Point, Cape Town	Erf 307, Cape Town at Sea Point
Brighton, 17 Queens Road, Sea Point, Cape Town	Erf 32, Cape Town at Sea Point
1-3 Young's Cottages and 192, 192A, 194, 194A, High Level Road, Sea Point, Cape Town	Erf 351, Cape Town at Sea Point
230 High Level Road, Sea Point, Cape Town	Erf 538, Cape Town at Sea Point
190 High Level Road, Sea Point, Cape Town	Erf 1554, Cape Town at Sea Point
Kelvin, 20 Quendon Road, Sea Point, Cape Town	Erf 123, Cape Town at Sea Point
Two Oaks, 10, 12 and 14, Kloof Road, Sea Point, Cape Town	Erf 1114, Cape Town at Sea Point
Flats 1-8, Kloof Mansions, 54 Kloof Road, Sea Point, Cape Town	Erf 997, Cape Town at Sea Point
55 and 55A Kloof Road, Fresnaye, Cape Town	Erf 234, Cape Town at Sea Point
1-8, 8A, 9-12, 14 Rocklands Villas, Rocklands Road, Sea Point, Cape Town	Erven 761, 762 and 763, Cape Town at Sea Point
10 and 12 Rocklands Road, Sea Point, Cape Town	Erf 755, Cape Town at Sea Point
14A and 14B Rocklands Road, Sea Point, Cape Town	Erf 754, Cape Town at Sea Point
Dunrobin, Flat 12, 35A Kloof Road, Sea Point, Cape Town	Erf 1572, Cape Town at Sea Point
Pall Mall, Flat 5 and Servants Room 19, London Road, Sea Point, Cape Town	Erf 1129, Cape Town at Sea Point
4 and 4A Holmfirth Road, Sea Point, Cape Town	Erf 816, Cape Town at Sea Point
Louisvale, 6 Fir Avenue, Bantry Bay, Cape Town	Erf 313, Cape Town at Bantry Bay
18 Heathfield Road, Sea Point East, Cape Town	Erf 745, Cape Town at Sea Point East
Flats 7, 8, 10 and 12 Sea View Flats, 229 High Level Road, Sea Point, Cape Town	Erf 550, Cape Town at Sea Point
Flat 2, MacDonald Mansions, 9A Irwinten Road, Sea Point, Cape Town	Erf 439, Cape Town at Sea Point
Flats 8, 9, 21 and 27, Berkley Square Mansions, Hall Road, Sea Point West, Cape Town	Erf 681, Cape Town at Sea Point West
Flats 1-7, 10-12, 12A, 14-20, 22-26 and 28, Berkley Square Mansions, Hall Road, Sea Point West, Cape Town	Erf 681, Cape Town at Sea Point West
Flat 4, Mont Royal, St Johns Road, Sea Point West, Cape Town	Erf 445, Cape Town at Sea Point West
Flats 2 and 9, Sea View Flats, 229 High Level Road, Sea Point, Cape Town	Erf 550, Cape Town at Sea Point
Flats 1, 5 and 6, Kings Flats, c/o Kings Road and Victoria Street, Sea Point West, Cape Town	Erf 35, Cape Town at Sea Point West

Dunrobin, Flat 4, 35A Kloof Road, Sea Point, Cape Town	Erf 1572, Cape Town at Sea Point
Kings Flats 2, 3 and 4, c/o Kings Road and Victoria Street, Sea Point West, Cape Town	Erf 35, Cape Town at Sea Point West
Flat 501, Knightsbridge Mansions, 235 Beach Road, Sea Point West, Cape Town	Erf 601, Cape Town at Sea Point West
Flat 102, Knightsbridge Mansions, 235 Beach Road, Sea Point West, Cape Town	Erf 601, Cape Town at Sea Point West
Flat 7, Fairmont Court, Solomon Road, Sea Point, Cape Town	Erf 72, Cape Town at Sea Point
29 and 31 Mount Nelson Road, Sea Point East, Cape Town	Erf 380, Cape Town at Sea Point East
Flats 1 and 4, Three Palms, Barkly Street, Sea Point, Cape Town	Erf 873, Cape Town at Sea Point
Flats 2 and 3, Three Palms, Barkly Street, Sea Point, Cape Town	Erf 873, Cape Town at Sea Point
The Firs, Flats 1-7, c/o Kloof Road and Normandie Avenue, Sea Point, Cape Town	Erf 297, Cape Town at Sea Point
Flat 1, Fairmont Court, Solomon Street, Sea Point, Cape Town	Erf 72, Cape Town at Sea Point
Flat 101, Knightsbridge Mansions, 235 Beach Road, Sea Point West, Cape Town	Erf 601, Cape Town at Sea Point West
Flat 503, Knightsbridge Mansions, 235 Beach Road, Sea Point West, Cape Town	Erf 601, Cape Town at Sea Point West
Flat 8, Fairmont Court, Solomon Road, Sea Point, Cape Town	Erf 72, Cape Town at Sea Point
Flats 1, 4, 8, 11 and 14, Dorchester, 271 High Level Road, Sea Point East, Cape Town	Erven 868 and 870, Cape Town at Sea Point East
Flat 24, St Margarets Mansions, St Johns Road, Sea Point, Cape Town	Erf 1538, Cape Town at Sea Point
Flat 3, Bellair Mansions, Firmount Road, Sea Point, Cape Town	Erf 1573, Cape Town at Sea Point
Flats 2, 3, 5, 6, 7, 9, 10 and 12, Dorchester, 271 High Level Road, Sea Point East, Cape Town	Erven 868 and 870, Cape Town at Sea Point East
Flat 42, Graham Court, c/o Graham and Milton Roads, Sea Point, Cape Town	Erf 476, Cape Town at Sea Point

321

Male teachers resigning

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

(1) (a) How many male teachers attached to (i) primary and (ii) high schools resigned from teaching in 1988, (b) what percentage do these resignations represent of the total number of male teachers attached to (i) primary and (ii) high school, (c) what was the total net gain or loss of male teachers at such schools in that year and (d) what were the main reasons given for resignation;

(2) whether there are currently any vacancies at (a) primary and (b) high schools as a result of such resignations; if so, how many in each subject area in each case?

B412E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a)

	(i)	(ii)	(b) (i)	(ii)
Cape	75	165	2,4%	5,45%
Natal	35	171	6,74%	16,46%
OFS	58	22	2,55%	1,15%
Transvaal	308	475	10,16%	11,17%

(c)

Cape	148 male and female (loss)
Natal	185 male and female (loss)
OFS	0
Transvaal	266 male and female (loss)

Our quietly changing school scene

321

By a member of the Transvaal Teachers' Association

Star 21/3/81

During the past four weeks a number of stimulating and challening symposiums were held to analyse the South African educational system. There has been one common conclusion: our educational system seems intent on suicide.

Plotting a course through the turbulent currents and eddies of a society in transition is both fascinating and frightening. The Executive Committee of the Transvaal Teachers' Association (with input from the Urban Foundation, the engineering profession and leading educationists) studied "The Needs of a Future System for South Africa" in a challenging seminar. The following week hundreds of educators and business leaders workshopped "Education and Business Partner for the Future".

These were but two of the discussions of the past four weeks. There is no doubt that education policy and principles are changing. Those responsible for deciding on direction and destination face an awesome challenge.

While they consider how to turn principle into practice let us look at some of the initiatives and shifts of emphasis that are taking place in the classrooms and corridors of our schools.

Multitudes of parents are now deeply aware of the crisis. They are throwing their weight behind their schools and moving from interference to support. They meet not only the traditional need of catering, transport and fund-raising, but also assist with repairs to buildings and with administrative chores.

Innovative schemes

Many management councils have organised weekend seminars to analyse what practical steps can be taken to retain talented teachers. They are unable to supplement the pay packets of teachers but they are devising means of reimbursing staff for legitimate expenditure. Organisations such as TEMPA (Transvaal English Medium Parents Associations) are meeting regularly to share ideas and to devise practical solutions.

Certain communities have introduced innovative discount schemes to "build" the facilities of the local school. This augments the generous support already given to school magazines, fetes and festivals. Some schools are becoming community centres, utilising more fully the facilities built up over the years by the community.

Groups of headmasters are working more closely together to share resources, expertise and ideas. Deep thought is being given to the role of the parent in the educative process. A document called "Help Us to Help Your Child" offers specific, clear advice to concerned, involved parents.

Many headmasters and guidance teachers have analysed the sometimes extravagant claims of study skill courses and of extra-lesson empires. They are now able to offer more informed opinion on the relative worth of these.

Business leaders, professional people and newspapers play an increasing role in providing informed opinion and back-up services. Vocational guidance evenings are co-ordinated by service groups.

A practical driver education programme exists in many schools.

Splendid facilities

Gusts of change blow through the corridors of the Transvaal Education Department's headquarters. Trust funds, once eyed with suspicion, have been used to create splendid facilities in many high schools and are now being established in some primary schools.

Management councils are allowed increasing autonomy. Recent appointments at superintendent level and recent subject courses point to an increasing degree of openness and support from the TED. Unnecessary paperwork is being eliminated and an emphasis on balance and perspective is being spread.

Cross-cultural initiatives are a reality. English, Afrikaans, black, coloured and Indian pupils share such ventures as RALI, Kenmekaar and the St Alban's weekend. Student and teacher exchanges are planned. More and more sporting meetings are multiracial.

A teenage newspaper with "today's news by tomorrow's leaders" takes a responsible look at the teen scene and exerts a positive influence on young people. Syllabus content is under review. Last year's matriculants were pioneers in the study of a film (Chariots of Fire) for their final examination.

Differentation between higher, standard and lower grade pupils in each subject offers each pupil an opportunity to march to the best of his own particular drum.

As the South African educational ship sails towards the Nineties there is clear evidence that those who plan its course are deeply concerned and deeply aware.

Those involved in the day-to-day work of keeping the ship afloat and on course are using considerable initiative and effort to find a route which will take it safely and successfully beyond the turbulent waters, storms and reefs which threaten its existence.

Black and white schools keen on closer links

ARGUS 15/3/89 321

The Argus Correspondent

JOHANNESBURG. — Principals of both state and private schools on the Witwatersrand want far closer relations between black and white schools at teacher and pupil level to build firmer bridges between all communities, a survey shows.

The keenness of school heads to forge closer links has emerged from the results of a questionnaire handed to more than 220 principals at the end of a recent conference at Wits University to investigate how to improve the entire education system.

The survey was run by Gillian Maskell and Associates, education consultants and organisers of the conference, which was claimed to be the first of its kind to kindle discussion between school principals of all communities on the Reef on mutual problems and ambitions about future trends.

No fewer than 81 percent of the headmasters and headmistresses at black schools run by the state via the Department of Education and Training (DET) voted in favour of "twinning" schemes to link up with white schools, first at teacher level.

Under the schemes, schools as far distant in geography and environment as the white Johannesburg northern suburbs and the black townships of Soweto and Vosloorus would exchange members of staff as observers to study the running of classrooms and curriculum programmes, and pool the fruits of practical experience and advice on improvements.

Consultant Mrs Gillian Maskell said a sprinkling of schools had already started experiments with such exchanges and enormous mutual benefits were being reaped, especially, as an example, on how best to approach teaching such subjects as mathematics and science.

"Twinning" schemes were also advocated by 42 percent of principals at state white schools run under the Transvaal Education Department (TED).

Six in every 10 black school heads also voted in favour of schemes for schools to share their sports facilities with schools of all communities.

The multiracial pooling of sports facilities was backed by 33 percent of Indian and coloured schools and 28 percent of state white schools.

Mrs Maskell said there was already at least one well-known state white high school that had thrown open its sports grounds to a black school with which it had developed close ties.

Aim to improve entire education system, says survey

Black, white schools seek links

PRINCIPALS of both state and private schools on the Witwatersrand want far closer relations between black and white schools at teacher and pupil level to build firmer bridges between all communities, according to a new survey.

SOWETAN REPORTER

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Schemes

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Benefits

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Mrs Gaskell said the survey provided clear proof of a growing enthusiasm among schools to cultivate far closer multiracial links at classroom level.

HOUSE OF ASSEMBLY

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

SADF: complaints regarding actions of troops in townships

65. Mr R R HULLEY asked the Minister of Defence:

(1) Whether any official complaints were lodged with the South African Defence Force in 1988 regarding the actions of troops in any Black townships; if so, (a) how many (b) on what dates and (c) what was the nature of the complaints in each case;

(2) whether these complaints have been investigated; if not, why not; if so, what were the findings in each case;

(3) whether any action has been taken as a result; if not, why not; if so, what action?

B166E

The MINISTER OF DEFENCE:

(1) Yes

(a) 7

(b)	(c)	
22 May 88	Assault	The member was handed over to the Lebowa Police. SA Defence Force is not responsible.
02 Jun 88	Assault	The member was found not guilty and the SA Defence Force not responsible.
11 Jun 88	Rape	Civilian trial. Fine of 50 was imposed.
15 Jun 88	Pointing of a firearm	Case has not been finalized.
16 Oct 88	Harassment	The Officer Commanding of the Command resolved the dispute with the plaintive.
25 Oct 88	Murder	The SA Police is investigating the case.
03 Nov 88	Assault	The member was found guilty and a fine of R50 or 10 days imprisonment was imposed.

SADF: members killed/wounded

66. Mr R R HULLEY asked the Minister of Defence:

How many members of the South African Defence Force were (a) killed and (b) wounded in 1988?

B167E

The MINISTER OF DEFENCE:

(a) 34.

(b) The honourable member is referred to the reply to part (b) of the written question number 167 of 1984.

SADF: military bases in townships

67. Mr R R HULLEY asked the Minister of Defence:

Whether he will furnish information on whether any military bases were set up or manned by South African Defence Force personnel in any Black townships in 1988; if not, why not; if so, (a) in which townships, (b) when, (c) why and (d) for how long was each base maintained?

B168E

The MINISTER OF DEFENCE:

The honourable member is referred to my reply in this House on written question 75 of 1987.

Own Affairs:

State Revenue Account: expenditure on universities

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

What was the total capital expenditure from the State Revenue Account on universities under the control of his Department in the 1988/89 financial year?

B190E

The MINISTER OF EDUCATION AND CULTURE:

The total capital expenditure was R4 912 128, comprising of an amount of R3 462 128 in respect of the University of Pretoria for the extension of the Faculty of Veterinary Science and an amount of R1 450 00 128 in respect of the University of Pretoria for the extension of the Faculty of Veterinary Science and an amount of R1 450 000 in respect of the University of Cape Town for the Medical School at the Groote Schuur Hospital. The subsidies payable in respect of interest on and capital redemption of State and Private loans have not been taken into account.

MB ChB degree: cost to State for one student

6. Mr M J ELLIS asked the Minister of Education and Culture:

(a) What is the present estimated cost to the State of the training per student for the MB ChB degree at each of the medical schools falling under the control of his Department and (b) in respect of what date is this information furnished?

B192E

The MINISTER OF EDUCATION AND CULTURE:

(a)

Estimated cost per student per annum R	University
7 945	Cape Town
8 212	Natal
8 479	Orange Free State
7 917	Pretoria
8 354	Stellenbosch
8 765	Witwatersrand.

(b) 1989.

School hostels: vacant places for pupils

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

What, in respect of each province, was the total number of vacant places in school hostels for (a) male and (b) female pupils at schools falling under the control of his Department as at 31 December 1988?

B195E

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)
Cape	4 725	4 452
Natal	809	668
Orange Free State	1 553	1 753
Tansvaal	6 196	5 182

Schools: attendance of pupils in each home language category

13. Mr D J N MALCOMESS asked the Minister of Education and Culture:

What number of pupils in each specified home language category attended (a) primary and (b) secondary schools in South Africa as at 7 March 1989?

B199E

The MINISTER OF EDUCATION AND CULTURE:

(a) and (b) The statistics for 7 March 1989 are not available at this stage.

Teacher-training colleges/universities: students qualified as teachers

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

How many White students graduated as fully qualified teachers from (a) teacher-training colleges and (b) universities at the end of 1988?

B283E

The MINISTER OF EDUCATION AND CULTURE:

(a) and (b) The statistics are not yet available.

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

No.

(a), (b) and (c) fall away.

High school teachers retrenched

*12. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether any high school teachers in South Africa were retrenched or made redundant in or at the end of 1988; if so, (a) how many, (b) why and (c) how many of these teachers were fully qualified?

B221E

†The MINISTER OF EDUCATION AND DEVELOPMENT AID:

Yes

(a) 22

(b) (i) Eleven unqualified teachers were retrenched, to accommodate teachers who completed their studies at teacher training colleges during 1988 and who are contractually bound by the department.

(ii) Eleven temporary teachers were retrenched during 1988 because they chose not to join the service of the Qwa-Qwa Self Governing Territory because of the take-over of the Botshabelo territory. They were also not prepared to accept posts elsewhere in the Orange Free State-Region.

(c) Nine of the teachers who were dismissed, are professionally qualified.

South African Development Trust: purchase of land

*13. Mr P G SOAL asked the Minister of Education and Development Aid:

(1) Whether the South African Development Trust has purchased portions 2, 3 and 5 of farm 303 in the district of East London; if so,

(2) whether it is the intention to extend Newlands; if not,

(3) whether it is the intention to incorporate (a) farm 303 and (b) Newlands into Ciskei;

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

B222E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) The Remainder of Portion 2, the Remainder of Portion 3 and Portion 5 of Farm 303 in the District of East London were purchased by the South African Development Trust.

(2) and (3) (a) and (b) The portions of the above-mentioned properties situated to the south of the East London/King William's Town highway will, in terms of the RSA/Ciskei Land Agreement, be incorporated in the judicial area of Ciskei. The portion of the above-mentioned properties situated to the north of the East London/King William's Town highway will be deproclaimed for disposal by the State (RSA) and will not be incorporated into the Newlands area. The Newlands area will, in terms of the Government's decision, remain as a Black area within the RSA and will not be incorporated into Ciskei.

(4) No.

Ciskei: incorporation of Needs Camp

*14. Mr P G SOAL asked the Minister of Education and Development Aid:

Whether it is the intention of the (a) Government and/or (b) South African Development Trust to incorporate the area known as Needs Camp into Ciskei; if so, what is the intention with regard to the approximately 7 000 individuals evicted from Ciskei?

B223E

†The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a) and (b) No.

Supply/maintenance of computers: recommendations by committee

*15. Mr R M BURROWS asked the Minister of National Education:

(1) Whether the Committee of Heads of Education Departments appointed a committee to inquire into the supply and maintenance of computers; if so,

(2) whether this committee has reported; if not, why not; if so, (a) when did it report and (b) what were the main recommendations contained in the report;

(3) whether the executive education department has taken any action to implement any or all of the recommendations of the said committee; if not, why not; if so, what action?

B226E

The MINISTER OF NATIONAL EDUCATION:

(1) Yes. Two committees have already been instructed to undertake investigations in this regard.

(2) The one committee has been appointed by the four departments of State responsible for education to evaluate the potential role of computer-aided education systems. This committee intends to commence its investigation once a report of the Human Sciences Research Council regarding the evaluation of the computer-aided education systems of the Department of Education and Training has been received. The committee has not received this report yet.

The other committee has (a) reported on 24 June 1986 on (b) recommendations regarding minimum standards for computer hardware and accompanying system and other software in education.

Within the education sector, a high priority is awarded to the fields of activity of these committees.

(3) No, in respect of the former committee, since it has not commenced with its investigation yet. In respect of the recommendations of the latter committee, this question should be put to each department of State responsible for education.

Government Service Pension Fund: buying back of pensionable service

*16. Mr R M BURROWS asked the Minister of National Health and Population Development:

(1) Whether finality has been reached on the matter of applications for the buying-back of pensionable service in the Government Service Pension Fund which were in the possession of employing departments as at 21 September 1987; if not, why not; if so, (a) what final decision has been reached and (b) what body made this decision;

(2) (a) what total number of applications held by employing department as at 21 September 1987 were provisionally rejected and (b) what total amount would be required to be paid by the State for the purpose of pension benefits in respect of the applications so rejected?

B227E

†The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

(1) No, the funding of the financial implications of a possible concession to the relative applicants is still being investigated,

(a) and (b) fall away;

(2) (a) 6 865.

(b) R256.7 million.

Pietermaritzburg: backlog in telephone applications

*17. Mr M J ELLIS asked the Minister of Communications:

Whether there is a backlog at present in dealing with telephone applicaitons in the Greater Pietermaritzburg area; if so, (a) what is the extent of the backlog, (b) what are the reasons for it and (c) when is it anticipated that the backlog will be eliminated?

B228E

The MINISTER OF COMMUNICATIONS:

Yes;

(a) 1 494 waiting applicants as at 31 January 1989,

(b) a lack of spare cable leads and in some cases a shortage of exchange equipment, and

(c) service will be provided progressively as cable works are completed and exchange equipment augmented. It is anticipated that all the present waiting applicants will be provided with service by June 1990.

Brackenfell: medium wave radio transmitter closed down

*18. mr J VAN ECK asked the Minister of Information, Broadcasting Services and the Film Industry:

The whole problem arises from the fact that the Government is using delaying tactics with regard to the compulsory levy.

The MINISTER OF EDUCATION AND CULTURE: That is nonsense and you know it.

Mr R M BURROWS: You have been talking about it for five years!

Mr M J ELLIS: I honestly mean that.

When I was involved in the Natal Teachers' Society and when I was headmaster of a school, we were told time and time again that in actual fact the Government was looking very carefully at this whole business of the compulsory levy, but five years later we are still waiting for a reply. Unless the Government comes clean and tells us exactly what its attitude is to this and when it is going to be introduced . . . [Time expired.]

Mr K M ANDREW: Mr Speaker, I would like to take up the last point made by the hon member for Durban North. I believe that the Government is evading its responsibilities in this regard and attempting to shift the onus for unpopular decisions onto schools themselves.

I would like to deal in particular with schools where parents are generally in the low-income bracket and cannot, even if they want to, pay voluntary levies of this kind as many of the schools in better areas are able to do. They are the ones that are really suffering. We know the department is not providing the money for adequate facilities, books and the other things that the schools require for a full educational programme, and we are actually finding that the standard of education at those schools is going down and down. I think that is most irresponsible.

Of course, what the hon the Minister has not had the courage to do today is to repeat what he said at his party congress, namely that apartheid is . . . [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, I first of all want to tell both hon members that I am naturally fully aware of the problem. I am painfully aware of it.

Secondly, it is true, of course, that parents must realise that they have a specific responsibility with regard to the contribution of funds, whether by way of school fees, or by way of a possible other model, such as a compulsory school levy.

It is, however, entirely untrue that we are postponing this decision—the hon members know this—because if that were the case, we would have done it directly after the previous election. The hon members accused me of having withheld it because we were afraid of the election last year. We are still withholding it now for the simple reason that we shall not take such a decision before we have discussed it with our partners in education and before we ourselves have conducted a thorough investigation into it.

I want to say at once that the Government will most definitely ensure that it fulfils its primary responsibility with regard to the provision of basic education services.

Moreover, I want to give the assurance that in this important matter, too, the child's interests are considered paramount; that will always be borne in mind.

I also want to say that there is no place and no justification for petty party-political considerations or for the abuse of level-headed thinking in regard to this matter, but only for educational norms which will apply whenever decisions are taken. In accordance with the methods of my department, such a matter is accompanied by thorough research and investigation and I shall consult all my associates in this regard. I also want to say that these associates include persons such as the members of the provincial education boards . . .

*Mr SPEAKER: Order! I regret to inform the hon the Minister that his time, as well as the time for this interpellation, has expired.

QUESTIONS FOR ORAL REPLY

†Indicates translated version.

Own Affairs:

Administration Clerk: maximum salary scale

*1. Mr J B DE R VAN GEND asked the Minister of Education and Culture:

(1) Whether the maximum salary scale of school secretaries in the Cape Province is R10 371 per annum compared to R15 912 per annum in the other provinces; if not, what are the applicable salary scales;

(2) whether the salary scales and occupational designation of school secretaries in the Cape Province is under review; if so, when is a decision in this regard anticipated; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

(1) The term school secretary is a domestic designation. The correct rank designations of the incumbents of these posts are Provincial Administration Clerk and Senior Provincial Administration Clerk. Until 31 December 1988 the maximums of the salary scales were R11 371 and R15 912 respectively. With effect from 1 January 1989 the maximums of the scales were increased to R11 931 and R18 312 respectively. Because of historic reasons there are differences in the level of post allocations. In the Cape posts on the level of Provincial Administation Clerk only were instituted. In the Transvaal certain posts of Senior Provincial Administration Clerk and Provincial Administration Clerk were instituted. In the Orange Free State and Natal the posts that have been instituted are interchangeable and a Provincial Administration Clerk can be promoted to Senior Provincial Administration Clerk after certain qualifying periods and requirements have been met;

(2) yes, the Department is at present investigating the structure, salary scales, career promotion and other relevant matters relating to this occupational class. The investigation concerns all the provinces and is being done with the purpose of creating a uniform dispensation for the whole Department. In view of the extent of this investigation a date for completion cannot be set at this stage, but the matter is regarded as a very high priority.

Mr J B DE R VAN GEND: Mr Speaker, arising out of the hon the Minister's reply, is the hon the Minister aware that the situation which presently obtains has been so for over 5 years and that school secretaries, or whatever one might want to call them, in the Cape Province, who do virtually identical work to that of school secretaries in other provinces, have over the past 5 years lost over R20 000 in salary by comparison to their counterparts in other provinces? In view of these salary adjustments which have taken place at the beginning of this year, they now receive R7 000 a year less — almost half the salary of their counterparts are receiving in other provinces. I would like to ask the hon the Minister what he has done about this or whether he was not aware of it.

†The MINISTER: Mr Speaker, I should like to ask the hon member whether he does not want to spend a bit of his time to read my reply on his question. Of course, I did say that there was a difference because of historical reasons. It is as a result of this difference that my department has taken the bull by the horns, has launched an investigation and we are now trying to create a system which will accomplish equality of rights in respect of all the provinces. This is my reply on the question of the hon member. Of course I am aware of it. That is why we are doing something about it.

Mr J B DE R VAN GEND: Mr Speaker, further arising from the Minister's reply, I would like to know from the hon the Minister whether he is aware of the fact that this historical situation that he refers to has been in existence for many years and that over the past 5 years, representations have been made to try to bring parity about and nothing has been done about it.

Teacher associations: regulations/guidelines for recognition

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

(1) Whether he has determined regulations and/or guidelines for the recognition of teacher associations; if so, (a) when were these regulations finalized and (b) what organizations and/or individuals were consulted in the drafting of the regulations and/or guidelines;

(2) whether these regulations and/or guidelines have been gazetted; if not, why not; if so, on what date;

(3) whether he will make available a copy of these regulations and/or guidelines; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, guidelines were determined,

(a) June 1987,

(b) the Teachers' Federal Council;

(2) no, as it is not required;

(3) yes.

Mr R M BURROWS: Mr Speaker, arising from the reply of the hon the Minister and his reply to an exactly similar question asked one year ago, can the hon the Minister indicate to me as to whether these guidelines have any legal status whatsoever?

†The MINISTER: Mr Speaker, yes, it does have legal power according to the existing specified regulations whereby I have the authority to . . . [Interjections.]

†The SPEAKER: Order! The time has expired for these questions. I unfortunately could not hear the hon the Minister either.

†The MINISTER: May I please ask that question number 3 stand over?

†The SPEAKER: The time allowed for questions has already expired; therefore the question would have stood over in any case or would have automatically be recorded in Hansard.

†The MINISTER: That is why I ask the question now, because it will be recorded in Hansard, but I should like to ask that question number 3 stand over . . .

†The SPEAKER: It will stand over. That concludes the time allowed for questions today on the Question Paper.

*3. Mr R M BURROWS asked the Minister of Education and Culture. [Reply standing over.]

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Smoking: experts permitted to address pupils on health hazards

*4. Dr M S BARNARD asked the Minister of Education and Culture:

Whether doctors or other medical personnel are permitted to address pupils at schools falling under the control of his Department on the health hazards of smoking; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

Yes, although it is Departmental policy that only educationally qualified teaching staff may address pupils during school hours, experts may address pupils on occasion, subject to certain conditions.

Persons who are not educationists may, at the request of a principal, address parents and pupils on topical issues outside school hours.

HOUSE OF DELEGATES

INTERPELLATIONS

Own Affairs:

James Commission of Inquiry: findings

Mr M Rajab to ask the Chairman of the Ministers' Council:

Whether, in view of the findings of the James Commission of Inquiry that the (a) member for Arena Park exerted undue and irregular pressure for the transfer and/or promotion of certain individuals and (b) Chief Director: Planning Services of the Department of Education and Culture was an unreliable witness and had told untruths to the Commission, the Administration: House of Delegates intends taking any steps in this regard?

The ACTING CHAIRMAN OF THE MINISTERS' COUNCIL: Mr Chairman, the reply is: Yes. The Administration intends taking action. The Director-General in the House of Delegates is presently considering the options open to the Administration in terms of the Public Service Act.

Mr M RAJAB: Mr Chairman, I am pleased that the hon the Acting Chairman of the Ministers' Council has indicated to us this afternoon that his Administration intends taking action in terms of the Public Service Act. However it is a matter of some regret that the hon the Acting Chairman of the Ministers' Council had not made that notice public immediately after the recommendation of the James Commission was made public.

Whilst we are talking about the James Commission, may I remind hon members of this House that despite the fact that that report has been widely reported in the media, hon members of this House have not yet seen it. I would call upon the newly-appointed hon Chief Whip of this House to ensure that this omission is rectified as soon as possible.

I believe that all of us need to look at the report at first hand and to glean therefrom information as and when we require it.

In particular, I should like to commend to the hon the Acting Chairman of the Ministers' Council the position of Mr S C Naidoo who was removed from his position and side-tracked into a non-promotable one, solely because he had the aplomb to stand up to the Chairman of the Ministers' Council. We all know what the James Commission has said about this "mean-minded bully". However, to do this to an innocent member of the public service was not only unpardonable, but was certainly a travesty of justice, because that man was not able to seek any redress. I should commend that particular name to the hon the Acting Chairman of the Ministers' Council's attention.

Whilst I am doing that I should also like to commend to him the names of the two Verasamy's, Mr Dickie Verasamy and the other, both of whom suffered a similar fate. All this because they were termed by this "mean-minded bully" to be "mischief-makers" and they did not go along with what he had in mind. This not only reflects badly on the administration, it does not inspire any confidence in the public service. I believe that it is about time we gave members of the public service some dignity. I believe it is about time we were able to give them some security . . . [Time expired.]

Mr P T POOVALINGAM: Mr Chairman, no doubt the hon the Acting Chairman of the Ministers' Council has read a circular issued by his colleague the hon the Minister of Education and Development Aid, who holds office under general affairs. The notice was to the effect that in view of the evidence presented before the Van den Heever Commission concerning the conduct of a senior official, a deputy director in that Department, that deputy director has been suspended. I should like to know from the hon the Acting Chairman of the Ministers' Council, if he has gumption, why he has not taken similar action concerning a senior member of his own administrative staff, to wit Dr G K Nair. I should like to suggest to the hon the Acting Chairman of the Ministers' Council that to the extent that he delays taking appropriate action the public holds him personally liable.

I should also like to continue where the hon member for Springfield left off. What was done to Mr S C Naidoo was a sin of the first order. One would have expected the hon the Acting Chairman of the Ministers' Council to have taken remedial action immediately the facts were drawn to his attention. That has not been done and the public holds the hon the Acting Chairman of the Ministers' Council accountable. As far as the public is concerned, it does not have direct dealings with officials, but where a Minister does not see to it that the rot in his Department is removed, the stench eliminated and graft and corruption made completely impossible in the future by taking strong decisive action against those who are responsible, that Minister is responsible, not only is such a Minister responsible, but his hon colleagues in the Ministers' Council are co-responsible. [Time expired.]

Mr A K PILLAY: Mr Chairman, is the hon the

Cape

yes,

(a)	(i)	(ii)	(iii)	(b)
1.	Hospital Trustees	26 October 1988	Vincent Primary School	Alienation approved
2.	Mr A. B. Sutherland	17 May 1988	Grootdrink Primary School	Alienation approved. Subject to a reversion clause to the Department of Public Works and Land Affairs
3.	Suurbraak Management Board	5 October 1988	Suurbraak Primary School	Alienation approved. Let to Suurbraak Management Board
4.	Mr D. Saasman	11 July 1988	Springfield Primary School	Alienation approved
5.	Koup Divisional Council, S.A.P., Le Roux and Victor Boerdery, A. C. and P. Scheun	4 August 1988	Leeu-Gamka Primary School	Alienation approved. Subject to a reversion clause to the Department of Public Works and Land Affairs
6.	Mr B. de Wet on behalf of Rural Foundation	13 September 1988	Kweekkraal Primary School	Alienation approved. Let to Mr B. de Wet
7.	Andrew Murray Centre Department of Manpower	3 October 1988 25 July 1988	Hugo Rust Primary School: old buildings	Let to Hospital Trustees for use as a day hospital. The letting of the unused portion to the Department of Public Works and Land Affairs is being considered.
8.	Conservatoire for Music, King William's Town	31 January 1988	Old Primary School — previously let to Technical Institute	Under consideration
9.	Fort Frederick Commando	19 August 1988	Swartkops Primary School	Alienation approved after closing of school in 1989.

Teachers in Department doing national service

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

What total number of White male teachers falling under his Department were doing their national service (a) in 1988 and (b) as at the latest specified date in 1989 for which figures are available?

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)	
Transvaal	770	991	(on 1989-02-08)
OFS	86	71	(on 1989-02-08)
Natal	147	141	(on 1989-02-08)
Cape	274	210	(on 1989-02-08)

HOUSE OF DELEGATES

INTERPELLATIONS:

Own Affairs

Advisory Allocations Committee: book orders

Mr M Rajab to ask the Minister of Education and Culture:

Whether he or any other member of the Ministers' Council supplied the Advisory Allocations Committee with schedules of book orders for schools under his control at any time since September 1984; if so, (a) who supplied these schedules (b) why?

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I did not supply the Advisory Allocations Committee with schedules of book orders for schools. Insofar as other hon members of the Ministers' Council are concerned, I refer the hon member for Springfield to pages 67 to 76 of the report of the James Commission. I shall elaborate on that shortly, therefore (a) and (b) fall away.

In referring the hon member to the report of the James Commission, I want to say that there are inferences and probabilities that somebody else did supply this information. I want to quote from page 74 of the report of the James Commission. Referring to Mr Rajbansi the report states:

Thus in May 1985 he personally directed that all school book orders for new schools which were built during the year 1985/86 and not yet allocated were to be awarded to D Roopanand Bros, and he asked to be informed of the dates of all payments made after each allocation. This instruction by-passed the Advisory Allocations Committee . . . It also revealed that he had a strong personal interest in the matter. It is significant that when Mr Singh phoned Dr Nair asking for further information which Mr Ramduth wanted, Dr Nair said that Mr Ramduth would be able to find all the answers from the Chairman of the Ministers' Council (Mr Rajbansi). Dr Nair did not positively deny this story when cross-examined about it, and Mr Rajbansi did not challenge it in cross-examination.

The report states further:

The probabilities are strong that Mr Rajbansi would have known very well about the business of the allocations and would have been very ready to exploit the situation.

The finding of the James Commission is:

Many factors point to Mr Rajbansi being deeply involved in the matter of book allocations and the probabilities are strong that he was responsible for supplying Dr Nair with a schedule of allocations.

Mr M RAJAB: Mr Chairman, it is quite clear who was responsible for the handling of the allocation list. Nevertheless, I would like to state that this is a damning indictment of the entire procedure that was followed by the Department of Education in the allocation of orders for school books.

I would like to remind hon members that we are dealing here with an allocation that involves some R8,5 million for the current year. That is a large sum of money!

I want to make the point that the James Commission has found that the procedure adopted is inconsistent with the guidelines laid down by the State Tender Board. As a result, during 1986, 1987 and 1988, the most extraordinary changes occurred in these allocations which were given to many booksellers. Some were given enormous increases, whilst others were not. It would appear that the allocations were given to supporters of the NPP and/or Mr Rajbansi and/or Dr G K Nair. The latter incidentally was found to be an untruthful witness by the hon Mr Justice James when he indicated that Mr A K Singh had handed him schedules reflecting the allocations.

I want to remind hon members that the commission found that appalling irregularities and unexplained inconsistencies took place in these allocations. No serious attempt was made to achieve honest awards based on merit.

This afternoon I want a firm commitment from the hon the Minister that the whole procedure of the allocation of book orders will be reviewed drastically to ensure that it will be administered honestly, fairly and openly. I want a firm commitment from the hon the Minister that in future the further allocation of books to schools would be done by way of the guidelines that had been provided by the State Tender Board.

I want a firm commitment in that regard because I believe it is the only way that we can put an end to this indictment that has been levelled against the entire department and in fact against the entire Ministers' Council. I can see no reason why

is happening elsewhere? In Gordon's Bay apartheid signs have been damaged and repaired again within a few days. What does the hon Chairman of the Ministers' Council say? Are his beaches open or closed? [Interjections.] I understand that the hon the Minister of Education and Development Aid is enjoying a vacation in Kleinmond. Why there? The reason is that it is only for Whites. Good luck to the hon the Minister! The White local government wants to know from the hon the Minister where he is going with the Whites and the White town and city councils. [Time expired.]

Mr H H SCHWARZ: Mr Chairman, I want to ask the question whether maintaining one's own community life involves hurting the feelings of other people. That is a very important question that I think our colleagues in the CP have to answer. I would like to see an answer to the question as to whether maintaining community life involves having to keep people away from Boksburg Lake and from recreational facilities. What do they actually mean by maintaining community life? I must tell you, Sir, that there is only one answer to the problem of Boksburg and that is to repeal the Reservation of Separate Amenities Act and to do so as soon as possible! [Interjections.] There is no other answer, because if one does not do that, the weapon is to a large extent put into the hands of the CP to do the job that one does not want to do oneself! To my mind that is the real test as to whether that Act is going to be repealed.

There is a second question I want to ask. Does the maintaining of community life involve, as a necessary requirement, putting a noose and offensive remarks on the house of another person or threatening these people?

Mr H J COETZEE: Who was trespassing against the law?

Mr H H SCHWARZ: Now this proves my point! Not one of the hon members of the CP has the guts to get up and say that he disapproves of that conduct of putting nooses and remarks on the houses! [Interjections.] That is the point, Sir! They are indifferent to the feelings of other human beings. They do not care two hoots about what goes on. [Interjections.]

I want to tell you again, Sir, that there is only one answer to this and that is to repeal the Group Areas Act! There is no other answer to it! People will themselves live where they want to live. They will live near their institutions. When one looks at Johannesburg, one can see that it is taking place in the White community today. They have formed their own community! [Time expired.]

*The CHAIRMAN OF THE MINISTERS' COUNCIL: Mr Chairman, the double-talk of the CP has been exposed by the hon member for Middelburg. All the feverish activity surrounding this matter has been designed to cloak just one fact, namely that only a few of the many town councils to which they lay claim have taken the steps that Boksburg has taken. The others have not tried to hang up signs where there no longer were any signs. They have not tried to turn back the clock.

I stated the NP's position clearly on Friday in this House and in the Joint Meeting. We say that the question of facilities is one that must be dealt with through consultation and we shall continue to grant consideration to opening up those areas in which friction will not occur.

We also say—this is also my reply to the hon member for Yeoville—that we are prepared to look into this matter and others with a view to establishing a new dispensation through a process of negotiation, one which will, in fact, guarantee an own community life, but which will be capable of meeting with general acceptance.

As in the case of a new constitution, it is also necessary to achieve broad consensus and co-operation among everyone regarding how we want to deal with the question of ensuring community rights by mutual agreement. The NP believes that community rights are an important factor which must continue to be maintained, and there is a far broader consensus regarding the need for this than merely within the NP, but then this must take place in a manner which will meet with wide acceptance. That is the direction in which we are moving. With regard to facilities, hon members cannot name me a single NP town council that has acted as short-sightedly as Boksburg has done. [Time expired.]

*Mr D S PIENAAR: Mr Chairman, the hon the Minister's words are hollow and in shrill contrast to the actions of the NP, as well as the words of some of his colleagues, specifically the hon the Acting State President. On the one hand he avows that the NP still wants to maintain a White community life, while on the other he is rattling off figures here in an effort to conceal the disregarding of White community life. The NP is neglecting to say how they are going to maintain White community life in practice. It is frustrating

every effort by the CP members, and also by certain NP members, to maintain an own White community life.

What is more the hon the Minister was bending over backwards, in his first speech as national leader of the NP last Wednesday, to get away from an ideological basis for White group rights, to redefine them as mere minority rights and then reduce them to a mere reality, a reality which can be changed.

It is undeniably true that through its acts of commission and omission the NP is unleashing forces to undermine the so-called reality of an own White community life as much as possible. Knowing full well that the Reservation of Separate Amenities Act is essential for White local government to create, reserve and maintain the physical facilities for an own White community life to be practiced, the Government has through the Commissioner of Police, ordered police officials to refrain at all costs from effectively implementing that Act. Five generals have even been saddled with the responsibility of ensuring that White municipalities trying to implement the Act are prevented from doing so. [Time expired.]

*Mr M J MENTZ: Mr Chairman, during the No-confidence Debate the hon the Minister intimated that housing was one of the ways in which White residential areas would be protected. I assume that it is not housing in the middle of nowhere, but housing close to the central business areas, in order to relieve the pressure.

*The CHAIRMAN OF THE HOUSE: Order! I am sorry, but the hon member's time has expired.

*Mr M J MENTZ: Sir, on a point of order: Do I not have two minutes?

*The CHAIRMAN OF THE HOUSE: No, the hon member does not.

*The CHAIRMAN OF THE MINISTERS COUNCIL: Mr Chairman, I am going to anticipate what the hon member wanted to ask. The fact is that a shortage of housing is one of the fundamental reasons for the infiltration of residential areas, and for that reason the solution lies in the provision of housing and the opening up of new areas in fair and well-placed positions, according to sound planning.

The hon member for Potgietersrus tried an old CP trick, namely to rewrite my statements and speeches to suit himself, with the emphasise where he wanted it. I stand by every word I said, because every word clearly says what this party and I advocate. [Interjections.] For their part those hon members have been shown up, in this regard, because within weeks of gaining significant victories in the municipal elections they had to admit to themselves that their policy was failing. [Interjections.]

*Mr S P VAN VUUREN: That is not true!

*The CHAIRMAN OF THE MINISTERS COUNCIL: That is the main reason why they are now trying to attack from the defensive position into which their own inability has driven them. This afternoon they failed miserably to do this.

Debate concluded.

QUESTIONS FOR ORAL REPLY

Provincial departments of education: resignations from teaching posts

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

(1) How many persons resigned from teaching posts in the four provincial departments of education in 1988;

(2) whether his Department has investigated the reasons for these regisnations; if not, why not; if so, what were the reasons;

(3) whether any shortages occurred in certain subjects as a result of these resignations; if so, what are the relevant particulars;

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

The MINISTER OF EDUCATION AND CULTURE:

			%of total number of posts
(1)	Orange Free State	323	6,94
	Cape	867	5,18
	Natal	683	10,49
	Transvaal	3 374	12,01
		5 247	9,37;

(2) yes; reasons indicated were: marriage, poor health, death, acceptance of non-teaching posts, acceptance of teaching posts in other education departments, acceptance of other teaching posts, retirement on pension, further study, personal reasons, transfer of husband, higher salaries, pregnancy, nature of working conditions;

(3) *Orange Free State* — no

Cape — no
Natal — no

Transvaal — Yes. On 1989-02-03 there were 39 posts out of a total of 28 090 vacant in the following subjects: Mathematics, Science, English, Technical Subjects. Every Std 10 class has a teacher. Schools make internal arrangements in order to ensure that all pupils receive tuition and the vacancies are being filled systematically;

(4) no.

†Mr A GERBER: Mr Chairman, arising out of the hon the Minister's reply, may I ask him, if I am correct, whether he stated last year that the resignations from teaching were area-related, and whether or not this investigation confirms the standpoint which he took last year?

†The MINISTER: Mr Chairman, it stands to reason that the reply is yes, and I can only ask the hon member to compare the figures we have already supplied. He will then notice that the resignation rate was much higher in the Transvaal, for example, as a result of certain circumstances, than in Natal and the Cape. The two provinces in which the resignation rate was the highest, were the Transvaal and the OFS. If the hon member compares this with the reply given last year to the corresponding question, he will find the reply to his question.

†Mr A GERBER: Mr Chairman, further arising out of the hon the Minister's reply, may I ask him whether something is being done by his department about the staff shortages resulting from resignations of teachers of certain subjects?

†The MINISTER: Mr Chairman, as I have also indicated in the reply, each Director of Education in each of the provinces reviews the position daily and rectifies matters as far as possible. They are doing this by trying to recruit specific people who are qualified and who are not in service at the moment, to teach specific subjects. The answer is therefore that it is an ongoing process in which we are trying to give the best possible education to children in all four provinces.

Mr R M BURROWS: Mr Chairman, further arising from the hon the Minister's reply, can he give us an indication as to whether the figures he has given us contain the statistics for those temporary teachers whose services were terminated by the department?

†The MINISTER: Mr Chairman, I am not quite sure of the reply to that. I shall be glad to give the hon member a reply if he will telephone me tomorrow.

†The CHAIRMAN OF THE HOUSE: Order! There is still one remaining question on the Question Paper, but the time we have available is not sufficient to reply to it. The reply will therefore be included in Hansard.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Mr C Sunter: purpose/contents of seminar

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

(1) Whether a certain person, particulars of whom have been furnished to the Minister's Department for the purpose of his reply, addressed a seminar for pupils' councils of secondary schools in the Goldfields at Welkom in 1988; if so, (a) what is the name of this person and (b) what in broad outline (i) was the purpose and (ii) were the contents of the seminar;

(2) whether this seminar was presented under the aegis of the Orange Free State Education Department; if not, what are the relevant particulars;

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

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,
(a) Mr C SUNTER,
(b) (i) to give the youth leaders a vision of the world of the future,
(ii) The world and South Africa in the nineties:
* A scenario regarding the most important developments that can influence the world and the RSA in the future.
* The most important characteristics of a winning land are the quality of its educational system and a healthy family structure.
* Healthy work ethics.
* Social unity.
* Two possibilities exist for the future, namely an active or a passive future;

(2) yes;
(3) no.

School buildings: selling/disposal

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

Whether, since his reply to Question No 28 on 3 March 1988, he or his Department has been approached to sell or otherwise dispose of any school buildings under his control; if so, (a)(i) by which person or group of persons, (ii) when and (iii) in respect of which schools were these approaches made and (b) what was the outcome of each such approach?

The MINISTER OF EDUCATION AND CULTURE:

OFS

Yes,

(a)	(i)	(ii)	(iii)	(b)
1.	Local Board of Bainsvlei	November 1988	Willem Pretorius Primary School Kelley's View	Alienation is in the process of being finalised
2.	Heuningspruit Community Fund Heuningspruit Farmers' Union	July 1988 November 1988	Heuningspruit Primary School Heuningspruit Primary School	Valuations made available to both organisations
3.	House of Representatives	July 1988	Perdeberg Primary School	Sold to House of Representatives
4.	Department of Public Works	May 1988	Willie Viljoen Hostel, Zastron	Lease to Department of Public Works

Natal

yes,

(a)	(i)	(ii)	(iii)	(b)
1.	Mr G. P. Prinsloo	June 1988	Elandslaagte Primary School	The application is under consideration
2.	Mr P. J. Oosthuizen	January 1989	Elandslaagte Primary School	The application is under consideration
3.	Natal Provincial Administration (Road Traffic Inspectorate)	November 1988	Old Estcourt Primary School	The application is under consideration
4.	Natal Provincial Administration (Ambulance Services)	March 1988	Stanger High School Hostel	The application is under consideration

Transvaal

yes,

(a)	(i)	(ii)	(iii)	(b)
1.	Post Office	May 1988	John Ware Primary School	Approval granted for alienation — not finalized yet
2.	SA Police and SA Defence Force	November 1988	Marikana Primary School	Under consideration
3.	Kempton Park Training Centre for Sheltered Employment	November 1988	Pomona Primary School	Under consideration
4.	Midrand Christian Community	February 1989	Laerskool Suurbekom	Under consideration

said yesterday.

Cape Times 6/5/89

'Council' for teachers

A "BARGAINING COUNCIL" to negotiate on salaries and conditions of employment of educators is to be created in terms of a section of a bill tabled in Parliament yesterday. This council will represent all teachers irrespective of race.

likely to be the most viable, adding: "I am sure it is not impossible to find a

tected by all South Africans." — Parliamentary Staff.

Bargaining rights for educators

By Peter Fabricius,
Political Correspondent

CAPE TOWN — Educators are to be given the right to bargain collectively for salaries and conditions of service if new legislation introduced to Parliament yesterday is passed.

Educators now have no more than advisory powers on these matters.

The National Policy for General Education Affairs Amendment Bill aims to create a bargaining council for educators equivalent to one envisaged in legislation introduced last week for other civil servants.

The new Bill setting up an educators' council will abolish the committees that now advise the Government on educators' salaries and conditions of service.

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much. You will always be with me in spirit. I will never forget you as long as I live. Your heartbroken wife, Loren.

125 cc: 1 T Algie; 2 G Fouche; 3 H Bezuidenhout.
Super Singles: 1 C Kennerley; 2 J Wood; 3 B Scholtz.

Education demands sterner lifestyle

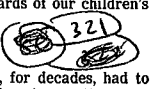
Star 18/5/84

This article has been written by a member of the Transvaal Teachers' Association.

Alan Paton warned us, more than 40 years ago, that *"We shall be careful, and knock this off our lives, and knock that off our lives, and hedge ourselves about with safety and precaution. And our lives will shrink, but they shall be the lives of superior beings."*

Our Minister of Finance now tells us that our domestic cars and our industrial machines will simply have to last longer. We learn that "Johannesburg is a city for the rich", that there is no cheap property left in this city — either to buy or to rent.

We take a roller-coaster ride to poverty as we pay tolls to travel on roads built with our taxes. We employ security firms to do the job once done by the police, and we have to pay more and more in an attempt to maintain the standards of our children's education.



Sacrifices

Black parents have, for decades, had to make immense sacrifices in an attempt to educate their children. Now the privileged whites face similar deprivation.

Many Witwatersrand high schools are short of one or more teachers. Who will teach our children mathematics, science and accountancy in the Nineties? One Johanesburg high school will bid farewell to five male teachers this term.

Indeed the despondency of T S Eliot's "Waste Land" seems to grip our materialistic society:

What are the roots that clutch, what branches grow
Out of this stony rubbish? Son of man,
You cannot say or guess, for you know only
A heap of broken images . . ."

Contrast these sentiments with the ringing confidence of Winston Churchill in the darkest days of 1941. Talking to schoolboys he said:

"Do not let us speak of darker days; let us rather speak of sterner days. These are not dark days; these are great days — the greatest days our country has lived, and we must all thank God that we have been allowed, each of us according to our stations, to play a part in making these days memorable in the history of our race."

If our society is to lift the gloom of these dark days we shall also have to embrace a sterner lifestyle. Paradoxically it is the schools in the most affluent areas that will be soonest affected. Teachers cannot afford to stay in a "rich man's town".

Communities will have to take the lead by facing up to some probing questions:

Can our society, in these times, afford to plough vast sums of money into sports sponsorships, promotions and entertainment? Some far-sighted companies have already transferred these budgets into education ventures. What can be done to persuade others that investment in education will produce a rich, permanent harvest?

Enhance

Are our schools' facilities being used to their full extent? Can they not serve the community in a number of worthwhile innovative areas? Are they serving every possible group? Can we afford to let them lie fallow?

Why are so many extra-lesson empires prospering? Why do study-skills courses proliferate? Have our senior teachers made every attempt to identify what the pupils, the parent and the teacher can do to enhance the learning process? How often do parents try to solve a problem simply by throwing money at it?

Is in-service training effective? Are our educational leaders focusing on the changed needs of a changing society? Is the money spent on education well spent? Are modern methods of time management being employed? Are regional courses stimulating and productive? Are our leaders leading by example?

Has every avenue been explored to keep the brightest and the best in teaching? Are teachers being properly utilised while on national service? During army camps?

Do parents realise that the average teenager spends more "awake" time at school than at home — Monday to Friday. Do they know what happens to a society where too many homes are broken, too many schools are crumbling, too many drugs are available to prevent young people from acquiring a sturdy sense of mercy and morality to guide their behaviour. Do they realise the teachers' vital role in combating the excesses of our society?

Are our children being exposed to the thinking, beliefs and aspirations of all the people of our troubled land? Can we afford to be insular, involved only in "own affairs"?

Can we afford to link our teachers with a bloated and unmotivated Civil Service?

Education policy and principle is being debated at the highest level. While we desperately wait direction, we must look to immediate, innovative, dynamic action from our communities and commerce. We must relish the challenge of meeting sterner days.

We must keep our teachers.

Cape Peninsula: replacement of teachers on departmental courses

296. Mr K M ANDREW asked the Minister of Education and Development Aid:

(1) Whether any teachers were absent from their schools in the Cape Peninsula during the first quarter of 1989 because they were attending departmental courses; if so, (a) what courses, (b) where and (c) how many (i) secondary and (ii) primary school teachers were involved;

(2) whether replacement or substitute teachers are sent to schools when teachers of those schools are attending such courses; if so, on what basis are such teachers provided; if not, why not;

(3) whether principals are (a) consulted in each case and (b) required to give their approval before a teacher is sent on a course; if so, what procedures are followed; if not, why not;

(4) whether any schools in the Cape Peninsula had more than one teacher attending a departmental course or on study leave during the first quarter of 1989; if so, (a) which schools, (b) how many teachers were involved, (c) for how long were they on such courses or study leave, (d) what replacement or substitute teachers were made available to those schools and (e) which of these schools had more than one teacher absent at the same time;

(5) how many (a) classrooms, (b) teachers and (c) pupils are there are the schools referred to in paragraph (4) above?

B636E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) Yes

(a) Course in School Readiness
Programme C (Primary upgrading course)
Mathematics course for Std 4 teachers
Course for Head of Department in the Senior Primary Phase
Course for Head of Department in the Junior Primary Phase
Educational Technology Course for Std 5-10 teachers
Business Economics Course for Std 6-8 teachers
Micro Teaching Course for Std 3-5 teachers
Accounting Course for Std 10 teachers
English Course for Std 9 teachers
Religious Education Course for Std 6-10 teachers
Biology Course for Std 10 teachers
History Course for Std 9 teachers
Mathematics Course for Std 9 teachers
Physical Science Course for Std 10 teachers
Economics Course for Std 8-10 teachers
Afrikaans Course for Std 10 teachers
Xhosa Course for Std 8 teachers
English Course for Std 10 teachers

(b) College for Continuing Training in Soshanguve. Locally, in the case of all courses of less than one week's duration.

(c) (i) 26

(ii) 161

(2) No

The courses run for one week or less and principals make their own internal arrangements.

(3) (a) Yes

(b) Yes

Principals are provided with the dates of courses and are requested to nominate teachers.

(4) Yes

(a) Bonga Primary School
Intshinga Primary School
Mkhangeli Primary School
Siyabulela Primary School
Crossroads No. 3 Secondary School
Langa Secondary School
Litha Primary School

(b) 26

(c) Departmental Courses — One week or less
Study leave — one year

(d) Bonga Primary School

Three teachers are on study leave. Three substitutes have been appointed to take care of a Sub A and standard 2 class group because the groups are too large to be taken care of by the existing personnel.

Intshinga Primary School

Two teachers are on study leave. Only one substitute has been appointed to take care of a standard 3 class group.

Mkhangeli Primary School

Three teachers are on study leave. One teacher is away on a course. Three substitutes have been appointed to take care of the bigger primary classes (Standard 3 to 5).

Siyabulela Primary School

Two teachers are on study leave. One substitute has been appointed to take care of the standard 3 class.

Crossroads No. 3 Sec. School

Two teachers are on study leave. Four teachers are away on courses. Two substitutes have been appointed to offer Afrikaans (Std 6 to 8) and Afrikaans (Std 9 to 10).

Langa Secondary School

Three teachers are on study leave. Three teachers are away on courses. Due to the size of the school, four substitutes have been appointed to offer Geography, Accounting, Biology, Physical Science and Xhosa.

Litha Primary School

Two teachers are on study leave. One teachers is away on a course. One substitude has been appointed to take care of a standard 3 class group.

(e) All the above-mentioned schools in 4(a).

(5) (a) 145

(b) 146

(c) 5 590

Certain person: citizenship of another country

337. Mr C J DERBY-LEWIS asked the Minister of Home Affairs:

Whether a certain person, whose name and identity number have been furnished to the Minister's Department for the purpose of his reply, has acquired citizenship of any country other than South Africa; if so, (a) of what other country and (b) (i) in terms of what statutory provisions and (ii) why was this permitted?

B707E

The MINISTER OF HOME AFFAIRS:

There is no indication in the records kept by my Department that the person concerned has acquired the citizenship of another country.

(a) and (b) Fall away.

University of the North: teaching activities suspended

355. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether (a) teaching activities were suspended on, and (b) students were asked to leave, the campus of the University of the North during the past three years; if so, (i) on what dates, (ii) why, and (iii) for how many days in each case?

B757E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

	1986	1987	1988
(a)	No	No	No
(b)	Yes	No	Yes
(i)	12 June	Falls away	*19 March #20 June
(ii)	Some of the Students left the campus after the declaration of the State of Emergency	Falls away	*Stay away due to the possible hanging of "Sharpeville Six" and the commemoration of "Sharpeville Day". #As a result of the commemoration of the declaration of State of

Star 27/5/89 (321)

60 pc of SA's teachers may be underqualified

R100 000 boost for teacher upgrading

By Sue Valentine, Education Reporter

A R100 000 donation by an oil company to the Teacher Opportunity Programmes (TOPS) will enable more than 400 teachers throughout the country to improve their qualifications and teaching skills.

Director of TOPS, Professor Merlyn Mehl, said the donation by Caltex Oil SA would benefit about 450 teachers in three different areas of qualification upgrading offered by TOPS.

The money would enable them to complete their studies in the different components — academic qualifications, teaching methodology and management leadership — for the rest of the year.

A distance education project is already operating in the Western Cape in order to reach teachers in the rural areas.

TOPS estimates there are still 30 000 to 40 000 teachers in South Africa who need to obtain their matric.

With sufficient funding the organisation hopes to expand enough to assist with the elimination of this problem in seven to 10 years.

Underqualified

Caltex Oil manager of Public Affairs, Mr Roy Wright, said: "What is important is that we are addressing the needs of black education in this country.

"I believe about 60 percent of teachers in South Africa are underqualified."

TOPS is now in its seventh year of service and operates from 30 centres throughout the country.

Army moves in at black school

By ANDRE KOOPMAN

THREE white principals have been appointed at black high schools in the Peninsula and army personnel are present at at least one of the schools, education authorities confirmed yesterday.

The Department of Education and Training (DET) yesterday confirmed that white principals had been appointed at Fezeka, ID Mkhize and Crossroads Three high schools.

They also confirmed that there was a waiting list of some 1 800 pupils and said the soldiers were present at ID Mkhize school in a "low-profile protective capacity".

This was because the school had been "difficult" last year and the cars of inspectors were burnt or had tyres deflated.

Some black teachers yesterday expressed anger at these developments. A spokesman for the Defend the Democratic Teachers Union Committee (DETC) said the white appointments were seen as" a slap in the face of black teachers and an attempt to promote white 'baasskap' at schools".

"We reject the fact that white principals can come into our schools when we cannot teach in theirs," the DETC spokesman said.

The DETC also said that quotas had been introduced which drastically reduced pupil numbers, and "we don't know where our students are going to get educated".

In reply, the DET spokesman said a quota of 630 was set at ID Mkhize because of a lack of space to accommodate the more than 1 000 pupils it previously had, but "not a single pupil who had the necessary documentation will be turned away".

(32)

New union for teachers of disadvantaged

Witness 26/5 - 1/6/89.

By GAVIN EVANS

A NEW national non-racial teachers' organisation will be launched in Johannesburg tomorrow.

The Special Schools Teachers' Association will draw together teachers of mentally and physically disadvantaged children — the deaf, blind, disabled, slow learners and dyslexics.

Up to 100 delegates from black and white government schools and private institutions are expected to attend the conference, which is to be held at Dâmelin College, said its co-ordinator, Gillian Maskell.

"This is the first time a national teachers'-organisation which is both non-racial and multi-cultural has been launched among teachers of mentally and physically handicapped children," she said.

This development comes at a time when teachers' organisations are moving towards the formation of a single non-racial teachers' organisation under the auspices of Cosatu.

Earlier this week, the Union of Teachers Associations of South Africa, representing mainly teachers in coloured schools, unanimously agreed to the formation of a single non-racial teachers' organisation.

Utasa, which is headed by Franklin Sonn, called for the formation of a confederation "which will structure joint programmes to give content to the concept of unity in action".

Meanwhile the Southern African Catholic Bishops' Conference has called for the establishment of a single ministry of education, and has warned that the "burgeoning crisis in black schools could culminate in a disaster worse than that experienced from 1984 to 1986".

The SACBC said in a statement that it was particularly concerned about the inadequate supply of teachers in black schools, the racism practised by "certain white teachers" and the use of soldiers and police in the administration of some schools in the Western Cape.

It also called on the government to provide more schools for black students.

Waste of teachers must stop

Star 6/6/89 (321) & [illegible]

Written by a member of the Transvaal Teachers' Association.

At the end of this year, hundreds of young men will leave the teaching profession after having been trained for six years.

Each will have taught in the classroom for a possible 388 days.

They will have been drawn to teaching by a combination of two factors. The idealists will have seen it as a profession that provides opportunities for growth, for service and for a balanced lifestyle. The materialists will have seen it as an opportunity to "play the system", to obtain a "sponsored degree", to accumulate a nest egg while doing national service.

Subsidised

Their studies, over a period of four years, will have been subsidised by the State. Over and above the normal subsidy paid for each university or college student, they will have received a bursary of R3 400 a year to cover tuition and boarding fees.

During their period of national service, they will have been paid a teacher's salary, received annual increments, accumulated leave, been eligible for appointment in a permanent capacity and "paid off" two years of their study loan.

Six years after starting their tertiary training, they will have commenced teaching. They will have provided balance and reassurance in staffrooms denuded of men. They will have had to work extremely hard at mastering a multitude of skills and roles: coach, disciplinarian, psychologist, academic, educationist and surrogate father. Most of them will have found these two years the most demanding but the most fulfilling of their lives.

During the first year of their lives as teachers, they will have faced the reality of trying to build a future on a teacher's salary. During the second year, they will have been forced to look at other jobs, many of which pay twice the salary for far less demanding work.

Towards the end of this second year, many will take 42 days of "long leave". At the end of the year, they will bid farewell to the profession, having met all their financial obligations. During college and national service days, the State will have invested R52 000 in them. The investment will have brought a return of 388 teaching days.

Should we condemn these young men for cynically taking advantage of the State's generosity? Many of these men will be filled with sadness at having to go, but they will not be able to afford to stay. They are not guilty.

Should we condemn the teaching bursary? Should the system be changed? It would be tragic and retrogressive to do so. Many of our leading teachers were drawn into the profession by teaching bursaries. Unable to afford the full costs of a degree, unsure of their career choice, they saw the bursary as an opportunity to pursue academic studies.

They took up teaching posts and found that teaching is more than a job, it is a way of life. These men (and women) are the present and future principals of our schools, they believe in the nobility of teaching. Their strength of purpose is holding our schools together.

We should condemn those who "plan" our country's affairs. Those who, in so many areas, dissipate our country's resources through misplaced ideology and inefficient allocation of priorities and indulgent apathy.

There is an urgent need for anger and condemnation but an even more urgent need for action. Even now, as the crisis in teaching becomes more and more desperate, there is so much that can be done by community leaders, businessmen and educationists acting in concert. If we think nationally and act locally, we can stop the waste. We can keep the brightest and the best in teaching.

Teachers indicted at UCT festival

By DENNIS CRUYWAGEN
Education Reporter

OPPRESSED people were creating an anti-intellectual culture in a backlash resulting from apartheid and poor education, according to Mr Brian O'Connel, rector of the Athlone College of Education.

"And we, the teachers, stand indicted for allowing it to happen," he said while opening a Teachers' Cultural Festival at the University of Cape Town yesterday.

Teachers stood accused of uncritically teaching "uncritical syllabi".

"We must, through our cultural action for freedom, restore the credibility of intellectual labour," he said."

He said pupils had since 1976 "had to make their own sense of what was occurring and how to respond to it". Now teachers were discovering that the status of education had been devalued.

The pursuit of knowledge was deemed to be effort wasted in "bourgeois activity". Teachers had become alienated from the working class and were perceived as purveyors of values inimical to revolutionary interests.

There was also a growing belief that a new society would herald a new culture with new knowledge available to all who were oppressed.

This argument followed logically from the notion that present knowledge was meaningless in the fight for freedom and that the working class was being educated solely to provide labour in "this capitalist economy".

The festival pointed the way towards a People's Culture but it was not enough "to bring drums and dances to UCT".

CTPA
22nd Annual conference

SPECIAL FOCUS

Unity theme of crucial conference

THE Cape Teachers' Professional Association (CTPA) faces one of its most crucial annual conferences when more than 600 delegates meet in Upington next week.

Mr Randall van den Heever, the organisation's deputy president, will address the conference delegates on people's education.

Teacher unity will be one of the most hotly debated issues with substantial time on the programme devoted to plenary sessions and workshops on the theme.

Van den Heever said teacher unity was given a "high premium" on the agenda.

"While the CTPA has been clear in its commitment to the ideal of teacher unity, the association has not been emphatic about the envisaged structure of a national teachers' organisation.

"We hope the conference will adopt an unambigious resolution about the CTPA's position in this regard." *(See pages 12 & 21).*

Van den Heever said the focus of CTPA conferences had changed dramatically since the seventies.

"Gone are the days when conference served merely to focus on bread and butter issues of teachers like salaries and service benefits.

"The agenda is now carefully structured to cater for both the socio-political demands of the day as well as focus on the service conditions of teachers."

Van den Heever said the conference would once again emphasise the CTPA's belief that politics and education were "inseparable"

"The fact that education authorities today still frown on the CTPA's involvement in community affairs is indicative of the stagnation endemic in "own affairs" education as opposed to the progressive development of the organised teaching profession in the eighties."

The conference will be officially opened on June 19 by the president of the South African Rugby Union, Mr Ebrahim Patel. The chairperson of the opening session will be Dr Ntatho Motlana, of Soweto.

An important paper on "The Politics of South African Education" will be delivered by Mr Saleem Badat of UWC's education department.

"In deciding on Mr Badat, the CTPA wishes to identify strongly with the progressive young intellectuals of the democratic movement and to expose our membership to the challenges posed by this important constituency."

Badat will focus among other things, on the implications of the adoption of the Freedom Charter for teachers in the CTPA.

"After the euphoric adoption of the Freedom Charter by the 1988 CTPA conference, there's a great desire among our members to settle down to a systematic programme of 'Charterism' throughout the structures of the organisation."

Another topic to "raise the hackles" of delegates at the conference will be party/political interference in education, matric results, the finance crisis in education and the state of school buildings.

"We have time and again emphasised that greater community involvement does not imply that the organisation will turn its back on union obligations towards its members".



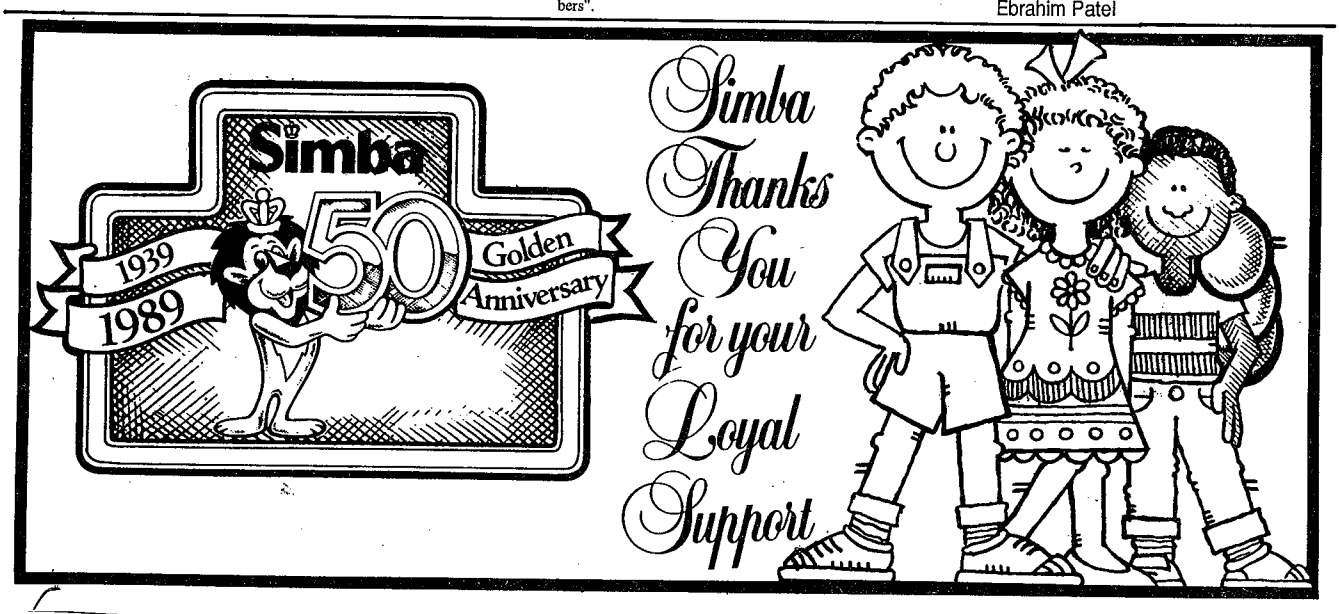
Randall van den Heever



Delegates at last year's CTPA conference, held at UWC



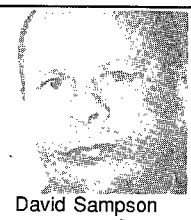
SPECIAL GUESTS. Dr Nthatho Motlana, left, and Ebrahim Patel



(321)



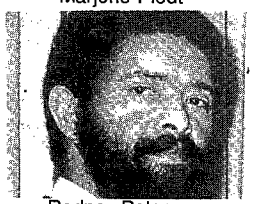
Marjorie Piedt



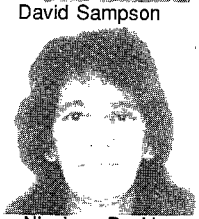
David Sampson



Joan Valentine



Rodney Petersen



Nicolene Buckley



Bokkie Saal

Significance in Upington venue

THE staging of the Cape Teachers Professional Association annual conference in Upington is a timeous one, according to the CTPA's local leader.

"The political focus is strongly on Upington at the moment," said Mr Bokkie Saal, principal of Upington No 3 Secondary and chairperson of the local CTPA branch.

He was referring to the international focus on the town because of the recent trial in which 14 people were sentenced to death.

"The fact that the conference is being held in Upington will definitely contribute to a further development in the political maturation of the CTPA," said Saal.

Most CTPA members see the annual conference as an opportunity to come to grips with vital issues while catching up on news of old friends.

Teacher unity is the issue which mostly interests Mr David Sampson, vice-chairperson of the Port Elizabeth CTPA branch.

"Unity talks among the different organisations in our region are well underway and I am particularly looking forward to the workshops which will be held on this issue during the conference," he says.

The role the CTPA is playing in the shaping of a new South Africa is what interests Ms Christo Zimri, an assistant teacher at Vorentoe Primary in Ravensmead.

"My annual involvement since 1983 in the CTPA conference provides me with an opportunity of participating in this process," she says.

Professional

Mr Rodney Petersen, department head at East London's Alphendale Secondary, has been attending CTPA conferences since 1982 when the organisation held its annual conference in East London.

"I was so impressed with the professional manner in which the CTPA conducted its affairs that it has become an institution for me to attend the annual conference in June.

"I will definitely be in Upington," he says.

For Ms Joan Valentine, an assistant teacher at Mary Waters Secondary in Grahamstown, this year's CTPA conference will be the tenth she has attended so far.

"With the adoption of the Freedom Charter last year, I am particularly keen to see the 1989 conference developing a broader perspective on the Charter," she says.

Victimisation

It will be a case of Upington revisited for Mrs Marjorie Piedt, an assistant teacher at Oudtshoorn's Saturn Primary, who was present at the 1978 conference in Upington.

However, as the wife of executive member David Piedt, she has a special reason for looking forward to the conference.

"With the political victimisation my family face in Oudtshoorn, we have always been rejuvenated in our commitment to the struggle by the wonderful camaraderie we experience annually at the CTPA conference," she says.

Ms Nicolene Buckley, an assistant teacher at Erica Primary School in Belhar, expects to be kept busy behind the scenes making sure the conference runs smoothly.

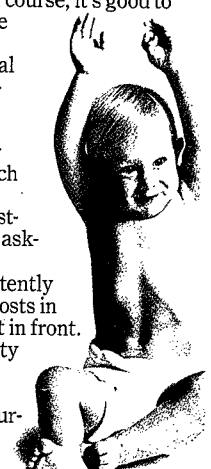
"My involvement in the conference has never been determined by what I can get from the CTPA," she says.

"It is more a question about what I can do for the organisation."



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Gabru urges CTPA to take up challenge



Yusuf Gabru

Yusuf Gabru, president of the restricted Western Cape Teachers' Union, will be hoping to sway the CTPA conference on the need for a national unitary teachers organisation.

WESTERN Cape Teachers Union president Yusuf Gabru believes teacher unity should happen "right now".

Gabru wants to settle for nothing less.

And when he goes to the Cape Teachers Professional Association conference in Upington next week, it will be to sway rather than be swayed.

But Gabru could find himself being the proverbial lone voice in the desert.

More than a year after the first moves towards unity, Gabru, whose organisation has since been restricted, and CTPA president Franklin Sonn agree only on the need for unity.

Their differences range from the question of a timetable for unity and the structure a united teachers front should take.

Gabru wants a national unitary structure, while Sonn favours a federal structure.

Gabru is also insisting on a timetable for unity, whereas Sonn believes the road to unity "may not be as short as thought in the beginning".

But Gabru is not a man easily swayed. He hopes the CTPA "will review the matter and change its position".

"I don't think the formation of such an organisation can be delayed much longer," he says.

He envisages the organisation as being a trade union which will fight for better working conditions and higher salaries, and which will align itself with the Congress of South African Trade Unions.

A federal structure, he says, will merely entrench the racist character of organisations, as certain organisations are organised only at Indian, coloured or African schools.

"What Western Cape teachers are saying is that to fight racism one must be nonracist, not only in theory, but in deed as well.

"And it will take the fight for nonracialism in South Africa a huge step forward if teachers themselves form a nonracial organisation."

While acknowledging that is a "difficult problem to resolve", Gabru argues that teachers must immediately begin to fight for a nonracial organisation if they are to take forward the struggle for democratic education.

Had Wectu not been restricted, it would have campaigned and organised around these issues.

He also agrees that it is important not to cause division in the effort to create unity, but argues that some division might be necessary.

"There might well be some teachers who don't want to belong to a unitary nonracist structure and I think the time has come for those teachers to be excluded from the unitary process."

Structure

That there should be a timetable for unity is another position from which Gabru won't be swayed.

"To get some movement, we have to begin with some sort of timetable for the formation of a unitary structure."

"We are sure that all progressive teachers in the country, regardless of the organisation to which they belong, believe it is essential to bring about unity in the shortest possible time."

He maintains other problems will sort themselves out after the issue of structure is resolved.

Teachers have to realise that some sacrifices may have to be made, says Gabru.

He dismisses fears that some teacher organisations might forfeit recognition agreements with their employers — such an outcome would be a "minor setback".

"Being recognised by the people is the main recognition we need.

Speed up

"All education departments will be forced to recognise the giant," he says, referring to the potential power of an organisation representing 250 000 teachers.

Urging organisations like the CTPA to "speed up the process of unity", Gabru points out that teachers are one of the main constituencies of education.

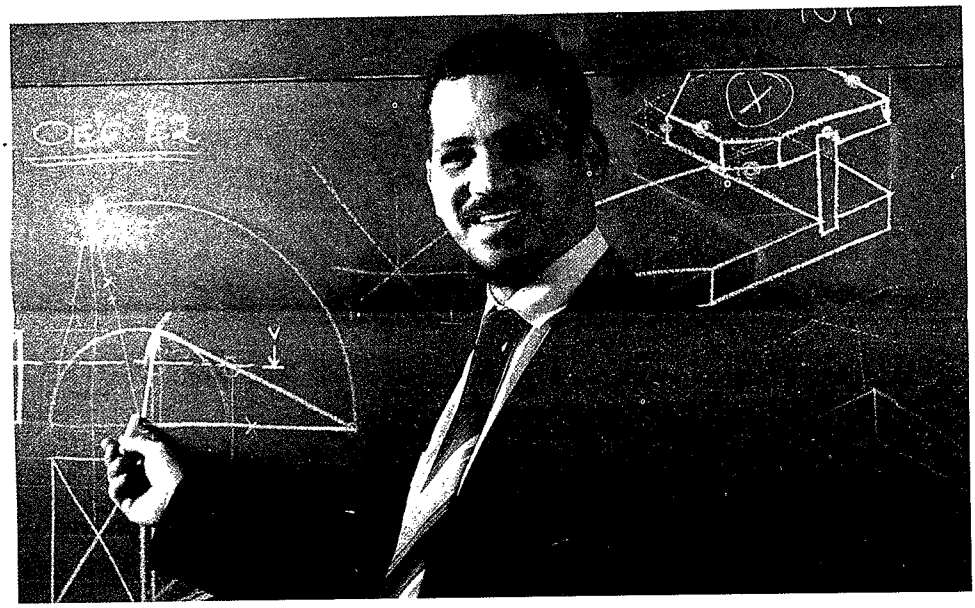
If they are going to change the education system as part of the changes taking place in South Africa, they must challenge the existing education departments.

"And the way to do this is by acting and not just talking about it," he says.

"The formation of a nonracist organisation will be a challenge for the state and we know very clearly that in this country nothing comes about without challenging the status quo.

"We have to get our members to face the challenges of a new South Africa and we must do it now."

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SOUTH NEWSPAPER

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Jump-starting teacher unity

FRANKLIN SONN, president of the Cape Teachers Professional Association (CTPA), is a man in quest of unity.

Unity, he says, is like "a precious and delicate flower for which organisations must work assiduously, sincerely and patiently".

With so much at stake, the CTPA is carefully charting the way forward

"We must not do anything stupid or act out of emotional considerations or under stress," Sonn told teachers at a recent congress of the Progressive Teachers Union in Johannesburg.

With the "forces of oppression" against them, teachers organisations could not allow themselves to be weakened, he said.

Next week in Upington, Sonn's words will be put to the test when the CTPA holds its annual congress under the theme of "Strength in Unity".

Sonn referred to that strength at the PTU conference when he said that unity was the ultimate goal, but the "cherry on the cake" was the "tightest type of unity possible".

More than a year after a watershed conference in Harare, the question of teacher unity has stalled on the issue of what structure a united teachers' front should take. Some favour a unitary national structure, while others prefer a federation. HENRY LUDSKI reports on the issue on the eve of the crucial Cape Teachers Professional Association conference in Upington next week:



Franklin Sonn

Monitor

At a conference in Harare in April last year, 10 South African teachers organisations agreed to pursue the issue of unity at home with the Congress of South African Trade Unions (Cosatu) acting as co-ordinator and monitor.

They committed themselves to discussing the issue in their various organisations and to propagating the feasibility of one national teachers organisation.

Cosatu was requested as a matter of urgency to set in motion the machinery for unity and to consult with other sectors of the democratic movement to facilitate the unity process.

However, a year later the issue of unity has stalled and there is even talk of a second conference to ensure that the unity initiative does not permanently run out of steam.

Some teachers organisations are insisting on a teacher trade union affiliated to Cosatu — an issue on which several of the more traditional and established organisations have not yet taken an "absolute decision", preferring instead a federal structure.

Certain teacher organisations are insisting on some sort of timetable for unity, others are asking for time — and patience.

An added problem has also been that in the past year almost all the progressive teachers involved in the unity talks have been restricted in terms of the state of emergency.

Among these are the Western Cape Teachers Union, Democratic Teachers Union, National Education Crisis Committee and the National Education Union of South Africa.

Sonn, who himself favours a federal structure and admits that his view may be "unpopular", is acutely aware of the dangers of taking the wrong road to unity.

Other teacher organisations are treading cautiously, as well.

"I gain the impression that at this point in time Utasa (Union of Teachers Associations of South Africa) is keen to retain its own internal strength and unity while seeking oneness with others."

In discussions with CTPA members, Sonn has increasingly been brought to the understanding that the unitary structure could possible mark "the end of a process rather than the beginning".

While aware of the impatience of certain teacher organisations who have accused him of dragging his heels, Sonn has remained steadfast in his belief that his organisation will not be rushed.

"The timetable to unity may also not be as short as we might have thought at the beginning," he adds.

He discusses the inherent dangers of being weakened emotionally and structurally if the wrong road to unity is followed.

"It seems to be a reality that we can be weakened if we summarily forfeit our recognition agreements with our various employer bodies.

"Also, we can be emotionally weakened if our membership loses faith in their leaders and in their organisation."

Teacher organisations may have to "consider a front and call it something like the United Teachers Front," he observes.

This would enable organisations to preserve their individual strengths and to build on them, while broadening the front's base and stronghold.

"We will not be a single unit and will be inclined towards our own styles. However, we will still be one fist comprising a variety of fingers differing in size, shape and strength."

Sonn stressed that his organisation would not be rushed into unity to satisfy the "other group across the table".

The members of his organisation had already moved further than "even they could ever have imagined".

However, it was still important that issues such as unity be worked through the democratic structures of his organisation

Charter

At their annual conference in Kimberley in 1986, the organisation took its first step towards a closer alignment with the mass democratic movement by breaking ties with government structures.

At their conference at UWC last year, the Freedom Charter was endorsed. Sonn described it simply as a "formality".

"It was easy because wherever we went we got a positive response.

"We are trying to move people in a direction, not just to get decisions," he says, reflecting on how his organisation has emerged intact from "dramatic" decisions which would have split many other organisations.

However, he admits that on the question of unity his organisation is "picking up difficulties".

Undemocratic

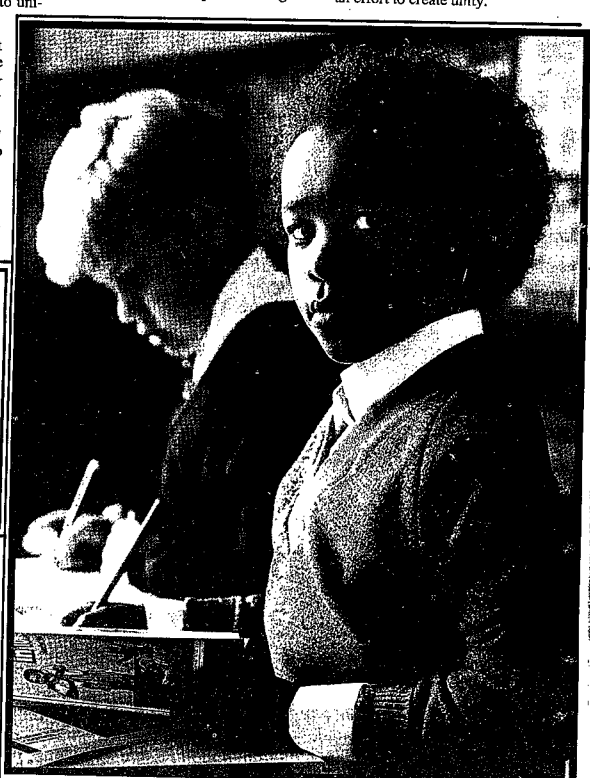
"I suppose a lot of people are saying I am dragging my heels, that I'm supposed to do more. But I'd rather walk out than be undemocratic — and to me democracy means honouring people."

The more progessive teachers organisations "can meet tonight and decide on the question of teacher unity tomorrow", but for the CTPA it is not that simple.

"It doesn't help me to arrive on the other side of the shore with just my closest comrades.

"I want to bring all our members there (to a united teachers front), and we have a record which shows we are capable of doing that.

"We don't want to cause division in an effort to create unity."



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CTPA in heated poll debate

By NAZEEM HOWA

UPINGTON. — A new spirit of radicalism has surfaced in the Cape Teachers' Professional Association (CTPA).

And the sweeping changes have not been restricted to the organisation's leadership structures.

At the CTPA's conference here this week, issues such as pensions and service conditions were placed on the backburner as delegates held heated discussions on "political" issues.

The CTPA started a process several years ago which saw the organisation adopting the Freedom Charter at its annual conference last year.

Political issues have increasingly found its way onto the agenda at conferences.

The key debates at Upington this week were not on participation in the tricameral system, but about how to deal with CTPA members who transgressed the organisation's resolution on non-participation.

'Have no qualms'

A delegate from Kakamas found widespread support when she told the conference that the CTPA should be in the forefront of organisations working against the elections.

A delegate from Keimoes called for the CTPA to oust members who participated in government structures.

"These people are helping to oppress us. We should have no qualms about ousting them," she said.

Several delegates expressed their support for the motion. But a delegate from Hopetown felt expulsion was an easy route for the CTPA.

"We must try to win them over. They must be disciplined, but we should try to keep them in our fold," he said.

His view also found considerable support among members.

After much heated debate a compromise resolution was proposed.

It read:

"Any member of the CTPA who violates the principles of the organisation as embodied in the Freedom Charter and all policy decisions will in future not be allowed to hold executive positions within the CTPA."

CTPA president Franklin Sonn told SOUTH he felt the resolution was the right one for his organisation.

"Our aim must be to build our membership. If anyone transgresses our resolutions, we must try to win back their support."

Sonn said the support for the disciplinary resolution showed the CTPA had managed to move its membership with it.

"Five years ago such a resolution would probably have resulted in a split in the organisation. That we could now come to such a decision speaks reams for the political development that has taken place in the CTPA."

He said that alienating members should be avoided at all costs.

"At the Port Elizabeth conference in 1987 Dr Beyers Naude urged us not to act hastily against defaulting members, thereby causing division. He told us to lovingly censure transgressors, and this is what the resolution is aimed at doing," Sonn said.

"Our policy must always be to mobilise as many people within our ranks. We've seen in sport how principles cast in iron have lost support for our organisations.

"We need to mobilise as broad a front as possible to succeed at changing the system," he said.



Franklin Sonn

NOT FOR NARROW MINDS

South

THE WIDE AWAKE WEEKLY

Unity essential, conference told

THE formation of a national, nonracial teacher structure is imperative for further advances towards educational and social transformation, UWC academic Saleem Badat told the CTPA conference in Upington.

"It becomes even more imperative given the serious crisis that threatens DET schools in Cape Town and other parts of the country," he said.

Unified, nonracial initiatives and responses in the educational sphere were essential, and in the interests of the national liberation struggle and all impediments to unity must be overcome.

"Perhaps the shortest route to unity is not always the best. A federal structure as a step towards a unitary structure has advantages too."

Badat called on the CTPA's 21 000 members to forge ahead towards closer and tighter links with the mass democratic movement.

"This will entail closer involvement in united and collective action against the challenges of the day. The September 6 elections offers one such challenge."

Call to probe matric results

THE CTPA should as a matter of urgency launch an independent scientific study into ways to improve poor matric results, Mr Jessie Strauss told the Upington conference this week.

"It is universally accepted that apartheid is the root cause of the problems, but instead of waiting for the system to fall, teachers should take practical steps to address the problem."

Strauss, a high school teacher, said some of the byproducts of the apartheid system included the poor housing, high unemployment and low pay suffered by most in our community.

"To do well in examinations needs a target-orientated study programme. Such a plan will fall if the syllabus contains areas of little interest to the pupil.

Boost for teacher unity

From KAREN EVANS

PORT ELIZABETH. — Unity talks between six teacher bodies in the Eastern Cape will receive a major boost when they hold a mass rally later this month.

The six teacher bodies are the African Teachers Association of South Africa, the Cape Teachers Professional Association, the Eastern Cape Teachers Union, the East London Progressive Teachers Union, the National Education Committee and the Teachers Association of South Africa.

Talks began in earnest with the African National Congress (ANC) in April 1988 and continued among teacher bodies throughout South Africa.

According to a representative of one teacher body, local progress with talks was slow because organisations differed on strategy.

Another problem was that channels of consultation within some organisations were still being set up, while talks in other centres were progressing.

The interim chairperson said each teacher body had to accept that there were differences.

"But the important thing is how to work around differences to achieve the common objective of unity in action, which would realise the aim of a unitary structure," he said.

According to a teacher, the regional initiative has been given much impetus by the enthusiasm, willingness and commitment of the organisations.

The regional co-ordinating committee, comprising five delegates from each organisation, is looking at a variety of joint projects such as workshops, winter-schools, sport tournaments and the possibility of a resource centre.

A mass rally, with Cosatu general secretary Jay Naidoo as the main speaker, will be held to officially launch this initiative in the Eastern Cape.

The theme of the rally will be "Teachers Unite".

A national co-ordinating committee will be set up once regional co-ordinating structures are established. A timetable for the attainment of a national unitary structure will then be set.

— *PEN*

20-26/7/89. 321 South

No pay rise for teachers

7/8/89

Pretoria Correspondent

Teachers and other public servants will have to wait till next year for promises of a pay rise deal. This information was issued in a statement by Minister F W de Klerk yesterday.

After discussions with the Teachers' Federal Council on July 28, Mr de Klerk said he would be issuing a full statement later on and in yesterday's statement he once again referred to the announcement that a general salary increase was just not possible this year.

GENERAL INCREASE

"It is in the interest of all, including educators, that public expenditure be kept within the limits of the budget. Without this discipline the harm caused to the economy would immediately neutralise the effect of any salary adjustment."

Mr de Klerk said, however, this did not exclude negotiations already entered into regarding a general salary increase for the next financial year.

"The government is sympathetic towards the problems currently being experienced by educators due to backlogs in their salaries and is aware of the sacrifices that educators have to make."

It is for this reason, Mr de Klerk said, that educators would this year be amongst the few occupational classes which would benefit from funds which had already been approved for limited occupational specific adjustments.

This, however, did not mean that all individuals would derive the same benefits from such adjustments, he said.

"Although the government remains commited to eliminating the occupational specific salary backlogs of educators, its ability to do so remains limited because of the prevailing economic conditions."

VITAL CONTRIBUTION

Mr de Klerk said education played an extremely important position within the national economy and should not be neglected.

Within the means at the government's disposal, it was committed to creating conditions in which education would be able to make its vital contribution to the development of South Africa, he said.

Mr de Klerk expressed his appreciation at the co-operation of the organised teaching profession in their working towards the discussed aims.

Teacher unity inches closer

(32) South 3-9/8/89.

PORT ELIZABETH. — Teacher unity in the Eastern Cape has been taken a step further after 1 100 people from six teacher bodies met here to discuss the formation of a single teachers' organisation.

Jay Naidoo, general secretary of the Congress of South African Trade Unions (Cosatu), the main speaker at the meeting, said the process of unity among teacher bodies had been too slow.

Executive members from the Teachers Association of South Africa (TASA), the Cape Teachers Professional Association (CTPA), the East London Progessive Teachers Union (ELPTU), the National Education Union of South Africa (NEUSA) and the African Teachers Association of South Africa (ATASA), spoke of the importance of unity.

The talks began in earnest in the Eastern Cape in November 1988, following which a regional co-ordinating committee, comprising delegates from each teacher body, was formed.

"We must talk about our differences and not hide them," said Frank Thonjeni, president of ATASA. "If we talk, we will find solutions."

Naidoo reiterated the call for unity by citing the Natal peace talks as an example.

"People have paid a lot of lip service to unity," he said.

"Teacher unity is important because the youth are shaped by our influence. Teachers have a key role to play in our struggle."

A motion which asked the Eastern Cape regional teacher co-ordinating committee to meet with mandated leaders of teachers to work our a plan of action, was adopted. — *PEN*

Why talented people should teach

321

Star 13/9/89

By A MEMBER OF THE TRANSVAAL TEACHERS' ASSOCIATION

A generous bursary exists for young people who wish to become teachers. It covers tuition, residence, even books. Until now it has attracted many talented people to the teaching profession. Until now, there have been more applicants than bursaries.

This year, talented matriculants in English-medium schools do not wish to become high school teachers. It is not just men who are not applying, not just maths and science teachers who will be in short supply. Today, there are more bursaries than applicants for secondary school teaching. Pretoria College of Education is closing its Home Economics and Technika sections. Johannesburg College of Education is far from full.

The English-speaking South African has, for decades, owed a great deal to Afrikaans-speaking teachers. For years these educationists have taught in and led English schools. But the gaps are already too great to be filled by Afrikaners who, traditionally, hold teaching in far higher respect than the English do.

Why should talented young people become teachers? Why should parents encourage their children to train for this profession? There are, in fact, a multitude of excellent reasons.

Young men who train as teachers receive a generous bursary over their four years of tuition. They draw a teacher's salary while doing national service.

Pragmatists need to realise that, for those who train to be teachers, all roads do not end in the classroom. Our country's needs are not being met by our educational system. Opportunities abound for talented people in training and communication and, of course, in the academic fields. Top teachers can double their salary if they move into the private sector. Many do.

Idealists should apply for teaching bursaries. Young people are more idealistic than their parents. Teaching will always attract idealists, people who are excited by the challenges of education, the opportunities for growth and for service.

Inculcate values

These people will relish the stimulation of shaping the minds and values of children. They will want to inculcate solid values and to combat the excessive materialism, cynicism and corruption of our "supersell" society.

They will become the pioneers of innovative, dynamic, non-racial systems. They will realise the importance of the words "A teacher affects eternity, he will never know where his influence ends."

Many bursary holders will stay in teaching for many reasons. Some will enjoy the balanced lifestyle, the academic, the sporting and the cultural opportunties of growth. Others will look to the holidays, the privilege of spending "quality" time on their own pursuits to compensate for the 12-hour working days, the six or seven-day weeks that are part of a teacher's lifestyle.

Some will look to other "fringe benefits". They will place human values above material things. They will enjoy working with colleagues who are people of integrity and who believe in the worth of what they are doing. They will relish the diversity of the job, the ever-changing challenge of teaching, the human dimension.

Today, talented teachers are leaving teaching because they are not paid what they deserve. They are lured into a community that pays people more than they deserve. How long will that community be able to afford the gap between the prodigal wealth of so few and the grinding poverty of so many.

What of the future? What will those who start their training in 1990 have to look forward to when they start teaching in 1995?

Today's salaries are not market-related. If the law of supply and demand is applicable to teaching, tomorrow's teachers will be highly sought-after. If they are good at their job, they will become the leaders in their vitally important field.

If tomorrow's children are to be taught properly, tomorrow's teachers will be precious people.

A country gets the government it deserves; a community gets the teachers it deserves. What do our children deserve?

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Teachers' wage gap to narrow

Capt Times 4/12/87 (321)

Own Correspondent

PRETORIA. — Substantial pay hikes for more than 200 000 teachers of all race groups are certain in the first quarter of next year, according to sources here.

National Education Minister Mr Gerrit Viljoen has promised teachers the gap between their earnings and those of workers in other state departments and organisations is to be closed, with adjustments from March 1.

An intensive study is now under way to determine exactly how wide the gap actually is.

It is speculated an 11% hike will be needed to close it.

Teachers will also get the general public service pay increase which, if the government submits to the demand of the Public Servants' Association, will be 20%.

Teachers were given a "partial" pay gap adjustment of 7% last December and they got the 15% given all public sector workers from January 1.

So their total increase in a period of 15 months could be as high as 50%, taking into account the special March 1 increase and the expected general increase.

Pressure is also expected to be exterted in the free-spending self-governing homelands — where numbers employed are escalating at an even faster pace — to slow down on spending, one government source said.

Senior government workers see in the appointment of Mr Wim de Villiers as Administration Minister a steely determination on the part of the government at long last to achieve a smaller, better-paid and more efficient public service.

Private sector economists have pointed out scope for increased efficiency and cost-cutting. They say the horrific extent of duplication and overlapping of functions is costing the country tens of millions of rands a year in bloated staff numbers, mountains of unnecessary paper work and inefficiency.

The intention of the government to make use of private sector expertise, indicated by President F W de Klerk recently, is another indication of the government's determination to halt unbridled spending by what is claimed to be "financially illiterate bureaucrats".

In the undervaluing of teachers lies the undoing of society

B/Com 7/12/89. (321)

COLIN VALE

ANY society which undervalues its teachers undoes itself. Society is the product of those who shape and mould the values and aspirations of the individuals that make it up.

The values and aspirations that individuals espouse — the accumulated knowledge, wisdom and sense of purpose of the living body of the society — are instilled while they are young.

Modern societies prosper in direct relation to their investment in education; the soundest investment a society can make in education is in attaining and retaining the services of the best quality and best qualified teachers.

In SA the reverse is happening. We are too short-sighted, and too mean, to draw the logical conclusions from our increasingly dismal performance in education.

We demand nothing more than warm bodies in front of blackboards, and, barring the ever-diminishing number of self-sacrificing individuals, warm bodies are what we are getting. Teachers are simply not adequately rewarded for their labours.

What is required is a willingness by society to make a financial sacrifice to support the education function. Although education generates wealth for society, the process of educating the young cannot, in itself, become a wealth-generating activity.

If one considers the educational requirements of modern, developed societies, two important facts emerge.

Firstly, the percentage of active individuals required as teachers in relation to the size of the population is much higher, for example, than either doctors or lawyers.

Because of the volume of knowledge and skills that must be passed on to produce the most competent and socially adapted new generation, approximately one teacher is ideally required for every 10 to 12 nuclear families (say 22 children and 22 sets of parents), since classes of between 20 and 25 children are ideal.

This means that approximately one out of every 21 economically active people with school-going children (say under the age of 45 years) should be a teacher and half of these ought to be men.

This constitutes a serious drain on society's wealth-producing capacity in terms of trained manpower. In an abnormal situation like that in SA, with almost half of the population under the age of 15, the position is even more desperate than these calculations suggest.

Secondly, because modern education is aimed at imparting occupational skills as well as cultural and other values, a high percentage of teachers is required to attain occupational skills, which can be used either in teaching or on the open market, whichever pays best.

SA society has become a consumer of education in the sense that it lives off the capital stock of education invested by earlier generations in teachers. A consumption ethic has replaced the saving ethic. White South Africans live, educationally as well as economically and politically, for the day, as if there were no tomorrows.

Inevitably education standards decline as the educational attainments of teachers decline. The general population is only too ready to accept lower standards of education for their children as long as devalued certificates are forthcoming to afford the illusion of well-being.

If it is desirable, for example, that every child matriculate, what easier way to achieve this than by lowering standards?

The effects on productivity are not immediately evident and, because they are felt uniformly throughout the economy and in society, can be ignored for years.

However, the inherent weaknesses show up in performance on the job, in moral attitudes, in responsibility and in group loyalty. Every group value is ultimately compromised.

The state-run education system has been unable to cope with the demands placed upon it and has simply capitulated to (some would say even encouraged) a deterioration in standards.

This has demoralised and embittered the teaching community. Resentment and frustration, coupled with steadily declining incomes as more and more schools have had to be staffed and run on less and less money per pupil, have done the rest.

Today it is unthinkable for the brightest children to choose the teaching profession. For the past two decades, most of the better recruits to teaching have opted for it either to obtain some tertiary education (after attaining which, most abandon teaching), or to escape what they or their parents see as the indignity of the manual trades.

There seem to be two schools of thought on a remedy: the school of financial incentives, which argues that the best human material will be attracted back into teaching only by improving salary and career prospects, and the vocational school, which holds that only when there is stability and certainty in educational policy will the truly dedicated be drawn back into teaching.

The financial incentive school, whose remedies have for many years been discounted, may now be said to be in the ascendancy.

Recent demands by teachers put heavy emphasis on salary and career prospects and, for the first time, teachers seem to be getting some support in the media for these demands.

The vocational school, which flourished as long as both the Afrikaans and English communities thought they knew where they were headed in terms of educational ideals, is now in decline.

Is paying competitive salaries to teachers the answer? And if so, is government prepared to pay enough for the teachers it wants?

If better and more teachers are to be bought, the price will be high. The teaching profession as a source of even modest prosperity has fallen into such low repute that merely "adequate" salaries will do little more than encourage the present teaching corps to remain (in many cases unwillingly) at its post. Even then, the more highly motivated or opportunistic will leave because their longer-term expectations will be dismal.

Moreover, the private sector with its fringe benefits — whether taxed or not — will always be able to improve on merely "adequate" salaries to attract imagination, talent and dedication. If teachers are to be bought in a very tight market, the financial incentives will have to be very high.

Salaries will probably have to be doubled and all the perks available to the "executive" class will have to be thrown in, for the best potential teachers are undoubtedly also the best potential executives.

They come from the same pool. The question is only whether the fish in that pool are to be caught by society or by private enterprise, for whichever buys their talents will enrich itself through their efforts.

In the short run, the public will be outraged and the authorities dismayed by the fact that the present generation of indifferent pedagogues would enjoy a vast and largely undeserved largesse at the public's expense. Yet there seems no other way out.

It is the public image of the teaching profession that must be dramatically changed, and this over the short run, if the deterioration in education is to be arrested and reversed.

Today SA is, educationally speaking, a desert of ignorance and compounding incompetence. The inadequacy of our educational system has begun to paralyse our economy, to adulterate our value system, and to confound our administrative systems. Retrogression in public and private life is plainly evident and the traditional order is threatened.

The time has come for us to attract our best brains and talents into the only profession that can produce the kind of human material upon which we can build a future for SA.

☐ A former teacher and diplomat, Vale is a senior lecturer in international relations at Wits.

Teachers get union going

BENONI teachers have launched a non-racial ''community-orientated, progressive'' union to look after their interests.

The Benoni Teachers Union (Betu), formed in December last year, was launched last Thursday at a meeting attended by about 600 teachers at Daveyton 's Lionel Kent Community Centre.

Betu, an affiliate of the National Education Co-ordinating Committee, pledged to:

* Unite teachers and educationists in Benoni, and strive for a non-racial, just and democratic system of education in a free and democratic South Africa.

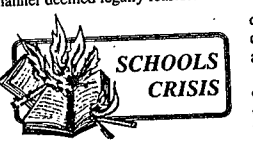
* Co-ordinate and liaise with parent and pupil organisations to strive for the optimum development of the child;

* Safeguard the interests of teachers both as workers and professionals.

* Eliminate the negative competition prevailing among schools as it is detrimental to the child; and

* Defend teachers' interests and rights in whatever responsible manner deemed legally feasible.

By PHANGISILE MTSHALI



A member of Betu's interim committee, Mr Kenneth Molete, said: ''Teachers are being proletarianised.

''The changed nature of their roles and function signifies the disappearance of a form of intellectual labour central to the nature of pedagogy itself.

''The tendency to reduce teachers to high-level clerks implementing orders of others within the school bureaucracy is part of much larger problems.''

He urged teachers to stop being passive recipients of professional knowledge and to become thoughtful, critical educational leaders.

They should have the courage to question authority and refuse to act contrary to their own experience and judgment.

''Teachers' work must be defined against the imperative to develop knowledge and skills that provide pupils with tools they will need to be leaders rather than simply managers or skilled civil servants.

''They must fight against those ideological and material practices that reproduce privileges for the few and social and economic inequality for the many,'' Molete said.

Teachers pay up, but still less for women

Star 20/2/90 (321) Pretoria Corresponden (SEA)

Most women teachers will still earn less than male colleagues after salary adjustments next month.

The biggest difference is 34 percent in the pay for unqualified primary school teachers (Category A). It is 15 percent in Category D (a teacher with matric and four-year teaching qualification).

New salaries and conditions of employment are set down in a policy document of the Department of National Education. They apply to all teachers and department heads, as well as specialists at head offices of education departments.

When the new salaries come into effect on March 1, a man classified as Category D can expect to start on R1 788, and a woman on R1 549.

White women in primary schools who began teaching this year with a three-year diploma, or in Category C, will see their salaries go up to R1 319 — men will earn R1 549. Although there is no salary discrimination in terms of race, many black women in primary schools earn much less because of lower qualifications.

MERIT INCREMENTS

Disparity between the sexes disappears only after Category E, which requires Std 10 and at least five year's apposite training — usually a Bachelor's degree with honours and a teaching diploma.

A teacher starting in this category will earn a minimum of R1 907 a month. A teacher in Category G — with a Master's degree — will earn at least R2 170 a month and increments in recognition of merit.

Nearly 70 percent of teachers are on Post Level 1, the most junior levels in schools, but once they fill a head of department post they progress to Post Level 2. On this level, women can nearly double their salaries as there is no longer disparity. A woman (or man) in Category A can earn at least R893 with such promotion, and one in D more that R3 226.

Senior heads of department on Post Level 3 can earn up to R4 658, depending on qualifications.

Top principals of larger schools, college rectors, and senior departmental staff can earn up to R5 824.

No white support in march for 'all teachers'

By DAN DHLAMINI (321) Cpress 25/4/90

WHITE teachers failed to participate in the abortive "all teachers march" to the DET offices in Ikageng near Potchefstroom on Wednesday.

Two vehicles which transport Tlokwe Secondary School's white teaching staff, and a milk-delivery van, went up in flames on Thursday after students and police clashed.

This was a day after hundreds of teachers from the Diamond Fields region, who were set to march on the local DET offices, were stopped by armed police and told the march was illegal.

Teachers carrying ANC and SACP flags and placards were turned away at the entrance to Ikageng.

Among their demands were:

- Employ more teachers instead of retrenching;
- Change the teacher-pupil ratio in DET schools;
- Abolish racial education and establish one education system;
- Give transport allowances to black teachers, not just whites; and
- Overcome the shortage of stationery and text books, especially in primary schools.

Angry students demanded the immediate resignation of white teachers because they did not join their colleagues in the march.

(b) Before salary payments can be authorised, certain appointment documents must be submitted. Due to various reasons delays with the submission of documents are experienced. The Department has taken special steps to limit delays to the minimum. Hansard 26/2/90

2. No.

Central Energy Fund: balance

23. Mr R R HULLEY asked the Minister of Mineral and Energy Affairs and Public Enterprises:

What was the balance in the Central Energy Fund as at 31 December 1989? Hansard 26/2/90 B53E

The MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:

R2 737,3 million.

Equalisation Fund: balance

24. Mr R R HULLEY asked the Minister of Mineral and Energy Affairs and Public Enterprises: Hansard 26/2/90.

What was the balance in the Equalisation Fund as at the latest specified date for which information is available B54E

The MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:

	R'M
Balance as at 31/01/1990	302,313
Less BLS Trust Funds	43,291
Total	259,022

Bus companies: subsidies

35. Mr P C CRONJÉ asked the Minister of Transport: Hansard 26/2/90

What total amount was paid to bus companies in respect of subsidies for the transport of passengers in the (a) Johannesburg/Pretoria, (b) Cape Town/Peninsula, (c) Port Elizabeth/Uitenhage and (d) Durban/Pinetown areas in the 1988-89 financial year? B76E

Continued P148

The MINISTER OF TRANSPORT: Hansard 26/2/90

(a) R173 943 028,31.

(b) R 38 411 728,38.

(c) R 11 919 219,45.

(d) R 59 329 429,39.

Department of Education and Training: teachers

53. Mr D S PIENAAR asked the Minister of Education:† Hansard 26/2/90

How many (a) White, (b) Black, (c) Coloured and (d) Indian teachers were employed by the Department of Education and Training in each specified teaching category as at the latest specified date for which figures are available? 321 B101E

The MINISTER OF EDUCATION:

(a) 3 962.

(b) 52 700.

(c) 30.

(d) None.

Combi taxis: permits

54. Adv J J S PRINSLOO asked the Minister of Transport:† Hansard 26/2/90

How many applications for permits to operate combitaxis were granted in the Republic of South Africa in the period (a) 1 January 1985 to 31 December 1987, (b) 1 January to 31 December 1988 and (c) 1 January to 31 December 1989? B103E

The MINISTER OF TRANSPORT:†

The statistical information is not available in the format as requested by the honourable member. The following number of applications for permits to operate combi taxis were granted during the undermentioned periods:

(a) (i) for the financial year 1 April 1985 to 31 March 1986.

4-8 seater vehicles	9-15 seater vehicles
1 097	2 684

(ii) for the financial year 1 April 1986 to 31 March 1987.

4-8 seater vehicles	9-15 seater vehicles
9 707	7 093

Continued P149

(iii) for the financial year 1 April 1987 to 31 March 1988.

4-8 seater vehicles	9-15 seater vehicles
4 816	34 788

(b) for the financial year 1 April 1988 to 31 March 1989; and

4-8 seater vehicles	9-15 seater vehicles
1 693	19 667

(c) for the period 1 January 1989 to 31 December 1989.

4-8 seater vehicles	9-15 seater vehicles
3 010	29 450

Please note that the abovementioned statistics are in respect of the number of new applications for taxis, including those for combi taxi services, granted during the past five financial years. These applications were granted on certain conditions. Many applicants failed to comply with the conditions with the result that permits have not been issued to them. Statistics in respect of the exact number of permits physically issued for taxis are not kept. The Department is in the process of developing an extensive information system relating to combi taxis so that comprehensive information will in due course be available. Hansard 26/2/90

Bureau for Information: publications

75. Mr P G SOAL asked the State President:

(1) (a) What total number of publications was produced by the Bureau for Information in 1989, (b) what was the title of each publication, (c) what was the total cost of producing each of these publications and (d) who printed each of them;

(2) whether the printing contract in respect of each of these publications was put out to tender; if not, why not; if so,

(3) whether he will furnish details in regard to these tenders; if not, why not; if so, (a) what companies submitted tenders in respect of each publication and (b) what was the amount of each tender? Hansard 26/2/90 B185E

The STATE PRESIDENT:

(1) (a) 87.

(b) Regional publications

1. Kudu.
2. Om te weet/In the know.
3. Inzindaba.
4. Silulu
5. Light/Khanya.
6. Die Karet.
7. Vukani (Ikapa).
8. Nduli News (Ceres).
9. Mbekweni News (Paarl).
10. Crossroads News (Crossroads).
11. Ulwazi (Zweletemba, Worcester).
12. Qaphela (Khayelitsha).
13. Phamhile Zwelihle (Hermanus).
14. Kayamandi News (Stellenbosch).
15. Puisano.
16. Ilizwi.
17. Phoenix.
18. KwaNobuhle News.
19. Smaldeel News.
20. Isigodlo.
21. Masizame.
22. Rini News.
23. Bofolo News
24. Lingelihle News.
25. Umyalezo.
26. Camdeboo News.
27. Indaba Zika Masizakhe.
28. Women's Forum.
29. Umzamomhle/KwaNomsamo.
30. Motherwell News.
31. Umso.
32. Metropolitan Digest.
33. Bekkersdal Newsletter.
34. Munsieville News.
35. Evaton News.
36. Katlehong Newsletter.
37. Diepmeadow News.
38. Tsakane Herald.

Hansard 26/2/90

continue →

Majority of SA's teachers are 'under-qualified'

By JOHN YELD, Education Reporter

EDUCATION

BY far the majority of South Africa's 250 000 teachers are under-qualified and the system of paying teachers based on their years of post-matric study is "cheating", according to Mr Clive Roos, executive director of the South African Teachers' Association.

Addressing a recent meeting of the Cape English-Speaking Parents' Association at Rondebosch Boys' High School, Mr Roos said that although most of these teachers performed "an incredibly good job" on a day-to-day basis, they were technically under-qualified.

"And what does this in fact mean? Because of the way in which we pay teachers in this country at the moment, where their remuneration is linked to their numbers of years of post-matric study, the majority of our system in South Africa is currently being run on the cheat. I can't put it more bluntly than that."

As teachers were properly qualified, they would cost "a great deal more money", he warned.

There would also be a "dramatic" increase in the number of people making use of secondary education, which cost approximately twice as much as primary education.

"If you think that education at the moment is stretching our financial resources, we haven't touched sides in terms of the flow through the system into the secondary school situation."

Although the provision of education in South Africa was "unbelievably complex", Mr Roos believed the question of open or closed schools was a "non-debate".

"If people are realistic, the debate about whether education has to be non-racially provided in this country is, in my opinion, a non-debate. That reality I believe very sincerely is going to be with us a lot sooner than many people realise and a lot sooner than some people would like to acknowledge.

"What I am concerned about in relation to that particular aspect is, when it comes — because I refuse to talk in terms of 'if' — are we ready?"

The real debate would be about "equity" as opposed to "equality" — equity was concerned with individuals and not groups, and with quality as opposed to quantity, he argued.

"And perhaps most important of all, it is the result of applying to education provision the sense of justice that a society has.

'Equity'

"Nowhere in the world is equal expenditure on education an indication of equal education. Equity is the thing we are going to be involved with."

He also raised the question of the present centralised control of schools.

"I believe that our black communities have taught us a thing or two in this country about the whole question of who does and should control schools ... We are going to have to debate over the next few years this whole question."

A third debate would be that of the relevance of education in South Africa.

"One of the greatest problems facing the total education provision in this country is that education has lost credibility as a social force in this country. It certainly has lost credibility for our black communities and I think increasingly for the communities that are represented here by and large this evening.

"As an organised group of parents you are going to have to address this whole question of relevance and credibility of what goes on in our schools."

This would include relevance in relation to society, to political change in South Africa, and relevance to "employability and the needs of employers out there", Mr Roos said.

While he would support any reduction in the number of education departments in the country on both moral and educational grounds, such a move would not lead to big monetary savings as administration was not a major cost factor in education, he pointed out.

He would also support any plea for increased expenditure on education.

"But we musn't fool ourselves that in South Africa, in terms of total budget, that we underspend on education. That figure of 20 percent (R9,2-billion) — it's actually closer to 21 percent of the effective budget — is high in terms of world standards."

Mr Roos said a revision of staff-pupil rations was "inescapable", despite political denials to the contrary.

"I think we are being unbelievably naive if we think that we are going to avoid that," he warned.

(2) Falls away.

I must add that there are bursary holders who do not take up posts in the Department. Others accept teaching posts in the Self-governing Territories without the knowledge of the Department. If such bursary holders cannot be located, debts are written off. Over the last three years an amount of R277 890 has been written off, in this manner.

Saldanha Naval Base: inquiry into incident

*26. Mr R R HULLEY asked the Minister of Defence: Hansard 13/3/90

Whether any inquiry has been conducted into an incident on or about 4 October 1989 at Saldanha Naval Base in which a certain seaman, particulars of whom have been furnished to the South African Defence Force for the purpose of the Minister's reply, was seriously injured; if not, why not; if so, (a) with what result and (b) what is the name of the seaman concerned? B443E

The MINISTER OF DEFENCE:

Yes.

(a) It has been established that although the member concerned was aware of his medical classification and the restrictions placed on his participation in physical activities, he voluntarily participated in the exercise which led to the incident.

(b) The name supplied by the honourable member.

Teachers: registration

*27. Mr R M BURROWS asked the Minister of National Education: Hansard 13/3/90

(1) Whether any progress has been made in the registration of all teachers in South Africa; if not, why not; if so, what progress;

(2) whether he will make a statement on the matter? 321 B450E

The MINISTER OF NATIONAL EDUCATION:

(1) No: not with regard to the general affairs level. Until now the co-operation of all the member bodies of the organized teaching profession as contemplated in section 1 of the National Policy for General Education Affairs Act, No 76 of 1984, regarding the establishment of a registration body for teachers, could not be obtained. Hansard 13/3/90

(2) No. 321

INTERPELLATIONS

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

Own Affairs:

J G Strijdom Hospital

Dr W J SNYMAN asked the Minister of Health Services, Welfare and Housing:*

Whether he intends changing the status of the J G Strijdom Hospital from that of an own affairs hospital to that of a general affairs hospital; if so, why? Hansard 13/3/90 B501E.INT

*The MINISTER OF HEALTH SERVICES, WELFARE AND HOUSING: Mr Chairman, the answer is no. Having said that, I want to point out that the existing systems in respect of the rendering of health services are being investigated anew by the Government. Our first consideration is a system in which the best possible use may be made of existing manpower and equipment in order to best serve the interests of the broader community and the medical profession. We are continually striving to maintain the present standard of service. The Transvaal Provincial Administration is presently engaged in an investigation into the rationalisation of academic hospitals. Although the J G Strijdom Hospital is not essentially an academic hospital, it commands a strong academic input. In my view this is an aspect which should, as far as possible, continue to prevail.

In terms of the Transvaal Hospitals Ordinance this hospital is still, legally speaking, an academic institution because it has been declared as such by the Administrator. Consequently there is nothing to prevent the University of the Witwatersrand from continuing to offer training at that hospital. There is also a misconception that hospitals with an academic character cannot also

be own affairs hospitals. All three of the dental and oral hospitals associated with the dental faculties of the Universities of Pretoria, Stellenbosch and the Witwatersrand respectively, have been classified as own affairs hospitals.

Furthermore, I want to emphasise that we are in a transition phase in which discrimination must be entirely eradicated. Whilst we are on the way to a new dispensation, however, the present dispensation cannot simply be thrown overboard. The group concept is an essential building-block of the present Constitution, but it need not be the only building-block of the future constitutional dispensation. However, if it becomes apparent in practice that we have taken incorrect decisions in the past, we shall have to have the courage to rectify our mistakes.

We are therefore still complying with the provision of the 1983 Constitution, and the hon member for Pietersburg need not be concerned that we shall not look after the interests of the Whites.

On the other hand, hon members of the DP need not be concerned that we shall infringe the interests of other population groups. We have, in fact, taken thorough cognisance of the provisions of section 16 of the Constitution, in terms of which the hon the State President must make his decision regarding own affairs matters in such a way that the governmental institution of one population group will not be enabled to affect the interests of any other population group. The course we are presently adopting . . . [Time expired.]

*Dr W J SNYMAN: Mr Chairman, the hon the Minister has just stated that the existing system is being investigated by the Government and the provincial authorities, and that we are presently in a transition phase. The concept of so-called own affairs is described in section 14 of the Constitution of the Republic of South Africa, Act 110 of 1983. It relates, *inter alia*, to the upholding and furtherance of the way of life, customs, culture and traditions of specific population groups. The intention was that these aspects could be managed and protected by those specific population groups, thereby creating the impression of self-determination in the sensitive areas of hospitalisation and education. We on this side of the House argued at that time that whenever a specific people does not have full financial control, it does not have full control over that own affair. It does not have the full power of government in relation to that own affair.

For example, who controls the budgets of own affairs hospitals? We saw in the Additional Appropriation that several hundreds of millions of rands were noted as being the money of so-called own affairs hospitals. However, these are run by a general provincial authority. I submit that this is quite simply a book-entry, and nothing more. We also said that a parallel could be drawn between the constitutional course of events in South West Africa and those in South Africa. Surely that is true.

At one stage there was also talk in South West Africa of protection of the own affairs of the Whites in a constitutional model. What became of that, however? Surely it is clear to us all. The concept, or the sphere of own affairs became progressively diminished whilst general affairs became increasingly dominant, until nothing whatsoever remained of own affairs. This is going to be celebrated on 21 March with a R10 million festival!

This Government, of which the hon the Minister of Health Services, Welfare and Housing and the hon the Minister of Education and Culture are members, is moving in exactly the same direction, because they are saying that owing to humanitarian and compassionate considerations, hospitals and school buildings must be placed at the disposal of other population groups in specific circumstances. Accordingly, this hon Minister announced on 23 February that two wards, each comprising 30 beds, were to be placed at the disposal of the Coronation Hospital. The question is whether this hospital still conforms to the definition of an own affairs hospital, namely 95% or more White patients and 90% or more White nursing staff. [Time expired.] [Interjections.]

Mr M J ELLIS: Mr Chairman, the topic of this debate is as pointless as the debate itself. Both the hon the Minister and the CP know that the J G Strijdom Hospital is going to become a general affairs hospital again. It is only a matter of time before this happens.

(1) (Continued)

Name of school	(a) Pupils	(b) Teachers	(c) Classrooms	(d) and (e) Seats	Platoon with
Mzimhlophe	946	23	22	1 024	—
Mzomtsha	755	17	12	628	—
New Brighton	708	18	0	0	Johnson Marwanga
Nkuthalo	693	17	16	653	—
Pendla	693	17	16	807	—
Phakama	880	22	0	0	Emzomncane
Phillip Nikiwe	990	19	16	992	—
Samuel Nongogo	570	12	13	353	—
Seyisi	701	17	16	661	—
Sithembile	531	16	16	604	—
Stephen Mazungula	720	18	16	796	—
Walmer	963	22	19	962	—
W B Tshume	816	19	18	704	—
Zamukukhanya	720	16	16	654	—

(2) 3 March 1990.

Group areas proclaimed

111. Mr A J LEON asked the Minister of Planning and Provincial Affairs:

(1) How many group areas had been proclaimed in the Republic for (a) White, (b) Coloured and (c) Indian occupation as at 31 December 1989;

(2) what was the total area proclaimed for each group as that date?

Hansard 14/3/90 B273E

The MINISTER OF PLANNING AND PROVINCIAL AFFAIRS:

(1) (a) 586.
(b) 561.
(c) 266.

(2) Whites — 747 174,71 ha
Coloureds — 104 653,64 ha
Indians — 52 788,95 ha

Teachers 321

123. Mr R M BURROWS asked the Minister of Education: Hansard 14/3/90

(1) How many teachers on the staffs of secondary schools are teaching (a) Mathematics, (b) Physical Science and (c) Biology at Standard 8 to 10 level;

(2) what are the qualification levels of the above teachers in terms of college or university diplomas, university courses completed or university degrees;

(3) how many teachers of each of the above subjects resigned in 1989;

(4) what is the projected shortage of appropriately qualified teachers in each of the above subjects for 1990? B285E

The MINISTER OF EDUCATION:

(1) (a) 1 537.
(b) 656.
(c) 1 347.

(2)

	Comleted College or University Diplomas	Individual University Courses	Completed University Degrees
Mathematics:	1 382	81	74
Physical Science:	235	266	155
Biology:	685	15	209

(3) The information is not readily available.

(4) Mathematics: 321 430
Physical Science: 220
Biology: 438

PE/Ibhayi area: teachers

129. Mr E W TRENT asked the Minister of Education:

How many teachers at each specified school falling under the control of his Department in the Port Elizabeth/Ibhayi area have a (a) university degree, (b) three-year diploma, (c) matriculation certificate plus a diploma, (d) qualification lower than a matriculation certificate plus a diploma and (e) qualification lower than a matriculation certificate? B294E

Hansard 14/3/90

The MINISTER OF EDUCATION:

School	Number of teachers (a) Degree	(b) 3-year Diploma	(c)* Std 10 + Certificate	(d)* Lower than Std 10 + Certificate	(e)* Lower than Std 10	Total
Island Prim	—	—	1	1	—	2
Sivuyiseni Prim	—	8	15	6	—	29
Spenser Mabija Prim	—	4	10	3	—	17
Kwamagxaki Sek	7	12	6	—	—	25
Matodlana Prim	—	3	10	—	—	18
BJ Mnyanda Prim	—	1	10	6	—	17
Enkuselweni Prim	—	1	—	—	—	1
Tamsanqa Sek	12	11	9	—	—	32
Mzomtsha Prim	—	2	3	12	—	17
WB Tshume Prim	—	1	13	4	—	18
Ezikweni Prim	—	2	6	6	1	15
Phakama Prim	—	—	17	5	—	22
Ebongweni Prim	1	1	11	5	—	18
Seyise Prim	—	—	7	10	—	17
Masibambani Sek	3	4	14	—	—	21
KK Ncwana Prim	—	5	7	5	—	17
Masakane Prim	—	2	7	8	—	17
Kayser Ngxwane Prim	—	—	10	8	—	18
Ilita Prim	—	2	14	7	—	23
Kwazakhele Sek	18	3	18	—	1	40
Inkqubela Prim	—	3	11	2	—	16
JK Zondi Prim	—	2	10	2	—	14
Bennyati Prim	—	—	4	10	—	14
Ilungelo Prim	—	4	11	1	1	17
Henry Nginza Prim	—	1	15	4	—	20
Mzontsundu Sek	4	10	18	—	—	32
Aaron Goadu Prim	—	7	7	1	—	15
Walmer Prim	1	1	11	9	—	22
John Masiza Prim	—	2	6	5	—	13
Sithembile Prim	—	1	11	3	—	15
Esitiyeni Prim	—	3	12	3	—	18
Emfundweni Prim	—	7	10	4	—	21
New Brighton Prim	—	1	—	2	1	4
Khwezi Lomso Compr	16	15	14	—	1	46
Loyiso Sek	12	7	20	—	—	39
Ndzondelelo Sek	8	4	17	—	—	29
Phakamisa Sek	8	6	11	—	—	25

(1) (Continued)

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	Comleted College or University Diplomas	Individual University Courses	Completed University Degrees
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Physical Science:	235	266	155
Biology:	685	15	209

Hansard 14/3/90

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(4) Mathematics: 430 (321)
Physical Science: 220
Biology: 438

PE/Ibhayi area: teachers

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How many teachers at each specified school falling under the control of his Department in the Port Elizabeth/Ibhayi area have a (a) university degree, (b) three-year diploma, (c) matriculation certificate plus a diploma, (d) qualification lower than a matriculation certificate plus a diploma and (e) qualification lower than a matriculation certificate? B294E

Hansard 14/3/90

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Kwamagxaki Sek	7	12	6	—	—	25
Matodlana Prim	—	3	10	5	—	18
BJ Mnyanda Prim	—	1	10	6	—	17
Enkuselweni Prim	—	1	—	—	—	1
Tamsanqa Sek	12	11	9	—	—	32
Mzomtsha Prim	—	2	3	12	—	17
WB Tshume Prim	—	1	13	4	—	18
Ezikweni Prim	—	2	6	6	1	15
Phakama Prim	—	—	17	5	—	22
Ebongweni Prim	1	1	11	5	—	18
Seyise Prim	—	—	7	10	—	17
Masibambani Sek	3	4	14	—	—	21
KK Ncwana Prim	—	5	7	5	—	17
Masakane Prim	—	2	7	8	—	17
Kayser Ngxwane Prim	—	—	10	8	—	18
Ilita Prim	—	2	14	7	—	23
Kwazakhele Sek	18	3	18	—	1	40
Inkqubela Prim	—	3	11	2	—	16
JK Zondi Prim	—	2	10	2	—	14
Bennyati Prim	—	—	4	10	—	14
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Loyiso Sek	12	7	20	—	—	39
Ndzondelelo Sek	8	4	17	—	—	29
Phakamisa Sek	8	6	11	—	—	25

Star 27/3/90

Tax eats teachers' pay rise

By Shehnaaz Bulbulia

Angry teachers, dissatisfied with the way in which their 12 percent pay increases are being decimated by taxes and subsidy deductions, have threatened to take up the matter with their unions.

They maintain that after tax deductions they were worse off than before the salary increases effective from March 1.

A teacher from Lenasia, who did not want to be named, told The Star he was appalled at the neglible amount he received.

About R200 of the R300 he was expecting was deducted in tax, a housing subsidy and pension, leaving him with only a R100 increase. "It's just not fair," he said.

The teacher said he would take up the matter with his union.

Another teacher said she was better off with her February salary.

"The deductions are ridiculous. The more I earn the less I will receive in real terms. I'm going to take the matter up with my union."

AGGRAVATE

The chairman of the Progressive Teachers' League (PTL), Mr Billy Morgan, said they had received complaints from teachers about the negligible amounts received.

The PTL was concerned that the salary grievances (after the 12 percent increase) would aggravate an already mounting crisis in black education.

Most of the increases appear to have been absorbed by taxes, housing subsidies and pension.

"Poor salaries have led to large numbers of teachers dropping out of the education field with many joining commerce," he said.

A spokesman for the Department of National Education in Pretoria said: "It's not really a matter that concerns the education department. This matter should be taken up with the Receiver of Revenue."

March to DET offices blocked

Police yesterday prevented black teachers from marching to the Department of Education and Training offices in Witbank.

The teachers, from schools in kwaGuqa, were blocked by a contingent of police before they reached the CBD area where the DET offices are situated.

Mr Joshua Mabogoane, a spokesman for the Witbank Teachers' Union, which organised the march, said after negotiating the teachers agreed to wait for two DET representatives to meet them outside the municipal office in Hector Street. The demonstration broke up peacefully after a delegation handed a list of 13 demands and grievances to the two officials.

The demands include the erection of schools in the area, the supply of adequate textbooks and stationery, and that the DET should act on its promise to provide classrooms to alleviate overcrowding.

Permission to march was refused by the chief magistrate. A SAP spokesman confirmed that the police intervened.

Teachers said they would return to school today.

● At least four people were injured by birdshot when police stopped a crowd of about 1 000 youths trying to march from Slobela township to the Carolina Magistrate's Court yesterday.

Permission for the march had been refused by the local authorities.

A community spokesman said the youths had wanted to show their solidarity with five school pupils who were due to appear in court yesterday on charges of taking part in an illegal gathering earlier this month.

Yesterday morning, Slobela township was barricaded with burning tyres as crowds of pupils prepared to march, schools were closed and most black workers stayed at home.

A strong police contingent and two Casspirs were positioned near the entrance to the "white" section of the town.

TEARGAS USED

According to police, teargas had been used to disperse crowds in Slobela soon after dawn.

Later a member of the SAP was injured when a police vehicle was stoned.

Teargas, birdshot and rubber bullets were used to disperse the crowd.

The police were again stoned and nine men were arrested.

The spokesman said he knew of only one woman who had been injured by birdshot but a doctor said he had treated four youths, one of whom had serious injuries. — Education Reporter-Highveld Bureau.

820 schools disrupted — Minister

CAPE TOWN — The Minister of Education and Training, Dr Stoffel van der Merwe, said 820 black schools under his department were disrupted on Wednesday while 11 646 teachers (one-fifth of the total) had taken part in the boycott on Tuesday.

Attendance of more than 80 percent was registered by 1 249 schools out of 2 069.

Of 1 587 public primary schools, 593 were disrupted. Schooling at 227 out of 482 secondary schools was disrupted.

Since March 1, teachers in the Johannesburg region had not reported for duty, the Minister said.

Children in Natal attended school, with the exception of the Inanda, Chesterville, Imbali, Edendale and Vryheid areas.

Tembisa, Tokoza, Tsakane, Vosloorus and Katlehong had been worst hit on the East Rand.

No teaching took place at 13 secondary schools at Ikageng and 12 secondary schools and 36 primary schools in Mamelodi.

Two Pietersburg secondary schools were affected and at Sebokeng, 16 secondary and 61 primary schools were disrupted.

There was little or no attendance at 32 OFS schools. — Sapa.

Star 30/3/90 321

Teachers 'must unite to form strong organisation'

By SHARON SOROUR
Staff Reporter

TEACHERS in the Western Cape had to unite and form a strong, politicised organisation if education was to be used as a weapon for liberalisation, a meeting of the Teachers Unity Forum was told.

About 400 teachers met at Hanover Park Civic Centre yesterday to discuss the education crisis.

The meeting was chaired by Cape Town advocate Mr Dullah Omar, representing the African National Congress. He urged teachers to acquaint themselves with the Harare Declaration which embodied the ANC's vision and guidelines for unity.

"Building teacher unity is essential and we must not allow anything to stand in our way."

Teachers were important facilitators of change and they faced a daunting task, Mr Omar said.

The Congress of South African Trade Unions (Cosatu) appealed to the teachers to move towards a single organisation.

It was not necessary to have five different teachers' organisations in the Western Cape and teachers had to give students direction, Cosatu said.

The National Education Union of South Africa president, Mr Curtis Nkondo, said teachers had to be united and politicised, operating within the "national-struggle" network.

"Teachers must reach an understanding on what education is all about. It is disastrous to carry on teaching in the same way as you have been taught because it promotes capitalism and neo-colonialism.

"Every education contains an ideology and the one we must teach must be liberating, not enslaving," Mr Nkondo said.

The meeting resolved to:

- Call for teachers to become involved in organisations so that teacher unity could be built;
- Commit itself to a free, single, national, non-racial, democratic education system "which would redistribute economic resources"; and
- Call for uniform conditions of service and a Bill of Rights for teachers.

Women teachers to get more money

Political Staff

THE salaries of 75 600 low-qualified black, coloured and Indian women teachers are to be increased to reduce the disparities between male and female educators, the Minister of National Education, Mr Gene Louw, announced yesterday.

The disparities between male and female teachers only existed at present for college and school-related educators in certain qualification categories.

Since 1981, it had been government policy to eliminate all disparities in the salaries of male and female educators, he said in a statement.

Following extensive negotiations, his predecessor, Dr Gerrit Viljoen, and the ministers of education recently accepted a programme to eliminate these disparities "over a period of a few years".

The salary adjustments, which came into effect from April 1 this year, mean that the salaries of all female educators with a matric certificate but no further teacher's qualification and those with a school certificate lower than matric but a further teacher's qualification of at least two years' duration will be adjusted by two notches to reduce the present disparity to one notch.

there is one thing that is going to make White people apprehensive about the future, it is if they believe that we are simply drifting into the future without any idea of where anyone wants to go and just hoping that somebody else will decide for them where to go. [Interjections.]

I believe in leadership. I believe that people need to be given self-confidence in changed circumstances. They need to believe that they can cope with the new challenges and adapt to the new society and that they do not simply have to sit back and, as the hon member for Pinetown said, leave it to the CP to have a field day by spreading as much fear as they can among parents in their communities. [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, I want to give the hon members for Cape Town Gardens and Pinetown the assurance that the Government, for its part, will do nothing to force any school community to take a specific decision in a specific direction. [Interjections.]

I content myself by saying that it is the responsibility of the Government to place all the facts at their disposal and then to leave the decision to the school community concerned.

I should like to come back to the arguments of the hon member for Brits. I do not know for how long hon members of the Official Opposition are going to keep on fulminating in the way they are doing and adopting standpoints they know are wrong. The Government has no intention whatsoever of coercing any White person by confronting him with a choice of closing a school or keeping it open. That is a gross untruth, and the hon member for Brits knows it. It is unworthy of him to tell such untruths.[Interjections.]

It is as much of an absurdity to allege that the Government should now do their homework in the homes. Surely there is no such thing. Does the hon member for Brits want to come and tell me that it is the Government's fault that there is such a low population increase? [Interjections.] The hon member should sweep in front of his own door first. Then I must now say that it is also the fault of the Official Opposition. Surely these are absurdities we should not be indulging in the House of Assembly by arguing about them.

The fact of the matter is that there is no point of departure here to ensure that we have integrated education. What is happening here is that a specific need has emerged in respect of providing an education service in specific communities, and we are trying to establish models in order to make that choice wider. [Time expired.]

Debate concluded.

QUESTIONS

† Indicates translated version.

For oral reply:

Own Affairs:

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Parking on school grounds: payment by teachers

*1. Mr R M BURROWS asked the Minister of Education and Culture: (321)

(1) Whether any of the provincial departments of education have promulgated regulations regarding the payment by teachers for parking on school grounds; if so, (a) which departments, (b) what amount is to be charged and (c) on whose instructions were these regulations promulgated; Hansard 17/4/90

(2) whether his Department has calculated the total sum likely to accrue from such parking fees; if not, why not; if so, what is the sum involved;

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

B601E

The MINISTER OF EDUCATION AND CULTURE:

(1) No, but the Transvaal Education Department has sent a circular to educational institutions concerning parking tariffs as laid down by Treasury(S) approval TM 25/80 dated 6 June 1980;

(2) falls away;

(3) no.

Erection/purchasing of school facilities

*2. Mr R M BURROWS asked the Minister of Education and Culture: Hansard 17/4/90

(1) (a) What is his Department's policy regarding the erection and/or purchasing of facilities at full cost to the school concerned and (b) to whom do such facilities belong; Hansard 17/4/90

(2) what was the total cost of facilities so erected and/or purchased by schools during the latest specified financial year for which figures are available?

B603E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) The provision of facilities at full cost is allowed provided that certain requirements are met,

(b) under common law fixed assets belong to the State;

(2) not available.

ANC/SACP supporters: admission as teachers

*3. Adv S C JACOBS asked the Minister of Education and Culture:† (321)

Whether his Department admits as teachers persons who support the principles and policy of the ANC and the South African Communist Party; if so, (a) how many such teachers were employed in schools under his control as at the latest specified date for which information is available and (b) what subjects are they allowed to teach?

Hansard 17/4/90 B685E

The MINISTER OF EDUCATION AND CULTURE:

(a) and (b) Both the professional code of ethics of teachers and the Education Affairs Act, Act 70 of 1988, give strict guidelines regarding the political involvement of teachers. Within these guidelines a teacher, as a citizen is allowed to be a member of any lawful political party. The Department does not keep record of the political convictions of its personnel.

Certain person in Messina: amount owed to Department

Hansard 17/4/90

*4. Adv T LANGLEY asked the Minister of Agricultural Development:†

(1) (a) What total amount did a certain person of the Weipe district in Messina, whose name has been furnished to the Minister's Department for the purpose of his reply, owe to his Department at the time of his sequestration in respect of financial assistance, (b) what amount was realised by selling the securities of this person and (c) what is the name of the person concerned;

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

B711E

The MINISTER OF AGRICULTURAL DEVELOPMENT: Hansard 17/4/90

(1) (a) The person of the Weipe district in Messina owed the Department, on the date of sequestration (11 April 1989) a total amount of R354 182,74.

(b) The immovable property (farm Scrodin together with the cooling equipment and irrigation equipment which also served as security was sold for an amount of R250 000. The other movable property which also served as additional security for the relevant loans was sold for R5 027,64 after deduction of auctioneer costs of R1 182,36.

(c) Johan Francois de Villiers.

(2) No.

Reduction of teachers' gratuity

*5. Mr A GERBER asked the Minister of Education and Culture:† (321)

(1) Whether consideration is being given to reducing the gratuity paid to retiring teachers; if so, what are the relevant details; Hansard 17/4/90

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

B762E

The MINISTER OF EDUCATION AND CULTURE:

(1) Teachers are members of the Government Service Pension Fund or the Pension Fund for Temporary Employees. Both are administered by the Department of National Health and Population Development;

(2) no.

Specialist teachers

76. Lt-Gen R H D Rogers asked the Minister of Education and Culture:

Whether there were any vacancies for specialist teachers in high schools falling under his Department as at the end of the first week of March 1990; if so, how many in each province in respect of each subject area? B623E

The MINISTER OF EDUCATION AND CULTURE:

Yes,

Natal	
Afrikaans First Language	2
Mathematics	2
English First Language	2
Accountancy	1
Physical Science	3
Biology	3
Technical Drawing	2
Transvaal	
Business Economics	1
English First Language	1
Physical Science	3
Mathematics	4
Physical Education	2
Typing	1
Guidance	1
Home Economics	1
Electrician	3
Technical Drawing	3
Instrumental Music	4
Cape and Orange Free State	0

*These posts are in the normal course of events filled by qualified teachers who are not appropriately trained in these subjects. They are, however, assisted by means of in-service training, distance training, etc. in order to provide adequate tuition in the subject.

MB ChB degree: cost of training

81. Mr P H P GASTROW asked the Minister of Education and Culture:

(a) What is the present estimated cost to the State of the training per student for the MB ChB degree at each of the medical schools falling under the control of his Department and (b) in respect of what date is this information furnished? B628E

The MINISTER OF EDUCATION AND CULTURE:

(a) Orange Free State	R8 607
Natal	R8 696
Witwatersrand	R9 649
Pretoria	R8 885
Cape Town	R8 712
Stellenbosch	R9 049

(b) 1 March 1990.

English-medium private schools: non-White pupils

82. Mr B B GOODALL asked the Minister of Education and Culture:

Whether any English-medium private primary or high schools falling under his Department admitted non-White pupils in 1989; if so, how many of these schools (a) did and (b) did not admit such pupils? B629E

The MINISTER OF EDUCATION AND CULTURE:

Yes,

(a) 197,

(b) 36.

Certain schools: financial allocation/stationery

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

With reference to his reply to Question No 45 on 15 March 1990, (a) what stationery is being supplied to and (b) what is the financial allocation of the (i) Hoërskool Jan van Riebeeck, (ii) Laerskool Jan van Riebeeck, (iii) Cape Town High School, (iv) Tamboerskloof Primary School and (v) Vredehoek Primary School? B633E

The MINISTER OF EDUCATION AND CULTURE:

(a) The schools themselves decide what stationery is to be purchased from their annual allocation running costs;

(b) (i) R72 265
(ii) R29 302
(iii) R65 158
(iv) R18 505
(v) R10 033

Cape School Board area: capacity/enrolment

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

(a) What is the (i) capacity of and (ii) enrolment at (aa) schools in the Cape School Board area, in total, and (bb) each such school and (b) in respect of what date in 1990 is this information furnished? B635E

The MINISTER OF EDUCATION AND CULTURE:

(a) (i) (aa) 47 000
(ii) (aa) 35 979

School	(a) (i) (bb)	(a) (ii) (bb)
Batavia Special	500	384
Bergvliet High	850	767
Bergvliet Primary	700	595
Camps Bay High	450	552
Camps Bay Preparatory	150	85
Camps Bay Primary	400	219
Cape Town High	650	305
Claremont Primary	400	193
De Grendel Special	500	462
Ellerton Primary	350	253
Ferndale Primary	350	373
Fish Hoek Middle School	550	415
Fish Hoek Preparatory	120	166
Fish Hoek Primary	700	511
Fish Hoek Senior High	700	525
Gardens Commercial	500	290
Golden Grove Primary	650	354
Good Hope Seminary Girls' High	450	209
Good Hope Seminary Junior	200	141
Greenfield Girls' Primary	300	238
Groote Schuur High	400	197
Groote Schuur Laer	450	258
Grove Primary	700	678
Jan van Riebeeck Hoërskool	650	484
Jan van Riebeeck Laerskool	550	423
John Graham Primary	500	327
Kalk Bay Primary	200	177
Kirstenhof Primary	450	601
Kommetjie Primary	100	107
Kronendal Primary	300	340
Llandudno Primary	100	97
Maitland High	450	227
Maitland Primary	300	103
Mary Kihn Primary	80	62
Milnerton High	550	550
Milnerton Primary	350	402
Mountain Road Primary	600	141
Muizenberg High	400	270
Muizenberg Junior	500	362
Norman Henshilwood High	650	276
Oakhurst Girls' Primary	250	215
Observatory Junior	500	119
Oranje Laer	500	80
Oude Molen Technical High School	700	559
Paul Greyling Primary	250	166
Pinehurst Primary	450	410
Pinelands High	850	742
Pinelands North Primary	350	282
Pinelands Primary	400	219
Plumstead High	700	747
Plumstead Preparatory	300	297
Queen's Park High	300	208
Rhodes High	550	254
Robbeneiland Primary	150	61
Rondebosch Boys' High	850	711
Rondebosch Boys' Junior	450	610
Rondebosch East Primary	450	170
Rosebank Primary	200	212
Rustenburg Girls' High	550	639
Rustenburg Girls' Junior	650	602
SA College High	600	655
S.A.C. Junior	600	580
Sans Souci Girls' High	550	301
Sea Point High	450	351
Sea Point Primary	500	271
Seamount Primary	350	279
Simon van der Stel Laer	450	255
Simon's Town High	750	476
Southfield Primary	450	206
Sun Valley Primary	450	174
Sunlands Primary	650	357
Sweet Valley Primary	700	529
Table View High	650	970
Table View Primary	700	1 141
Table View Primary No 2	450	100
Tamboerskloof Primary	300	321
Thornton High	500	186
Thornton Primary	450	225
Timour Hall Primary	600	325
Tygerhof Primary	250	268
Voortrekker High	550	322
Vredehoek Primary	400	75
Weltevreden Primary	50	17
Westcott Primary	350	315
Westerford High	750	766
Windsor High	450	432
Windsor Preparatory	400	155
Windsor Primary	400	159
Wynberg Boys' High	800	716

HOUSE OF REPRESENTATIVES

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

Nature conservation as a subject

12. The LEADER OF THE OFFICIAL OPPOSITION asked the Minister of National Education:

(1) How many educational institutions in the Republic offered nature conservation as a subject in 1989;

(2) how many (a) White, (b) Coloured, (c) Indian and (d) Black students (i) applied for admission to, and (ii) were enrolled at, each specified institution offering nature conservation as a subject in 1989? C36E

The MINISTER OF NATIONAL EDUCATION:

(1) Nature Conservation as a specific subject is not offered by public ordinary schools or technical colleges, but they do offer subjects that are related to nature conservation or that include elements of nature conservation.

Public ordinary school subjects such as Environmental Studies, Health Education, Geography, General Science, Biology, Agricultural Science, Field Husbandry, Youth Preparedness, Practical Agriculture and Animal Husbandry, address the principle of conservation which includes nature conservation.

Four technikons offer the National Diploma: Nature Conservation as well as other closely related programmes.

The Minister of National Education does not control the syllabuses of university programmes. The information concerning these institutions should be obtained from the various Ministers of Departments of State responsible for education.

(2) Becuse the returns for 1989 have not yet been submitted, only the 1988 figures are given.

	Whites	Coloureds	Indians	Blacks	Total
Environmental Studies Health Education Geography Std 2-4 General Science Std 2-4	These subjects are compulsory for all pupils at some stage during the junior and senior primary phase. The Department of National Education does not have the exact numbers of pupils at it's disposal				
Youth Preparedness Gr 1-Std 4	Compulsory, no numbers available	—	—	—	—
General Science Std 5-7	179 361	62 287	198 507	255 212	695 367
Geography Std 5-10	247 395	165 205	85 195	286 295	784 090
Biology Std 8-10	121 378	41 660	87 238	154 837	405 113
Agricultural Science Std 5-10	6 986	48	735	74 127	81 896
Field Husbandry Std 8-10	651	—	—	—	651
Youth Preparedness Std 5-10	131 399	—	—	—	131 399
Practical Agricultural Science Std 6-10	937	—	—	—	937
Animal Husbandry Std 8-10	857	—	—	—	857

At technikons 80 students obtained the qualifications mentioned under (1). The vast majority of these were Whites.

Subsidized transport for pensioners

18. Mr T R GEORGE asked the Minister of Transport:

(1) Whether his Department pays subsidies to the Johannesburg City Council in respect of pensioners using transport services provided by the City Council; if so, what amounts are allocated in respect of (a) White, (b) Coloured, (c) Indian and (d) Black pensioners;

(2) whether he will furnish the routes to which these subsidies apply; if not, why not; if so, what are the (a) routes and (b) suburbs involved;

(3) whether he will make a statement on the matter? C51E

The MINISTER OF TRANSPORT:

(1) No,

(a); (b); (c) and (d) fall away.

(2) falls away;

(3) no.

Certain teacher training colleges: students/staff

23. Mr T ABRAHAMS asked the Minister of National Education:

(1) Whether he will furnish information on the (a) Durbanse Onderwyskollege, (b) Edgewood Teacher Training College and (c) Bechet Training College; if not, why not; if so, what is the (i) student capacity, (ii) staff establishment and (iii) current enrolment of each of these colleges;

(2) whether current students and staff members of the Bechet Training College will be accepted at the other two colleges; if not, why not; if so, (a) when and (b) at which of these colleges;

(3) whether he will make a statement on the matter? C64E

The MINISTER OF NATIONAL EDUCATION:

(1) No. As Minister of National Education I am responsible for determining general policy in certain fields of education and have no responsibilities regarding particular educational institutions. The last mentioned fall under the jurisdiction of the various Ministers of Departments of State responsible for education.

(2) Falls away.

(3) Falls away.

No. 1 — Josub Aboo.
29 — Hamed aboo Gani.
43 — Nurgen Latib.
38 — Khatija Jeeva.
13 — Rabia Latib.
42 — Hanisa Tayob.

Erf 589 Marlboro Gardens: repossession

*5. Mr D K PADIACHEY asked the Minister of Housing:

(1) Whether the property described as Erf 589 Marlboro Gardens was repossessed by his Department or the Housing Development Board; if so, (a) when and (b) why;

(2) whether the deed of sale for this property was countersigned; if so,

(3) whether he will disclose the identity of the person by whom it was countersigned; if not, why not; if so, what is the name of this person? D118E

The MINISTER OF HOUSING:

(1) Yes, the Housing Development Board.

(a) 2 August 1989.

(b) The deed of sale entered into with the purchaser was invalid.

(2) Yes.

(3) As the property has been repossessed and the agreement cancelled the matter has now been resolved. The invalid deed of sale was countersigned by a certain Makda.

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the answers given by hon the Minister, could he explain why the deed of sale was invalid?

The MINISTER: Mr Chairman, I could reply to the hon the Leader of the Official Opposition in writing, because I do not want to make a statement without having the correct answers from our officials.

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising out of the answers given, is it not correct that a very serious criminal act was committed? [Interjections.]

The CHAIRMAN OF THE HOUSE: Order!

The MINISTER: Mr Chairman, I have responded to the questions, and the answers are on record.

The LEADER OF THE OFFICIAL OPPOSITION: Do you stand for clean administration? [Interjections.]

The CHAIRMAN OF THE HOUSE: Order!

Mr M RAJAB: Mr Chairman, further arising out of the hon the Minister's reply, will he also please let me have a full answer to that reply?

The MINISTER: Yes, Mr Chairman.

Mr D K PADIACHEY: Mr Chairman, further arising out of the hon the Minister's reply, was the person who was allocated this house on the waiting list?

The MINISTER: Mr Chairman, these are questions for which I have no records here. [Interjections.]

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

The MINISTER OF LOCAL GOVERNMENT AND AGRICULTURE: You have been given a lot of liberty to make noise.

The CHAIRMAN OF THE HOUSE: Order! Did the hon the Minister of Local Government and Agriculture say that hon members have been given a lot of liberty to make noise?

The MINISTER: I did say that, Mr Chairman.

The CHAIRMAN OF THE HOUSE: Order! I want to ask the hon the Minister whether he was reflecting on the Chair.

The MINISTER: No, not on the Chair.

HOUSE OF ASSEMBLY

QUESTIONS

† Indicates translated version.

For written reply:

General Affairs:

Iscor: publicity campaign

257. Mr H H SCHWARZ asked the Minister of Mineral and Energy Affairs and Public Enterprises:

(a) What was the total cost of the publicity campaign for Iscor preceding its flotation and (b) what was the total amount spent on (i) television advertisements, (ii) printed media advertisements and (iii) other specified items related to this campaign? B668E

The MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:

(a) R16 112 573,00

(b) (i) R8 598 108,00

(ii) R4 535 421,00

(iii) R654 582,83 (Consultants — Co-ordination and control)
R719 818,33 (Share information office)
R122 596,92 (Plant visits by media and prospective investors)
R165 781,23 (Investor presentations — Road shows)
R1 016 264,69 (Publications and design)
R300 000,00 (Research)
R2 979 044,00

Own Affairs:

School medical inspectors

93. Mr P C CRONJÉ asked the Minister of Education and Culture:

(1) Whether any schools under his control are visited by medical inspectors for the routine examinations of pupils; if not, why not; if so, in respect of each province in 1989, (a) how many schools were so visited, (b) what total number of pupils was examined and (c) what was the percentage of pupils examined in comparison with the total pupil population;

(2) whether any pupils requiring medical treatment were referred for such treatment; if not, why not; if so, in respect of each province in 1989, (a) what was the total number of pupils so referred and (b) what number of pupils was referred for nutritional and related reasons? B650E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

		(a)	(b)	(c)
	Cape	11	3 906	1,8
	Natal	262	38 127	39
*	OFS	214	52 803	66
**	Transvaal	1 770	418 288	80,2

(2) yes,

		(a)	(b)
	Cape	53	4
	Natal	5 109	1 585
*	OFS	3 111	16
**	Transvaal	39 395	561

* Pre-primary schools included

** Northern Transvaal region exluded Revisits included.

Male teachers: resignations

100. Mrs C H CHARLEWOOD asked the Minister of Education and Culture:

(1) (a) How many male teachers attached to (i) primary and (ii) high schools resigned from teaching in 1989, (b) what percentage do these resignations represent of the total number of male teachers attached to (i) primary and (ii) high schools, (c) what was the total net gain or loss of male teachers at such schools in that year and (d) what were the main reasons given for resignation;

(2) whether there are currently any vacancies at (a) primary and (b) high schools as a result of such resignations; if so, how many in each subject area in each case? B674E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) 461
(ii) 1 044
(b) (i) 7,72
(ii) 11,73
(c) loss of 667,
(d) acceptance of non-teaching posts better salaries and working conditions
personal reasons
further study;

(2) (a) no,
*(b) yes,

Afrikaans First Language	2
Business Economy	1
Biology	3
Electrician	3
English First Language	3
Home Economics	1
Instrumental Music	4
Physical Education	2
Physical Science	6
Accountancy	1
Technical Drawing	5
Typing	1
Guidance	1
Mathematics	6

* in the normal course of events these posts are filled by qualified teachers who are not appropriately trained in these subjects. They are, however, assisted by means of in-service training, distance training, etc. in order to provide adequate tuition in the subject.

State Revenue account: capital expenditure on universities

104. Mr J H MOMBERG asked the Minister of Education and Culture:

What was the total capital expenditure from the State Revenue Account on universities under the control of his Department in the 1989-90 financial year? Hansard 25/4/90 B678E

The MINISTER OF EDUCATION AND CULTURE:

The total capital expenditure was R12 429 901,21 consisting of an amount of R9 859 901,21 in respect of the University of Pretoria for the extensions at the Faculty of Veterinary Science and an amount of R2 580 000 in respect of the University of Cape Town for its Medical School at the Groote Schuur Hospital. These figures do not include the subsidies in respect of interest and capital redemption on State and private loans.

HOUSE OF REPRESENTATIVES

QUESTIONS

† Indicates translated version.

For oral reply:

General Affairs:

Eersterus: health services

*1. Mr P R E DA GAMA asked the Minister of National Health and Population Development:

(1) Whether her Department (a) renders and (b) intends to take over any health services at Eersterus; if not, why not; if so, what health services in each case;

(2) whether her Department intends to hand over any health services to the Administration: House of Representatives; if not, why not; if so, what health services;

(3) whether her Department will contribute financially to the building of a new community health centre at Eersterus; if not why not;

(4) whether she will make a statement on the matter? C80E

†The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

(1) (a) No;
(b) no, the City Council of Pretoria supplies preventative health services which include child health for the age group 0–5 years, immunisation, treatment of contagious and communicable diseases, pre- and post natal services, family planning, treatment of malnutrition diseases as well as an environmental health control service. The Administration: House of Representatives is responsible for curative services and the treatment of the elderly;

(2) falls away;

(3) yes, if such a request is received from the health authority concerned;

(4) no.

Subsidised school buses

80. Mr P C CRONJÉ asked the Minister of Education and Culture:

(a) (i) What total number of pupils was transported daily in subsidised school buses, and (ii) what was the total net cost of such transport, in each province in 1989 and (b) what is each provincial education department's policy regarding the transportation of pupils?

B627E

The MINISTER OF EDUCATION AND CULTURE:

(a)	(i)	(ii)
Cape	11 879	R 6 066 537,12
Natal	8 339	R 7 245 000,00
Orange Free State	3 612	R 3 336 000,00
Transvaal	45 861	R27 811 000,00

(b) CAPE

Pupils must live more than 3 km from a school where no public transport or hostel accommodation is available.

NATAL

Pupils must live at least 5 km from the nearest school where suitable public transport is not available.

ORANGE FREE STATE

Mainly intended for primary school pupils who live 3 km or more from schools where public transport is not available. Minimum number of pupils is 20.

TRANSVAAL

Minimum number of pupils required is 20 for ordinary buses and 8 for minibuses. Pupils must live further than 3 km walking distance from the nearest school where suitable public transport is not available.

Teaching service bursaries/loans

88. Mr J J WALSH asked the Minister of Education and Culture:

How many teaching service bursaries and/or loans were made available in each provincial education department in the 1989-90 financial year?

B645E

The MINISTER OF EDUCATION AND CULTURE:

Cape	2 130
Natal	1 277
OFS	411
Transvaal	6 621

School hostels: vacancies

96. Mr J A JORDAAN asked the Minister of Education and Culture:

What was the total number of vacant places in school hostels for (a) male and (b) female pupils at schools falling under the control of his Department as at 31 December 1989?

B670E

The MINISTER OF EDUCATION AND CULTURE:

(a) 12 978

(b) 11 856

School hostels

97. Mr J A JORDAAN asked the Minister of Education and Culture:

(1) How many (a) hostels and (b) places for pupils at such hostels are there in each province in respect of (i) high schools and (ii) primary schools falling under the control of his Department;

(2) in respect of what date is this information furnished?

B671E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a)	(i)	(ii)
Cape	241	74
Natal	61	43
*OFS	44	21
Transvaal	93	58

* Excluding 70 combined hostels which accommodate both high school and primary school pupils.

(b)	(i)	(ii)
Cape	25 852	5 665
Natal	4 995	1 838
OFS	**12 579	1 343
Transvaal	25 565	7 673

** Including combined secondary schools.

(2)		
	Cape	1989-12-31
	Natal	1990-02-28
	OFS	1989-05-05
	Transvaal	1990-03-23.

Head/provincial/regional offices: sports officers

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

Whether any persons are employed by his Department as sports officers or in similar capacities at head, provincial or regional offices; if so, (a) how many, (b) why, (c) at what total cost per year to his Department and (d) what are their duties?

B781E

The MINISTER OF EDUCATION AND CULTURE:

No.

Financial year	Number of commuter trips
1978/79	1 996 166
1979/80	2 577 188
1980/81	2 436 072
1981/82	2 727 872
1982/83	2 893 212
1983/84	3 097 102
1984/85	2 943 980
1985/86	2 691 210
1986/87	2 683 514
1987/88	2 651 316
1988/89	2 354 298
1989/90	1 916 094

(c) Interstate Bus Lines (Pty) Ltd trading as Jakaranda Bus Service.

Certain areas: road accidents

243. Mr E W TRENT asked the Minister of Transport:

(1) (a) How many persons died in road accidents in 1989 in the (i) Ibhayi, (ii) Port Elizabeth, (iii) Johannesburg and (iv) Soweto municipal area and (b) how many of these persons were pedestrians in each case;

(2) how many car accidents involving minibuses occurred in 1989 in each of the above areas?

B613E

The MINISTER OF TRANSPORT:

(1) According to provisional figures for 1989 the following number of persons died in road traffic collisions in the respective municipal areas:

(a) (i) 92
(ii) 88
(iii) 275
(iv) 289

(b) (i) 49
(ii) 51
(iii) 159
(iv) 243;

(2) according to provisional figures for 1989 the following number of minibuses were involved in road traffic collisions in the respective municipal areas:

(i) 203
(ii) not available
(iii) 5 890
(iv) 1 240.

Cape schools: salaries paid late

259. Mr J VAN ECK asked the Minister of Education: Hansard 24/4/90

Whether, with reference to all schools falling under his control in (a) the Greater Cape Town areas, (b) Paarl and (c) Kuils River, any teachers received their salaries after the due dates between 1 July 1989 and the latest specified date for which statistics are available; if so, in respect of each such school, how many teachers (i) were affected each month and (ii) received their cheques (aa) less than two weeks late, (bb) two to four weeks late, (cc) one to two months late, (dd) two to three months late and (ee) more than three months late? 321

B684E

The MINISTER OF EDUCATION: Particulars in this regard are not kept on record and cannot be collected satisfactorily — even at high cost. It is therefore not possible to furnish the information as requested.

Boland schools: salaries paid late

261. Mr J VAN ECK asked the Minister of Education:

Whether, with reference to all schools falling under his control in (a) Worcester, (b) Robertson and (c) Ashton, any teachers received their salaries after the due dates between 1 July 1989 and the latest specified date for which statistics are available; if so, in respect of each such school, how many teachers (i) were affected each month and (ii) received their cheques (aa) less than two weeks late, (bb) two to four weeks late, (cc) one to two months late, (dd) two to three months late and (ee) more than three months late?

B695E

The MINISTER OF EDUCATION:

Particulars in this regard are not kept on record and cannot be collected satisfactorily — even at high cost. It is therefore not possible to furnish the information as requested.

Mossel Bay/George/Oudshoorn schools: salaries paid late

262. Mr J VAN ECK asked the Minister of Education: 321

Whether, with reference to all schools falling under his control in (a) Mossel Bay, (b) George and (c) Oudtshoorn, any teachers received their salaries after the due dates between 1 July 1989 and the latest specified date for which statistics are available; if so, in respect of each such school, how many teachers (i) were affected each month and (ii) received their cheques (aa) less than two weeks late, (bb) two to four weeks late, (cc) one to two months late, (dd) two to three months late and (ee) more than three months late? Hansard 24/4/90

B696E

The MINISTER OF EDUCATION:

Particulars in this regard are not kept on record and cannot be collected satisfactorily — even at high cost. It is therefore not possible to furnish the information as requested.

Armscor: workers dismissed

274. Mr J CHIOLÉ asked the Minister of Defence:†

Whether any workers at Armscor and Armscor subsidiaries have been dismissed as a result of the reduction of the Defence Force budget; if so, (a) how many workers have been dismissed at (i) Armscor and (ii) each specified Armscor subsidiary since 1 October 1989 as a result of this reduction and (b) in respect of what date is this information furnished?

Hansard 24/4/90 B719E

The MINISTER OF DEFENCE:

Yes

(a) (i) 130

(ii) Pretoria Metal Pressings (Pty) Ltd 1 144
Atlas Aircraft Corporation of SA (Pty) Ltd 487
Somchem (Pty) Ltd 252
Kentron (Pty) Ltd 215
Musgrave Manufacturers and Distributors (Pty) Ltd 47

(b) 742 employees at Pretoria Metal Pressings (Pty) Ltd on 30 November 1989. The balance of 1 533 all on 31 March 1990.

National service: doctors

284. Mr M J ELLIS asked the Minister of Defence: Hansard 24/4/90

(1) (a) How many fully qualified doctors are doing national service at present, (b) how many of these doctors are being used in Government hospitals and (c) in respect of what date is this information furnished;

(2) whether in future doctors doing military service are to be used in this manner?

B729E

The MINISTER OF DEFENCE:

(1) (a) 463.
(b) 11.
(c) 30 March 1990.

(2) Doctors who are at present doing their national service can be used at Government Hospitals until 31 July 1990. Further assistance, thereafter, will as a result of the reduction in the length of military service and the consequent limited number of doctors doing military service, not be likely.

SADF: information from Johannesburg City Council

292. Mr P G SOAL asked the Minister of Defence: Hansard 24/4/90

Whether the South African Defence Force received from any official or individual at the Johannesburg City Council any information on the activities of any individuals or organisations; if so, (a) what is the name of the individual who supplied the information, (b) what are the names of the (i) individuals and (ii) organisations on whose activities information was supplied and (c) what information was supplied in each case?

B745E

The MINISTER OF DEFENCE:

It is not the practice of any intelligence organisation to divulge any information of individuals from whom information was received or the nature of such information.

(a) to (c) Fall away.

Hansard 24/4/90

Subsidised school buses

80. Mr P C CRONJÉ asked the Minister of Education and Culture:

(a) (i) What total number of pupils was transported daily in subsidised school buses, and (ii) what was the total net cost of such transport, in each province in 1989 and (b) what is each provincial education department's policy regarding the transportation of pupils?

Hansard 24/4/90 B627E

The MINISTER OF EDUCATION AND CULTURE:

(a)	(i)	(ii)
Cape	11 879	R 6 066 537,12
Natal	8 339	R 7 245 000,00
Orange Free State	3 612	R 3 336 000,00
Transvaal	45 861	R27 811 000,00

(b) CAPE

Pupils must live more than 3 km from a school where no public transport or hostel accommodation is available.

NATAL

Pupils must live at least 5 km from the nearest school where suitable public transport is not available.

ORANGE FREE STATE

Mainly intended for primary school pupils who live 3 km or more from schools where public transport is not available. Minimum number of pupils is 20.

TRANSVAAL

Minimum number of pupils required is 20 for ordinary buses and 8 for minibuses. Pupils must live further than 3 km walking distance from the nearest school where suitable public transport is not available.

Teaching service bursaries/loans

88. Mr J J WALSH asked the Minister of Education and Culture: 321

How many teaching service bursaries and/or loans were made available in each provincial education department in the 1989-90 financial year? Hansard 24/4/90 B645E

The MINISTER OF EDUCATION AND CULTURE:

Cape	2 130
Natal	1 277
OFS	411
Transvaal	6 621

School hostels: vacancies

96. Mr J A JORDAAN asked the Minister of Education and Culture:

What was the total number of vacant places in school hostels for (a) male and (b) female pupils at schools falling under the control of his Department as at 31 December 1989?

Hansard 24/4/90 B670E

The MINISTER OF EDUCATION AND CULTURE:

(a) 12 978

(b) 11 856

School hostels

97. Mr J A JORDAAN asked the Minister of Education and Culture:

(1) How many (a) hostels and (b) places for pupils at such hostels are there in each province in respect of (i) high schools and (ii) primary schools falling under the control of his Department;

(2) in respect of what date is this information furnished?

B671E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a)	(i)	(ii)
Cape	241	74
Natal	61	43
*OFS	44	21
Transvaal	93	58

* Excluding 70 combined hostels which accommodate both high school and primary school pupils.

(b)	(i)	(ii)
Cape	25 852	5 665
Natal	4 995	1 838
OFS	**12 579	1 343
Transvaal	25 565	7 673

** Including combined secondary schools.

(2) Cape	1989-12-31
Natal	1990-02-28
OFS	1989-05-05
Transvaal	1990-03-23.

Head/provincial/regional offices: sports officers

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

Whether any persons are employed by his Department as sports officers or in similar capacities at head, provincial or regional offices; if so, (a) how many, (b) why, (c) at what total cost per year to his Department and (d) what are their duties? B781E

The MINISTER OF EDUCATION AND CULTURE: Hansard 24/4/90

No.

(2) whether there are currently any vacancies at (a) primary and (b) high schools as a result of such resignations; if so, how many in each subject area in each case?

B674E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) 461
(ii) 1 044
(b) (i) 7,72
(ii) 11,73
(c) loss of 667,
(d) acceptance of non-teaching posts better salaries and working conditions
personal reasons
further study;

(2) (a) no,
*(b) yes,

Afrikaans First Language	2
Business Economy	1
Biology	3
Electrician	3
English First Language	3
Home Economics	1
Instrumental Music	4
Physical Education	2
Physical Science	6
Accountancy	1
Technical Drawing	5
Typing	1
Guidance	1
Mathematics	6

* in the normal course of events these posts are filled by qualified teachers who are not appropriately trained in these subjects. They are, however, assisted by means of in-service training, distance training, etc. in order to provide adequate tuition in the subject.

State Revenue account: capital expenditure on universities

104. Mr J H MOMBERG asked the Minister of Education and Culture:

What was the total capital expenditure from the State Revenue Account on universities under the control of his Department in the 1989-90 financial year?

B678E

The MINISTER OF EDUCATION AND CULTURE:

The total capital expenditure was R12 429 901,21 consisting of an amount of R9 859 901,21 in respect of the University of Pretoria for the extensions at the Faculty of Veterinary Science and an amount of R2 580 000 in respect of the University of Cape Town for its Medical School at the Groote Schuur Hospital. These figures do not include the subsidies in respect of interest and capital redemption on State and private loans.

HOUSE OF REPRESENTATIVES

QUESTIONS

† Indicates translated version.

For oral reply:

General Affairs:

Eersterus: health services

*1. Mr P R E DA GAMA asked the Minister of National Health and Population Development:

(1) Whether her Department (a) renders and (b) intends to take over any health services at Eersterus; if not, why not; if so, what health services in each case;

(2) whether her Department intends to hand over any health services to the Administration: House of Representatives; if not, why not; if so, what health services;

(3) whether her Department will contribute financially to the building of a new community health centre at Eersterus; if not why not;

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

C80E

†The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

(1) (a) No;
(b) no, the City Council of Pretoria supplies preventative health services which include child health for the age group 0–5 years, immunisation, treatment of contagious and communicable diseases, pre- and post natal services, family planning, treatment of malnutrition diseases as well as an environmental health control service. The Administration: House of Representatives is responsible for curative services and the treatment of the elderly;

(2) falls away;

(3) yes, if such a request is received from the health authority concerned;

(4) no.

(i) Linbro Park and Buccleuch;

(ii) the provision of mail collection points; and Hansard 26/4/90

(iii) Linbro Park: As a result of problems with the contractor it was not possible to provide the mail collection point by October 1989 as was indicated last year. The expected date of completion is now June/July 1990, and

Buccleuch: Endeavours are at present being made to identify a suitable site. The completion date of the buildings is not known at this stage.

The following supplementary information is furnished for the sake of completeness:

(i) *Sandton Post Office:*

The necessity to relocate the post boxes to a separate locale has fallen away. It will accordingly not be possible to provide the additional 1 500 private boxes as previously intended.

(ii) The planned new departmental post office building to house the Wendywood Post Office has been postponed on account of financial considerations. The expected date of completion is now May 1992.

(iii) For economic reasons it has for the time being been decided not to continue with efforts to acquire a site for the erection of a post office in Morningside. Endeavours are instead now being directed at obtaining suitable hired accommodation.

Own Affairs:

1989 Matriculation examination scripts: markers

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

Hansard 26/4/90

(1) Whether markers of matriculation examination scripts are required to have (a) certain qualifications and (b) any experience; if not, why not; if so, what (i) qualificiations and (ii) experience;

(2) whether all markers of 1989 matriculation examination scripts had the necessary (a) qualifications and (b) experience; if not,

(3) (a) how many (i) had and (ii) did not have the necessary qualifications or experience and (b) (i) why were the latter persons used as markers and (ii) what (aa) qualifications and (bb) experience did they have; Hansard 26/4/90

(4) over what period of days did the marking take place? B559E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) and (b) (i) and (ii) Yes, each marker has to have experience in the Senior Secondary phase and an appropriate qualification,

(2) (a) and (b) no, shortages were experienced in the Transvaal;

(3) (a)

	(i)	(ii)
Transvaal	5 146	314

(b) (i) shortage of teachers who fully satisfied all requirements

(ii) (aa) the relevant subject was included in the person's degree or diploma

(bb) previous teaching experience of the subject but not necessarily in the senior secondary phase;

(4) an average of 10 days in the respective examining bodies.

1989 Matriculation examination scripts: markers

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

(1) Whether markers of 1989 matriculation examination scripts were required to mark a certain number of scripts (a) per day and (b) in total; if not, why not; if so, how many in each case;

(2) what were the hours of work for markers at marking centres;

(3) whether these markers were allowed to take scripts home to mark; if so, (a) why, (b) subject to what controls and (c) how many per (i) day and (ii) night;

(4) (a) on what basis and (b) how much were they paid? B561E

The MINISTER OF EDUCATION AND CULTURE: Hansard 26/4/90

(1) (a) No, but guidelines were issued to ensure that all marking would be completed in the allocated time;

(b) no, but certain targets were set which varied per subject;

(2) an average of 8 hours per day;

(3) yes, in exceptional cases in the Cape only,

(a) in a few instances justified by circumstances,

(b) as agreed individually with the chief marker,

(c) (i) and (ii) varied according to circumstances;

(4)

(a)	(b)
per hour in Natal, Orange Free State and Transvaal	R10,50 per hour
per script in the Cape	depending on the length of the examination paper between R2,05 and R3,65 per script.

Teachers leaving service

101. Mrs C H CHARLEWOOD asked the Minister of Education and Culture:

How many (a) permanent and (b) temporary teachers did his Department lose in each province in 1989 (i) on account of (aa) marriage, (bb) retirement, (cc) ill health, (dd) termination of service, (ee) death, (ff) the acceptance of non-teaching posts and (gg) further study and (ii) for other reasons? Hansard 26/4/90 B675E

The MINISTER OF EDUCATION AND CULTURE:

(a)	(i)							
	(aa)	(bb)	(cc)	(dd)	(ee)	(ff)	(gg)	(ii)
Cape	55	167	44	0	17	117	21	179
Natal	14	57	19	0	7	93	11	226
OFS	13	30	9	1	6	192	1	72
Transvaal	122	254	84	5	38	228	47	2 036
(b)								
Cape	*	*	2	0	1	*	*	*
Natal	8	11	1	1	0	53	0	140
OFS	6	23	6	0	0	61	2	5
Transvaal	13	15	1	2	6	137	*	918

321

*Information not available. Hansard 26/4/90

Universities: budget cuts

103. Mr J H MOMBERG asked the Minister of Education and Culture: Hansard 26/4/90

(1) Whether any cuts had been made in the budgets of universities falling under his Department in respect of the 1989-90 financial year; if so, what cuts;

(2) whether he will make a statement on the matter? B677E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, an average of 20% of the amount generated by the subsidy formula;

(2) no.

Reduction of teaching staff

114. Mr K M ANDREW asked the Minister of Education and Culture: Hansard 26/4/90

(1) Whether any schools have been advised that they will have to reduce the number of (a) temporary and (b) permanent teachers on their staffs at the end of 1990; if so, in respect of each province, how many (i) schools have been so advised and (ii) teachers are involved; if not,

(2) whether any schools will be so advised; if so, when? B782E

321

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) No,

(b) no;

(2) yes, as soon as there is certainty regarding the position at schools in 1991.

Teachers to unite

THE National Teacher Unity Forum, an affiliate of the Congress of South African Trade Unions (Cosatu), took a major step towards the formation of a national teacher organisation when 16 teacher organisations met at the Peninsula Technikon last weekend.

The organisations agreed to establish an interim committee which would open a national office, draft a constitution and set a timetable for the launch of the national body.

The National Teacher Unity Forum, five teacher organisations in Cape Town, and organisations from the Transvaal, Orange Free State and Natal attended the meeting.

South 26/4/90

Time running out for teachers to register for course

Sowetan 27/4/90

221

Teachers with a Std 8 certificate and who want to study a one-year matriculation course with Promat College are requested to submit their applications before the end of next month if they want to study next year.

Mr Phanuel Mnguni of the college's communications department said however, firstly the teachers would have to apply for a year's study leave from the Department of Education and Training.

Mnguni said teachers with a Std 8 could increase their salaries by about R600 a month (R7 200 a year).

He claimed that last year, 78,7 percent of their students passed matric.

"Ours is a self-help project. We are all aware of the bad training, low salaries, inequal conditions and other things teachers suffer.

"Our teachers are excellent and participants can complete Std 9 and 10 in one year.

"But there is another side of the coin. How many of them are really trying to improve their own qualifications? The opportunities are there and they should be grabbed.

"Their salaries would increase considerably if they had matric. It would make them better teachers and their pupils would gain from their improved qualifications," he said.

According to Mnguni, more than 1 000 teachers have so far upgraded their qualifications at Promat and many of them have taken unpaid leave.

Each of then got R600 a month increase.

Application forms are obtainable from principals or circuit inspectors.

Promat has colleges at Mamelodi, Kempton Park, Springs, Kangwane and Durban.

It is a registered non-profit making educational institution and students pay only part of the costs.

For further information contact: The Principal, Promat Colleges, PO Box 27265, Sunnyside, Pretoria, 0132.

Alternatively telephone (012) 343-2275.

League merges with Neusa

Sowetan 27/4/90

THE Johannesburg branch of the Progressive Teachers' League has dissolved and joined forces with the National Education Union of South Africa (Neusa).

A spokesman told *Sowetan* that Neusa was highly active in the Johannesburg area up until its banning during the state of emergency. It recently relaunched its Johannesburg branch at Wits University, she said.

"We have undertaken to embark on a programme to draw in teachers from every school in the area. We are going to work with other teacher organisations committed to change and also tackle the problem of racially exclusive schools. We have re-committed ourselves to work towards open, non-racial and democratic state schooling," she said.

Anyone interested in receiving more information can contact Neusa, PO Box 322, Judith Paarl, 2045.

Teachers hold the key to change in the school system

(321)

Idon 27/4/90

PAULETTE BETHLEHEM

THE government has proposed a means of unblocking the flow of education. Under certain conditions state schools could be opened up, or they could be semiprivatised. However, if the opening of schools is to succeed, ruthlessly honest discussions on concrete and immediate issues are required.

If one were to take the example of a Johannesburg northern suburbs school opening its doors to include the children from all the communities within a given radius, it would gather together pupils whose educational, economic, social and political backgrounds would be so disparate as to necessitate extensive bridging programmes. These would have to remedy not only areas of academic inadequacy but, equally important, of cultural ignorance and prejudice.

Besides the disparities in living conditions caused by economic affluence on the one hand and deprivation on the other, the expectations which these nurture in both parents and children affect their attitude to education. These expectations position them vis-à-vis the educational system as a whole, the teachers and academic performance.

For the sake of simplification, and at the risk of stereotyping, one can assume that one child is likely to come from an attractive, spacious home, with a quiet place to study and books in the house. Parents, with a professional and business background, will provide a relatively secure environment with adequate food, transport, leisure activities, holidays once or twice a year, perhaps overseas. The home will have modern appliances, and the child is likely to have a radio, television, video recorder, CD, a computer, and more.

Parents in this environment assume that their children will excel, and the school's function is seen as ensuring that their child will be equipped to meet any challenges which may arise in the future. The child's own expectations are equally demanding: keeping up with the peer group imposes continuous pressure to achieve. The norm thus becomes a high level of competence.

Furthermore, the child has had experience of the variousness of the world. The belief that one's imagination can, and should be, satisfied adds to a self-confidence already established by the very nature of the home.

The child coming from the township is more likely to experience an overcrowded home, perhaps with no electricity, no sewerage, the number of people sharing a room preventing any possibility of privacy. Parents may leave home early and return home late from the kind of work which does little to enhance their self-esteem, and with little hope of improving their situation. There are few, if any, modern conveniences, no holidays; leisure at best is a matter of meeting children in dusty streets. Expectations for many of these children are a matter of wishful thinking without the assumption of success.

Inevitably, these descriptions are generalisations, and one is well aware that all conditions have their own type of stress; the northern suburbs are not a paradise and the black townships are not a hell. Nor is the stifling TED an improvement on the tottering DET. However, place these two children in the same class and it is inevitable that the classroom must change as a place of learning. Their life experiences and socio-political environments would play a major role in pupil relationships, and would require a re-evaluation of the aims, and what have been considered to date as normal expectations in the educational set-up. Standards, nebulously envisaged in terms of achievement as if they were some fixed height that must be scaled with only one means of access to the summit, will need to be redefined to include the nature of the educational process.

Schools which have become non-racial have found that the initial small number of black children entering the system did so as individuals and made few demands for changes which would recognise cultural diversity. It was assumed by all, including black parents, that the black child would be socialised to fit into the existing scheme. However, when numbers rose substantially, group dynamics entered the scene; life experiences and external pressures determined the development of cohesive groups with clearly differentiated needs within the school context. Demands, initiated by pupils, not parents, required that their needs be accommodated. The view that "to achieve the greatest racial harmony children admitted to an open school must be able to cope with the academic standards at that institution and fulfil normal entrance requirements" may continue to apply to private schools where the preservation of an ethos is seen as an imperative. However, this advice is not valid in the case of state institutions which exist to meet the individual's and society's needs.

Given the above circumstances, the crucial determinant which will enable the success of an open schools policy is the quality of the teacher. Upon his, but more likely her, ability will depend the well-being and the progress of the class. The teacher will have to be sensitive, adaptable, knowledgeable not only of her/his field but of cultures, socio-economic milieus, historico-political events, tolerant of diversity, methodologically innovative, and wise. The teacher is not likely to fulfil many of these criteria if training and experience are restricted to meet the needs of one of the children described in this article, which, at present, is the scheme of things. Furthermore, it should be borne in mind that an open school system assumes a non-racial staff and teachers need to share their training if they are expected to co-operate in the classroom.

The training of teachers, therefore, becomes an educational priority and the foundation on which the success of the new educational system will depend.

It follows that the opening of the colleges of education is crucial and a matter of urgency. At present, still operating on the basis of an "own affairs" ideology, the numbers of trainee teachers in white colleges are being limited on the assumption that they will not be required by the diminishing white school-going population.

White colleges are training a quarter of the teachers for which they were originally built. Black colleges, which have 10 times the applicants they are able to accommodate, are turning them away in their thousands.

Statistics concerning the projected need for teachers by the year 2000 show that 115 000 additional primary school teachers will be required for a teacher-pupil of 1:40, and 83 000 high school teachers for a ratio of 1:35. At present, 75% of black teachers are unqualified or underqualified, 21,7% have no qualifications whatsoever, and only 3,4% have a degree. A survey attempting to isolate the causes of black pupils' dissatisfaction indicated that 65% saw teachers as the main cause hampering their progress at school.

Successful school integration is going to be managed by the teacher who is free of prejudice, and prepared and able to discard past assumptions. Therefore, to effect the necessary transformations to the educational system, we need to start with the training of teachers.

□ Pauletto Bethlehem is director of the Enrichment Course — an independent course for teachers.

in process of alienation	4
re-use for educational purpose is being considered	1
utilisation by Directorate: culture is being considered	4
requests for leasing are being considered	2
no requests received	1
Total	24

Posts in schools

77. Lt-Gen R H D ROGERS asked the Minister of Education and Culture:

What number of teachers occupied the posts of (a) principal, (b) deputy principal, (c) head of department, (d) temporary teacher and (e) permanent teacher in each specified type of school in each province in 1989? B624E

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)	(c)	(d)	(e)
Cape					
Secondary Schools	259	285	1 162	1 153	4 143
Primary Schools	479	141	918	1 212	3 787
Pre-primary Schools	19	—	—	5	38
Special Schools	9	15	60	24	276
Schools for Specialised Education	26	57	120	199	414
Music Centres	3	—	6	7	2
Art Centres	5	—	2	6	21
Church Primary Schools	11	—	—	9	18
Natal					
Secondary Schools	71	99	473	730	1 401
Primary Schools	190	25	371	591	1 469
Pre-primary Schools	98	—	29	168	113
Special Schools	4	5	20	29	59
Schools for Specialised Education	11	10	27	60	114
Orange Free State					
Secondary Schools	87	56	378	539	826
Primary Schools	109	54	271	757	1 063
Pre-primary Schools	82	—	—	47	44
Special Schools	6	5	22	56	61
Schools for Specialised Education	5	8	16	49	77
Transvaal					
Secondary Schools	258	480	1 726	2 586	7 837
Primary Schools	691	317	1 589	1 508	8 856
Pre-primary Schools	161	—	83	70	433
Special Schools	34	27	142	147	546
Schools for Specialised Education	45	57	138	475	656

Educational facilities: expenditure

108. Mr W U NEL asked the Minister of Education and Culture:

What amounts were spent on (a) school textbooks, (b) library books, (c) hostel accommodation subsidies, (d) pupil transport subsidies, (e) school audio-visual equipment, (f) school buildings, (g) stationery and (h) school furniture in the 1989-90 financial year at schools falls under (i) his Department and (ii) the Transvaal Education Department? B682E

The MINISTER OF EDUCATION AND CULTURE:

This information is being processed and should be available at the end of June 1990.

White school pupils: expenditure

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

What was the *per capita* expenditure, (a) including and (b) excluding expenditure of a capital nature, on White school pupils at State (i) primary and (ii) secondary schools in the 1988-89 financial year? B751E

The MINISTER OF EDUCATION AND CULTURE:

(a) R3 082 (for primary as well as secondary schools)

(b) R2 882 (for primary as well as secondary schools)

(i) and (ii) Separate figures are not available as the SANEP system handles this data jointly in respect of primary and secondary schools.

High/primary schools in Randfontein

117. Dr C P MULDER asked the Minister of Education and Culture:

(1) (a) What are the names of the (i) high and (ii) primary schools under the control of his Department in the Randfontein municipal area and (b) what is the (i) potential capacity of each of these schools and (ii) actual number of pupils attending each of these schools;

(2) in respect of what date is this information furnished? B852E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i)	(b) (i)	(ii)
Hoërskool Goudrand	1 149	553
Hoër Tegniese Skool Jan Viljoen	1 034	1 001
Randfontein High School	884	525
Hoërskool Riebeeck	1 249	777

(ii)	(b) (i)	(ii)
Laerskool Betsie Verwoerd	475	316
Laerskool Randfontein	774	849
Randfontein Primary School	575	528
Laerskool Rapportryer	825*	808

*prefabricated accommodation included.

(2) 1990-01-23.

***'Nkosi Sikelel'i-Afrika*: Hoërskool Jeugland**

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

(1) Whether a teacher at the Hoërskool Jeugland in Kempton Park played a cassette of *'Nkosi Sikelel'i-Afrika* to pupils during class meetings on or about 20 and 21 November 1989; if so, (a) what was the purpose thereof, (b) on what occasions did it happen and (c) (i) who is the teacher concerned and (ii) what subjects does he or she teach;

(2) whether it was done with the permission of the principal;

(3) whether the pupils concerned were requested to stand to attention while the song was being played;

(4) whether any complaints in this regard have been lodged with his Department; if so, what are the relevant details;

(5) whether any action has been taken against the teacher concerned; if so, what action? B884E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) used as lesson material for an Afrikaans poetry lesson,

(b) for Standards six and seven pupils,

(c) (i) Mr H W Smith

(ii) Afrikaans;

(2) no;

(3) no;

(4) yes, a parent phoned the Executive Director: Education;

(5) the matter was handled departmentally.

last day of each month during 1989, are as follows:

31 January 1989	—	20 082
28 February 1989	—	19 887
31 March 1989	—	19 716
30 April 1989	—	19 521
31 May 1989	—	19 416
30 June 1989	—	18 971
31 July 1989	—	18 901
31 August 1989	—	18 791
30 September 1989	—	18 472
31 October 1989	—	18 498
30 November 1989	—	18 368
31 December 1989	—	18 514

Own Affairs:

White State schools: expenditure

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

(1) How much was spent *per capita* on (a) teachers, (b) administrative staff, (c) grounds, cleaning and caretaker staff, (d) books and stationery, (e) equipment, (f) building maintenance and (g) other specified items in respect of (i) primary and (ii) secondary White State school pupils in the 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? B750E

The MINISTER OF EDUCATION AND CULTURE:

(1) This information is not available as the SANEP system does not provide for information according to these categories;

(2) falls away.

HOUSE OF REPRESENTATIVES

QUESTIONS

† Indicates translated version.

For oral reply:

Own Affairs:

UWC: certain professor

*1. Mr W J DIETRICH asked the Minister of Education and Culture:

(1) Whether he will furnish information on a certain professor at the University of the Western Cape, whose name has been furnished to the Minister's Department for the purpose of his reply; if not, who not; if so, what is the name of this professor;

(2) whether a settlement was made in respect of this professor; if so, (a) why, (b) what were the amounts involved and (c) what were the other terms of the settlement;

(3) whether the will make a statement on the matter? C86E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes. The person in question is Professor J Cohen of the Department of Conservative Dentistry at the University of the Western Cape. The information relating to the question is that during 1987 a dispute had arisen between the two parties because of the student stay-away from classes attached to the particular department and the students' demand that Professor Cohen resign.

(2) A settlement was achieved between the two partiers — i.e. the University and Professor Cohen.

(a) because it was deemed to be in the interest of the University to settle the matter;

(b) In terms of the settlement the University is not obliged to disclose the amounts involved because the investigation of the matter was regarded as an internal matter for which purpose an "in-house" report was tabled. In this connection the Department at the time indicated that it would honour the University's status of autonomy and I have no intention of dishonouring such agreement now;

(c) The other terms of the settlement were that the University apologise to Professor Cohen in public and such apology was widely published in the local media by Professor Cohen.

(3) No. A Statement on the matter is not deemed necesssary.

(ii) (aa) To achieve an operational level which is maximally cost-effective and audience-effective.

(bb) The rationalisation of these specific services will result in a cost saving of approximately R4 million per year. This saving will be used for the upgrading of the Africa services of Radio RSA. Besides this amount the Department of Foreign Affairs will in the current financial year contribute an additional R4,4 million out of its own image-building (communication) budget to the continuation of the remaining external news services of the SABC. The Department will therefore have to curtail its own image-building (communication) programmes abroad accordingly.

(2) The SABC made a statement in this regard on 9 April 1990 and I responded as follows to questions raised by the hon member on this subject during the debate on my vote in parliament on 26 April 1990:

"I believe the honourable member for Johannesburg North was a little unfair to my department today. He apparently relied heavily on an article he had read in some magazine or newspaper. If I heard him correctly, he stated that the overseas services of *Radio RSA* are on the point of being closed down. That is not correct. In the 1989/90 financial year 37% of the total image-building budget of my department was spent on these services. In 1990/91 their share will increase to 45%. Compare this with the 26% of the United States' total image-building budget that is spent on the Voice of America.

We have investigated this matter over a period of two years, and it has been found that very few people listen to short wave broadcasts in Northern Europe today. These are not my facts and the honourable member can check them. In Northern Europe today people listen to and view other media communications.

.....

I want to refer the honourable member to an expert finding in the Journal of Broadcasting and Electronic Media, vol 33 No 2, and I quote: 'Audience research conducted by other international broadcasting organisations shows that while *Radio RSA* does not appear to have substantial audiences in Western Europe or Northern America, its programmes reach almost as many listeners as do those of the Voice of America and the BBC in parts of the Third World, and it outstrips both of these stations in Eastern Africa and much of Southern Africa.' I hope the honourable member is now satisfied and will help me to give the correct information to the lady who wrote the article."

National Manpower Commission: representation

340. Mr A J LEON asked the Minister of Manpower:

(1) Whether any employee organisations and/or trade unions affiliated to (a) Cosatu and/or (b) Nactu are represented on the National Manpower Commission; if so, (i) which specified organisations and/or trade unions are so represented and (ii) when did they join; if not,

(2) whether any such organisations and/or trade unions were invited to serve on the Commission; if not, why not; if so, which organisations and/or trade unions;

(3) whether any organisations and/or trade unions invited to serve on the Commission refused to do so; if so, for what reasons in each case? B830E

The MINISTER OF MANPOWER:

(1) (a) Employee organisations and/or trade unions ar not as such represented on the National Manpower Commission. Representation on the National Manpower Commission is based on the fact that knowledgeable persons are appointed in an individual capacity, although an association with the most important employers' and employees' organisations is pursued.

No individual nominated by Cosatu affiliated trade unions serves on the National Manpower Commission.

(i) and (ii) Fall away

(b) Subject to the first section of (a) above, the National Secretary to the National Union of Furniture and Allied Workers of South Africa, which is affiliated to Nactu, is appointed in an individual capacity on the National Manpower Commission.

(i) The National Secretary of the aforementioned trade union serves in an individual capacity on the National Manpower Commission.

(ii) The appointment was made with effect from 1 April 1988.

(2) Subject to the first section of (1)(a) above, all registered trade union federations and registered trade unions with more than 15 000 members were invited during December 1987 to nominate individuals for appointment to the fourth National Manpower Commission. Thereafter Cosatu and Nactu were asked whether they were interested in nominating persons for appointment on the National Manpower Commission. They did not respond to this request. Written invitations to nominate individuals for appointment on the National Manpower Commission were sent to the Presidents of Cosatu and Nactu on 21 February 1990. Similar invitations were sent to trade unions affiliated to Cosatu and Nactu on 25 February 1990.

(3) Up to 3 May 1990 no formal reaction was received from Cosatu or Nactu. One of the Cosatu-affiliated trade unions thus far acknowledged receipt of the invitation while two Nactu affiliated trade unions nominated three persons each for appointment to the National Manpower Commission. It is not known why the other organisations did not react.

Female educators: salary adjustments

346. Mr A GERBER asked the Minister of National Education:

(1) How many (a) White, (b) Coloured, (c) Indian and (d) Black low-qualified female educators will benefit from the recent announcement that their salaries are to be structurally adjusted as from 1 April 1990;

(2) what will this structual adjustment cost the State for the current financial year? B846E

The MINISTER OF NATIONAL EDUCATION:

(1) (a) 1 321

(b) 15 829

(c) 303

(d) 62 403

(2) R184 million

UIF office space in Pretoria

354. Mr P J PAULUS asked the Minister of Manpower:

Whether there is a shortage of office space for the staff of the Unemployment Insurance Fund who are accommodated in the Laboria Building, Pretoria; if so, (a) what is the extent of the shortage and (b) what steps have been or are being taken in this regard? B861E

The MINISTER OF MANPOWER:

Yes

(a) Approximately *3 839* square meters in additional office space are needed at this stage. It is expected that the need for additional office space will soon increase.

(b) It is endeavoured to acquire the necessary additional accommodation in consultation with all parties concerned.

Awaiting-trial prisoners

372. Mr D J DALLING asked the Minister of Justice:

What was the average number of awaiting-trial prisoners in custody on the last day of each month in 1989? B900E

The MINISTER OF JUSTICE:

The figures concerning awaiting-trial prisoners incarcerated in South African prisons on the

private school model in terms of which they also want to admit pupils of colour. [Time expired.]

*Mr J VAN ECK: Mr Speaker, what we have heard from this hon Minister is really the old language of an old dispensation. Language of that kind is not going to get us anywhere in future. In the new South Africa there is not going to be apartheid in schools. There are not going to be separate schools. That hon Minister should accept that now. [Interjections.] He must either accept that or find himself another party. [Interjections.]

It is of cardinal importance for the reforms introduced here not to be implemented reluctantly or half-heartedly. The hon the Minister's announcement that only a majority of 90% of the parents community can result in a school being open, is an example of what I am referring to: A reluctant approach to reform. [Interjections.] The hon the Minister would have received far more praise if he had simply announced that from now on state schools could be open. But no, all manner of qualifications have been introduced. Why must it be a ratio of 90:10? It is like a 90cm chair and a 10cm chair, and the hon the Minister cannot decide which one he must sit on. It therefore means that 90% of the parents can ensure that a school can be open, whereas 10% can keep that school closed. That is what it amounts to. The hon the Minister is therefore opting for apartheid. [Interjections.] Yes, 10% of the parent community has the power to keep the school closed, but 90% is needed to open the school. [Interjections.] That hon Minister is therefore still supporting racism, because 10% of racists can keep the school closed. [Interjections.]

As regards the second aspect—that of local option— the DP does not believe that communities must have the right to decide whether or not they want to apply racism in a state school. [Interjections.] We believe school apartheid is both immoral and educationally stupid, particularly in the days ahead. In a new South Africa, with a bill of rights, no state school is going to have the right to turn pupils away on the basis of race or colour. The sooner that hon Minister accepts this the better.

*Mr SPEAKER: Order! The hon member's time has expired.

*Mr J VAN ECK: Like other hon colleagues of his, that hon Minister will also come to realise . . .

*Mr SPEAKER: Order!

*Mr J VAN ECK: . . . that the opening of schools . . .

*Mr SPEAKER: Order! The hon member's time has expired.

*Mr J VAN ECK: I apologise, Mr Speaker. I did not hear you. [Interjections.]

*Mr SPEAKER: Order! The hon member could still hear very well ten minutes ago. Something must have happened to him in the meantime. [Interjections.]

Mr R M BURROWS: Mr Speaker, the hon the Minister has not addressed the question. His colleague the hon the Minister of Constitutional Development did. [Interjections.]

An HON MEMBER: I can't hear you.

Mr R M BURROWS: I will make sure that hon member hears me.

He referred to the situation if a "majority of parents" wished to keep a school closed, and those were his very words. What he was talking about was not a majority of parents, however, but 11% of the parents. Even by my maths, that is not a majority. Either the hon the Minister of Constitutional Development is not correct in his views as to what is going to happen after group areas go or this hon Minister is incorrect. They cannot both be correct. [Interjections.]

Regarding the 90%, one could of course pick up the observation made by the hon member for Kempton Park, who said in a television debate that she thought it would be 66%, but that is by the way. The hon the Minister must know that this point has . . .

Mr SPEAKER: Order! I regret that the hon member's time has expired.

Mr R M BURROWS: So do I, Sir.

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, before I reply to the hon member for Pinetown, let me first refer to the contribution of the hon member for Brits. In the course of his speech he again made a statement, and I have written it down. He said that in principle every White school was open.

Those hon members are peddling this in the rural areas and elsewhere. [Interjections.] I have said repeatedly—I am saying so again—that the hon members must put the entire matter in perspective, and then I will be satisfied. The status quo of state schools is separate schools. I have said repeatedly that this will remain the case. [Interjections.] This is therefore not in line with what the hon member for Brits has said. [Interjections.]

Secondly if a specific model, one of the proposed models, namely the private school model, is chosen, that community can also put that school at the disposal of Whites only. [Interjections.] There are therefore two ways in which a school can be run separately, namely the status quo—state schools as they are now—and the possibility of one of the additional models.

Let me come back to the hon member for Pinetown. There is something he does not want to understand, and he can understand it if he wants to. We require 90%, for example—I have referred to a high percentage—of the parents of a specific school to decide. What must be decided? If that percentage of parents prefer, it can become a private school, and that school can be open. In other words it can admit pupils of another colour. However, 90% of the parents of another specific school can also opt for the private school model to run that private school for Whites only. That is precisely what the hon the Minister of Constitutional Development said. [Time expired.]

*Mr SPEAKER: Order! I should like to tell the hon member for Claremont that it has in all seriousness been brought to my attention now why he did not hear me the first time, and I greatly appreciate that.

Debate concluded.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

School bus transport

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

(1) Whether his Department notified interested parties in a circular that a uniform system of self-supporting operation of school bus transport was to be implemented for the four provincial education departments with effect from 1 April 1990; if so, what are the main contents thereof;

(2) whether he will make a statement on the matter? B843E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, the system is being phased in over a period of seven years. The Department will continue to make transport bursaries availabe to needy pupils;

(2) no.

'Nkosi Sikelel' i-Afrika!

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

(1) Whether it is the standpoint of his Department that teachers may compel pupils to sing *'Nkosi Sikelel' i-Afrika!* during school hours; if so, why; if not,

(2) whether he will consider sending a circular in this regard to all principles under the control of his Department to inform them about this;

(3) whether he will make a statement of the matter? B858E

The MINISTER OF EDUCATION AND CULTURE:

(1) No, not as a rule;

(2) no, not at this stage. If circumstances should necessitate it I shall consider contacting the school principals;

(3) no.

Pre-primary schools: subsidisation

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

(1) Whether pre-primary schools are eligible for any form of subsidisation; if not, why not; if so, for what forms of subsidisation;

(2) whether the admission to such schools of children of races other than White (a)

(c) (i) Request for a statement of policy in respect of the importation of fireworks with a view to banning them.

(ii) I responded in the negative for cultural and religious reasons.

(2) No, because I consider that such a ban will interfere with the cultural and religious freedom of people.

Decentralisation/deconcentration

*21. Mr H H SCHWARZ asked the Minister of Trade and Industry and Tourism:

What was the total amount paid out in respect of decentralisation or deconcentration benefits in 1989? B922E

The MINISTER OF TRADE AND INDUSTRY AND TOURISM:

R786 655 000.

Decentralisation/deconcentration: tax lost

*22. Mr H H SCHWARZ asked the Minister of Finance:

What is the total amount of tax lost or expected to be lost as a result of tax concessions granted to decentralised or deconcentrated industries in respect of the year ended 31 March 1989? B923E

The MINISTER OF FINANCE:

It is estimated that the loss of tax as a result of the granting of concessions to industries in decentralised or deconcentrated areas will amount to approximately R1 million for the financial year ended on 31 March 1989. Final figures are not available as many assessments, especially in respect of companies, have yet to be processed.

With effect from 1 April 1982 the allowances have been phased out of the Income Tax Act and replaced by direct subsidisation by the Department of Trade and Industry and Tourism. This is why the loss of tax is much smaller than in previous years.

Teachers not paid

*23. Mr K M ANDREW asked the Minister of Education:

Whether any teachers employed by his Department on or before January 1990 had not been paid by 15 March 1990; if so, (a) how many, (b) why and (c) what steps (i) have been taken in this regard and (ii) are being taken to prevent a recurrence of such delays in the payment of salaries? B924E

The MINISTER OF EDUCATION:

Yes

(a) 1 217

(b) In most cases the documents required for payment of salaries were not received in time. The unrest in some schools apparently largely contributed to this state of affairs.

(c) (i) Area officers were instructed to assist in receiving and completing application forms for employment of teachers.

(ii) Principals have been instructed to report to regional officers cases of teachers in any of their schools whose salaries are not paid at the end of each month.

(iii) Regional offices must report monthly to head office on outstanding salary enquiries.

Job creation scheme

*24. Mr J VAN ECK asked the Minster of Manpower:

With reference to the job creation scheme, (a) what amount was made available for the (i) 1989-90 and (ii) 1990-91 financial years, (b) how are allocations to provinces, organisations, other Government Departments and individual companies determined and (c) (i) according to what rules and (ii) under what conditions are moneys so earmarked for job creation allocated to those who make use of the scheme? B928E

The MINISTER OF MANPOWER:

(a) (i) 1989/90 – R60 million

(ii) 1990/91 – R75 million

(b) An inter-departmental committee is responsible for the distribution of funds between Departments and Administrations. Thereafter each department and administration allocates funds according to applications received for funds to be made available. As far as is known only the Department of Manpower allocates funds to private companies and -organisations.

(c) (i) and (ii) Job Creation projects administered by the Department of Manpower must meet the following criteria and funds are allocated accordingly:

It should

— be labour intensive;

— focus on the creation of permanent assets;

— be aimed at the upliftment of underdeveloped communities;

— serve the interests of the community as a whole;

— whenever possible, be combined with training; and

— be distributed geographically countrywide as proportionately as possible.

Crime prevention unit in Sandton: arrests

25*. Mr D J DALLING asked the Minister of Law and Order:

How many arrests in respect of each specified offence were effected in 1989 by the special crime prevention unit stationed in Sandton? B935E

The MINSTER OF LAW AND ORDER:

1 240 arrests on a variety of charges *inter alia*:

Assault
Malicious damage to property
Possession of drugs
Dealing in drugs
Illegal immigration
Consuming liquor in public
Tresspassing
Motor vehicle theft

Certain police stations: serviceable patrol vehicles

26*. Mr D J DALLING asked the Minister of Law and Order:

(a) How many serviceable patrol vehicles (i) with and (ii) without radio equipment installed are stationed on a daily basis at the (aa) Sandton, (bb) Bramley, (cc) Wynburg/Alexandra and (dd) Lombardy East police stations and (b) in respect of what date is this information furnished? B936E

The MINISTER OF LAW AND ORDER:

(a)

(aa) (i) 19 vehicles

(ii) 12 vehicles

(bb) (i) 4 vehicles

(ii) none

(cc) (i) 6 vehicles

(ii) none

(dd) (i) 3 vehicles

(ii) 5 vehicles

(b) 30 April 1990

Members on duty using vehicles which are not equipped with radios, are issued with portable radios.

INTERPELLATIONS

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

Own Affairs:

White schools: mandate from parent community

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

Whether, in the light of the proposed abolition of the Group Areas Act, he intends to require schools wishing to remain open to White pupils exclusively, to obtain an overwhelming mandate to this effect from the parent community concerned; if not, why not? B977E.INT

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, on 19 April 1990, the hon the State President referred to the proposed scrapping of the Group Areas Act and the Government's mandate to put in its place a general pattern of residential areas which will be generally acceptable. He also stated that,*inter alia*, generally acceptable means a system which

The negotiations took place within the atmosphere of the Government's strategy of entering into dialogue with the Black population, removing obstacles and establishing positive understanding, rather than taking drastic action.

On 11 April 1990 I released a statement in which I referred, *inter alia*, to the position of teachers who had been absent from duty without approval for more than 14 days and who, according to section 21 of the Education and Training Act, 1979 (Act 90 of 1979), had dismissed themselves by their own action. At that stage, teachers had already indicated that they would return to their posts on 18 April 1990, the first school day of the second school term.

On this basis, I indicated that teachers who had been absent without approval for more than 14 days, would be deemed to have been on leave with full salary until 17 April 1990. This would be an extraordinary and single concession arising from the current unique circumstances prevailing in the country.

I emphasised that the provisions of section 21 of the Act would be strictly applied as from 18 April 1990. This naturally also obtains to the application of regulation 31 of the regulations issued in terms of the Act.

The intention with the proposed concession was to accommodate those teachers who resumed their duties on 18 April 1990 and, by so doing, to restore peace and order to education. The interests of education are naturally the decisive factor.

The Director-General of Education and Training explained the circumstances to each Regional Chief Director of the Department and guidance was given in connection with future action. The Regional Chief Directors were also instructed to write to every member of the teaching corps in their region and to inform them of my decisions and the implications of their actions should they not resume their duties.

†Mr A GERBER: Mr Speaker, arising out of the hon the Minister's reply, I should like to know in terms of what enabling provision the hon the Minister acted when he excused these teachers who were absent without an excuse for longer than 14 days.

†The MINISTER: Mr Speaker, I acted in terms of section 21(3) of Act 90 of 1979. It provides that such a teacher can be reinstated to service by the Minister under the conditions determined by the Minister.

Teachers absent from service

*4. Mr A GERBER asked the Minister of Education:† Hansard 8/5/90

(1) How many teachers are employed by his Department at present;

(2) how many teachers have been absent from service for more than 14 days without leave since 1 January 1990;

(3) in respect of what date is this information furnished? 321

B848E

†The MINISTER OF EDUCATION:

(1) 59 217.

(2) The information is not readily available.

(3) The reply in point 1 is as on 28 February 1990.

Basle Convention on Waste Trade

*5. Mr R J LORIMER asked the Minister of Foreign Affairs: Hansard 8/5/90

(1) Whether South Africa is a signatory to the Basle Convention on Waste Trade; if not, why not; if so, when did we sign this convention;

(2) whether South Africa is complying with the provisions of the said convention; if not, (a) why not and (b) in what ways are we not doing so?

B868E

The DEPUTY MINISTER OF FOREIGN AFFAIRS:

(1) No. South Africa intended attending the Basle Conference on the Transboundary Movement of Hazardous Waste during March 1989, but was prevented from doing so by the organisers of the said Conference, viz. the United Nations Environment Programme (UNEP).

Nevertheless, during the second half of 1989, the Cabinet, after careful consideration, took a decision in principle that South Africa should indeed accede to the Basle Convention.

The State Law Advisers were instructed to investigate the reconcilability of the Basle Convention with South African legislation. It was determined that with minor adaptations, South African legislation can be reconciled with the Basle Convention. The necessary adaptations to the legislation are presently receiving priority attention.

(2) No.

(a) and (b) The Department of Environment Affairs has instructed the Foundation for Research and Development (FRD) of the CSIR to undertake an in-depth investigation into the occurrence, processing and storage of toxic waste in South Africa and to propose a strategy and management plan for implementation by the end of 1990.

After accession to the Basle Convention and after amendment of the relevant South African legislation, South Africa will be in a position to comply fully with the provisions of the Basle Convention.

Mr R J LORIMER: Mr Speaker, arising from the hon the Deputy Minister's reply, I would like to know whether he believes the importation of mercury based waste to be in line with the Basle Convention and whether he thinks it desirable to continue to import it.

The DEPUTY MINISTER: Mr Speaker, I am not *au fait* with the technicalities of that question and I would ask the hon member to put his question upon the Question Paper.

SA Tourism Board

*6. Mr F J LE ROUX asked the Minister of Trade and Industry and Tourism:† Hansard

(a) Who are the members of the South African Tourism Board, (b) what remuneration do the members of this board receive and (c) in respect of what date is this information furnished? Hansard 8/5/90

B870E

†The MINISTER OF TRADE AND INDUSTRY AND TOURISM: Hansard 8/5/90

(a) Chairman:
Mr P van Hoven

Members:
Dr W J Pretorius
Mr N de Villiers
Mr R G Meyer
Mr P E I Swartz
Dr A T Moolman
Mr G J J Breyl
Mr R A Camerer
Mr B Corte
Mr G C Simpson
Mr M L P Rattray
Dr G M Msibi
Mr P P Chetty
Mr J le R Pieterse

(b)

	Per day	*Per hour*
Chairman	R346,83	R43,35
Members	R261,84	R32,73

Messrs Meyer and Breyl are *ex officio* members of the SA Tourism Board and therefore do not receive remuneration.

(c) 31 March 1990.

†Mr F J LE ROUX: Mr Speaker, arising out of the hon the Minister's reply, I should like to enquire whether there is also a vice-chairman of the SA Tourism Board and who the person is.

†The MINISTER: Mr Speaker, there is no vice-chairman. It may be of interest to the hon member—I have just received the figures—that the total budget of all the members of the SA Tourism Board totals R21 587 for the 1 April 1989 to 31 March 1990 financial year.

Death of certain national serviceman

*7. Mr R R HULLEY asked the Minister of Defence: Hansard 8/5/90

(1) Whether the investigation into the causes of death on 26 February 1988 of a certain national serviceman, whose name has been furnished to the South African Defence Force for the purpose of the Minister's reply, has been completed; if so, with what result; if not, why not;

(2) (a) what were the factual circumstances of this person's death and (b) what was his name?

B871E

all the educational authorities, devise teachers' guides to assist teachers in giving health education. To compile such guides the advice of experts in a particular field is always sought.

Approximately 90% of the present number of AIDS cases were the result of high-risk behaviour. The establishment of high moral values regarding sexuality amongst the youth, is primarily the responsibility of parents within the family context. Further contributions can especially be made by non-governmental organisations (such as churches and culture groups). Educational institutions can especially contribute by means of making factual information available. By this kind of action they contribute towards the preparation of the youth for the future to enable them to make *informed* and responsible decisions. However no person can take a decision on *behalf* of another person.

Media representatives: visas

307. Mr P G SOAL asked the Minister of Home Affairs:

(1) How many applications for (a) new, and (b) the renewal of, visas were received from foreign media representatives in 1989;

(2) how many such applications (a) had been (i) granted and (ii) refused and (b) were pending as at 31 December 1989;

(3) what was the average time taken before such applications were decided upon? B787E

The MINISTER OF HOME AFFAIRS:

(1) (a) 1 236 of which 157 applications were withdrawn.

(b) 169 of which one was withdrawn.

(2) Statistics on the basis required are unfortunately not available. The applications not finalised during 1988 and therefore carried over to 1989 are included in the following figures which are given for the purpose of the reply:

	Carried over from 1988	*(a)(i)*	*(a)(ii)*	*(b)*
New applications	143	865	234	123
Renewal applications	10	166	4	8

(3) It took on average 19 working days in respect of new applications and 13 working days in the case of renewal applications to finalise the respective applications.

Monitoring of media: amount allocated

308. Mr P G SOAL asked the Minister of Home Affairs:

(a) What amount of the total amount allocated to his Department for the 1990-91 financial year is to be set aside for the monitoring of the media and (b) how is this amount made up? B788E

The MINISTER OF HOME AFFAIRS:

(a) None.

(b) Falls away.

SABC: curtailing of certain external broadcasting services

335. Mr P G SOAL asked the Minister of Home Affairs:

(1) Whether the South African Broadcasting Corporation recently announced a decision to curtail the broadcast of certain radio services to Europe and the United States; if so, (a) why, (b) how many individuals will be affected by this decision and (c) what savings will be achieved;

(2) whether he will make a statement on the matter? B825E

The MINISTER OF HOME AFFAIRS:

(1) Yes.

(a) The hon member is referred to the SABC's news release of 9 April 1990, a copy of which is attached as well as to the reply of the Minister of Foreign Affairs to Question No 334.

(b) Approximately 22 persons. However, negotiations are still taking

place regarding the possibility to accommodate them elsewhere.

(c) The saving will amount to approximately R4 million per annum which will be used for the upgrading of the Africa services of Radio RSA.

(2) No.

NEWS RELEASE

Certain of the SABC's External Radio Services will be phased out in the following months.

The SABC announced today that — in consultation with the Department of Foreign Affairs — this decision had been taken in the light of limited available funding on the one hand but on the other hand new available technology to achieve set goals. The Services to be closed are the external short wave radio services, with the exception of those broadcasting to Africa. The Radio RSA Services involved are the Dutch, German, Spanish, Brazilian and Portuguese overseas Services, as well as the English and French Services to the United States, Britain and Europe. In line with international practice, the External Services of the SABC are financed by the State.

In the international broadcasting arena today, rapid and ongoing satellite and other technological development — particularly in North America and Europe — favours more modern methods of communication, rather than short wave broadcasting as provided in the past by Radio RSA. In Africa, however, the lack of overall technological development maintains short wave radio broadcasting as by far the most effective present-day communication channel.

Throughout the years the overseas short wave services of Radio RSA have performed a valuable task for South Africa, and both the Department of Foreign Affairs and the SABC owe a debt of gratitude and appreciation to each and every one of those involved.

9.4.90.

Retiring teachers: gratuity

351. Mr A GERBER asked the Minister of National Health and Population Development:†

(1) Whether consideration is being given to reducing the gratuity paid to retiring teachers; if so, what are the relevant details;

(2) whether she will make a statement on the matter? B856E

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

(1) and (2) No.

Persons economically active

381. Mr P H P GASTROW asked the Minister of Home Affairs:

(a) How many persons in each population group were economically active in the Republic as at the latest specified date for which figures are available and (b) how many such persons were employed by the public sector? B909E

The MINISTER OF HOME AFFAIRS:

		Whites	*Coloureds*	*Asians*	*Blacks*
(a)	1989	*2 033 000	1 223 000	344 000	7 256 000
(b)	1989 June	** 608 877	200 520	40 724	830 717
		*** 528 316	186 148	39 007	748 971

* Mid-year estimate.

** The public sector comprises:

Executive institutions for general and own affairs
Civil services of the self-governing territories
Local authorities
Parastatal institutions
Universities and technikons
Agricultural marketing boards
Public corporations (Iscor excluded)

*** Public sector, excluding South African Transport Services.

Chief Directorate: Surveys and Mapping: posts

391. Mr E W TRENT asked the Minister of Public Works and Land Affairs:

(1) How many posts were there on the establishment of the Chief Directorate: Surveys and Mapping as at 31 March 1990;

(2) whether any posts on the establishment of this chief directorate were vacant as at 31 March 1990; if so, (a) how many, (b) what is the designation of each such post

Minister is so involved in practising politics and in carrying out his Broederbond instructions that he is trampling agriculture underfoot in the process. [Interjections.]

In the Free State, with which I am familiar, there are people who, when they join the CP, have not participated in those activities which the hon the Minister has just read out from the Act, but they are simply not reappointed to the agricultural credit committees. [Interjections.] The hon the Minister is aware of this because his friend the former MP for Heilbron was also involved in this. The hon the Minister, too, was involved in this. He knows about it. He knows which people I am referring to. I want to tell him that this nepotism which he is displaying here by way of the type of remark he has just uttered once again, is a typical Third World characteristic. It is one of those characteristics that cause foreign investors to say that they are not interested in us.

I can understand the hon the Minister displaying a Third World tendency. After all, he is on the road to an Azanian culture. [Interjections.] It is a typical Third World approach that he is displaying here. [Interjections.] That approach is that those people should look after themselves—at the expense of the industry. [Interjections.] [Time expired.]

*Mr A A B BRUWER: Mr Speaker, this hon Minister has just told us that once a man begins to practise politics or to concern himself with politics, he will no longer appoint him to those committees. Surely Dr Grobler, whom they had to get onto that committee at any cost, also practises politics. Does he not practise politics? Did he not practise politics? [Interjections.]

If, according to this letter, he consults the NP in connection with names of members of the committees, why does he not also consult the CP? [Interjections.] Surely if he were to do this, he would be acting fairly. [Interjections.]

Another statement which this hon Minister made, was that there were, in fact, CPs on those committees. Those places in which there are, in fact, CPs serving on those committees are those places where there are no longer any Nationalists to serve on those committees. [Interjections.] Yes, they are in the Transvaal. [Interjections.] There are certain places in the Transvaal where there are no more Nationalists! [Interjections.] They have no confidence in this hon Minister. I think this hon Minister has disappointed the farmers. He ought to resign. I believe it would be in the interests of the farmers of South Africa if he were to resign. [Interjections.] [Time expired.]

*The MINISTER OF AGRICULTURAL DEVELOPMENT: Mr Speaker, I just want to reply firstly to the hon member for Albany.

†I should like to tell the hon member I am delighted with his support. I take it to heart. We try to select the best farmers for this very important job, and we will continue to do just that.

*I now come back to the charge the CP have laid at my door in this regard. We will relieve anyone, regardless of whether he is a Nationalist, a CP or whatever, of that office if he practises politics whilst he holds that office. [Interjections.] If he practises politics under the guise of the Agricultural Credit Board, I shall relieve him of his post. [Interjections.] That applies to everyone. He must therefore serve agriculture independently. That, of course, is not what the CP does. [Interjections.]

Surely this is an old game of the CP! They have brought about a division in politics. They have divided the cultural organisations. They have even made an assault on the church. [Interjections.] Surely that is true! Now they are attempting to divide agriculture. [Interjections.] Do they think we are going to accept that? No, Sir! [Interjections.] Let us just take a look at how we reacted.

The hon member for Lydenburg is fighting with me about so-called political appointments. There are quite a number of former chairmen of district and regional agricultural unions sitting in this House whom I could mention—they are from Wellington, Humansdorp and Cradock—who, when they were elected to Parliament, resigned from their positions in organised agriculture. [Interjections.]

Did the hon member for Lydenburg resign from his position? [Interjections.] He wears two hats on his head, a political hat and an agricultural hat, and the word "CP" is written on both of them. [Interjections.] Does he think we will fall for that little joke?

With regard to this little game I just want to say that we in agriculture work with realities and with facts, but realities and facts are foreign to the CP. They are working with emotions and

attempting to take over things to the detriment of agriculture. I also want to warn organised agriculture that if they do not watch out for this, they will become bogged down in the empty ideology of the CP. [Interjections.] [Time expired.]

Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Onderstepoort: teaching establishment

*1. Mr R V CARLISLE asked the Minister of Education and Culture:

(1) What is the (a) total planned teaching establishment and (b) current staff complement of the Onderstepoort Veterinary College;

(2) whether there is a shortage of teaching staff at this college at present; if so, (a) to what is this attributable and (b) what steps are being taken to eliminate the shortage? B929E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) Still being considered,

(b) 83;

(2) yes,

(a) a shortage of veterinary surgeons with post-graduate qualifications who are interested in an academic career,

(b) veterinary surgeons are encouraged to undertake post-graduate studies.

Onderstepoort: new animal hospital

*2. Mr R V CARLISLE asked the Minister of Education and Culture:

(1) (a) (i) When and (ii) at what estimated cost will the new animal hospital at Onderstepoort be commissioned and (b) what is the proposed staff establishment of this hospital;

(2) whether it is his intention to give academic status to the college and hospital at Onderstepoort; if not, why not; if so, when?

B930E

†The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) June 1991

(ii) R38 000 000,

(b) still under consideration;

(2) no, because the facility at Onderstepoort is a full faculty of veterinary science of the University of Pretoria and not a separate institution.

BHS: bomb threat

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

(1) Whether a bomb threat was received at the Boys High School in Paarl on or about 23 April 1990; if so, what are the relevant details;

(2) whether security measures for the protection of the pupils and teachers at this school have since been taken; if not, why not;

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

B933E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, a telephonic warning was received. The necessary security measures were taken whereafter the normal school programme continued;

(2) no, the existing measures are sufficient;

(3) no.

Schoolchildren smoking

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

(1) Whether his Department has any estimate of the number of schoolchildren smoking cigarettes; if not, why not; if so, (a) how many are cigarette-smokers and (b) what are their ages;

(2) whether this number is increasing or decreasing;

Teachers to gather for indaba

(321)

Speakers from various teachers' organisations are to address a three-hour unity rally at Jabulani Amphitheatre, Soweto, tomorrow at 10am. Sowetan 18/5/90

A spokesman of the Southern Transvaal Teacher Unity Forum said the rally's theme is "Teachers Unite for a Democratic Future."

Speakers expected are from: the National Education Union of South Africa, Transvaal United African Teachers' Association, Progressive Teachers' Union, Progressive Teachers' League and the Teachers' Association of South Africa.

It also hoped that there would representatives of the Congress of South African Trade Unions and the African National Congress.

Mixed college was an 'uphill battle'

ST Times 20/5/90

By MARK STANSFIELD

SOUTH AFRICA'S first mixed teachers' training college will open its doors in January next year.

The R30-million project is funded mainly by overseas governments and agencies and without South African Government aid.

The racially mixed teachers' training college is the brainchild of the trustees and directors of Promat Colleges, who this week described how they had fought an "uphill battle with the Government" and had managed to win "without compromising principles".

Mr Larry Robertson, executive director of Promat Colleges, said: "Without properly qualified teachers there can be no proper education.

"It's all very well allowing mixed schooling, but without enough teachers the whole exercise falls a little flat."

The new college will be built on 26ha of land about 30km from Pretoria.

Standards

Announcing the breakthrough, Justice J J Trengrove, chairman of the college council, said it was one of the most exciting developments in education in South Africa and "dovetailed marvellously with the new spirit of reconciliation sweeping the country".

"The college will measure up to international standards, the courses run in conjunction with the University of the Witwatersrand and a recognised diploma will be issued in association with the university — ensuring credibility," he said.

Promat Colleges were launched in 1983 to upgrade black teachers' qualifications to matriculant level.

More than 500 000 black schoolchildren have benefitted through the 1 000 teachers upgraded by Promat.

Last year, Promat students achieved an amazing 78,7 percent matric pass rate, compared to the DET's 42 percent.

Hansard 22/5/90

gold price or other important parameters.

The security provided in respect of the guaranteed loans is firstly the absolute control Government exercises over the disposal of assets totalling approximately R115 million (excluding the value of mineral rights and/or mining title) and secondly the control over the mining operations, the management and actions of ERPM, as well as of the other parties concerned.

If ERPM were to be placed in liquidation whilst the Government guarantees are still in force the Government, after honouring its guarantees, will rank concurrent with all other creditors.

(2) In case of default by ERPM the Government will be obliged to honour its commitments in terms of the guarantees. Government may then, without prejudice to any other rights available to it, terminate the Agreement and recover from ERPM any amounts which the Government may be obliged to pay under the guarantees.

(3) In terms of a Cabinet decision the Interdepartmental Committee for State Assistance to the Mining Industry was formed in order to investigate applications for State Assistance on an *ad hoc* basis and if after investigations it is considered justifiable will make recommendations to the cabinet for its consideration. A Committee for investigating the position of marginal mines, chaired by the Deputy Minister of Finance, is presently formulating policy regarding assistance to marginal mines.

SADF: policy *re* smoking

*22. Mr K M ANDREW asked the Minister of Defence: Hansard 22/5/90

(1) Whether any attempt is made to ascertain how many national servicemen smoke on (a) commencement and (b) completion of their training period; if not, why not; if so, what percentage in each case;

(2) whether the term "smoke-break" is used in South African Defence Force documentation and/or programmes;

(3) whether the Defence Force makes any effort to discourage smoking; if so, what does it do in this regard; if not, why not?

Hansard 22/5/90 B1074E

The MINISTER OF DEFENCE:

(1) (a) and (b) No.

(2) No, not in official SA Defence Force documentation.

(3) Yes. Smoking is prohibited in conference rooms, sickbays, hospitals, passages, etc. A remedy to assist smokers to stop smoking is available free of charge to members and posters advertising the dangers of smoking are displayed at various places.

INTERPELLATIONS

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

Own Affairs:

Reductions in teacher numbers

Mr R M BURROWS to ask the Minister of Education and Culture: 321

Whether any schools have been advised and/or requested by provincial education departments to start negotiations on proposed reductions in their teacher numbers for 1991; if so, (a) how many schools and (b) for what reasons?

Hansard 22/5/90 B1113E.INT

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, each Provincial Education Department has its own way of determining establishments for a particular year. In each case, however, the number of posts at a school is fixed according to the approved personnel provision scale devised to ensure optimal class sizes. In the Transvaal the establishments of schools are fixed at the beginning of every year according to the pupil enrolment on the 10th schoolday. Only should there be an abnormal rise or fall in pupil numbers, would the number of posts be adjusted. Schools were notified on 23 March 1990 of the number of posts to which they

are entitled for 1990. The same procedure will be followed in 1991.

The establishments for the Orange Free State for 1991 are fixed during May to June 1990 and the principals and management councils have up to July to make representations.

In the Cape the establishments for 1991 have been fixed according to pupil enrolment as on the 10th schoolday of 1990. If schools were to lose posts, they were notified in writing before 6 March 1990. Up to now 219 schools have lodged appeals against the department's decision and these have been dealt with.

On 28 September 1990 Natal schools will be requested to submit their personnel requirements for 1991 before 19 October 1990. This will be provisionally finalised before 31 October 1990. The establishment for the next year is based on an estimate and the principals keep the department abreast of any change in numbers until the establishment is finalised on the first schoolday of 1991.

Because pupil numbers at schools might vary, a certain flexibility has been built into the personnel provision scales. Every establishment has a fixed quota of temporary appointments to allow for a possible increase or decrease in pupil numbers. Each temporary teacher has a limited appointment and can be utilised if and when a need for his or her services occurs.

Different factors tend to influence pupil enrolment such as demographic factors, the amalgamation or closure of a school and economic factors such as growth points or retrenchments. The possible introduction of an additional model or models may also influence pupil enrolment, but obviously, the extent of this cannot be established at present. As explained, however, the system is geared to meet any significant change in pupil numbers which might occur.

Mr R M BURROWS: Mr Chairman, the hon the Minister has given a comprehensive reply in referring to the various dates on which the four executive education departments have to have submissions handled by the schools. I would like to draw attention to the fact—and the hon the Minister is only too well aware of it—that the models that are currently under advice for him, together with the announcement of the hon the Minister of National Education on Friday, have resulted in a fair amount of uncertainty within the teaching profession. One is glad to hear that the hon the Minister is at least prepared to look with a high degree of flexibility at the possibility of variation in pupil numbers.

One must also indicate that the hon the Minister is no doubt also bearing in mind the view of the hon the Minister of National Education on the change in subjects and the possible limitation of subjects to be taught at schools, and that he will in fact be giving due consideration to advising teachers in this respect.

It is of course important that communication takes place in these times of change. With particular reference to the example of the Cape schools, the hon the Minister has given an indication that the enrolment figures on the 10th schoolday of this year were the figures advised for teacher numbers for next year, and that he has had 219 appeals from schools. That is a very significant number. If we look for example at the pupil enrolment in any of the particular school board areas, we can only see that such schools should be most fairly treated by being given consideration so that teachers are not in fact made redundant or even advised of redundancy at this very early stage.

The hon the Minister is no doubt also aware that the teacher:pupil ratio has a very considerable effect on the appointment of teachers and that these are also bound up with the advisory reports to his committees. The 19th report of the Committee of Educational Structures, for example, looked into the entire teacher:pupil ratio situation and at the likely effect of changes on teacher numbers. I would ask him directly as to whether he could in fact call a halt at this time to the further implementation of that 19th report in making teachers redundant by reducing the teachers required in the so-called White schools.

Lastly, obviously his four executive departments have planning sections that are concerned with looking forward over a period of time to the number of pupils estimated demographically to be within that school sector, the number of teachers required and the number of teachers coming out of teacher training colleges.

I wonder whether the hon the Minister could not also instruct his education departments at this stage to cease thinking about planning for a single White racial department, because the information that we are getting from the depart-

ments is that planning for single White departments is still going on. We need to look at a comprehensive model that views the totality of education within a single geographic area rather than just the White sector.

*Mr A GERBER: Mr Chairman, it was a good thing that the position of White teachers in the future South Africa was raised here today. The Government's promise of equal education opportunities for all will of course have tremendously negative implications for White teachers. If the hon the Minister is in favour of equal education opportunities for each individual in South Africa—I should also like to hear from him whether this is his personal standpoint, but he prefers not to reply to me now—then I say he will not get away from the fact that the pupil-teacher ratio in White schools will have to be adapted to that of the other population groups. In such a situation many teachers, even those in permanent appointments, will have to vacate their posts. That is a logical implication.

I want to ask the hon the Minister what the Government intends doing with those teachers. Are they going to be forced to teach in mixed schools, or are they even going to be forced to accept transfers to other education departments, if such departments still exist? We want an answer to that question.

I also want to emphasise that the hon the Minister has no need to negotiate with schools on the reduction of teachers. All he need do is adapt the existing formula for the provision of teachers and, either immediately or gradually, bring it into line with those of the other population groups. We want to know from him whether consideration is at present being given to adapting that formula.

The CP is not prepared to sacrifice the provision of education for Whites for the building of a new nation in South Africa. Nor are we prepared to surrender our White teachers, who have made the education of our people their vocation, to a situation in which they are not able to fulfil that vocation. [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I thank the hon member for Pinetown for the way in which he dealt with this matter which is, to a large extent, a technical matter not easily understood by someone who is not active in the education profession. The fact is that all staff matters, particularly in this period in which we are engaged in investigations concerning rationalisation and possible new models, will be considered with the utmost degree of sympathy in order to create the least possible disruption.

It is true, of course, that additional models could possibly bring about a change. I want to point out, however, that the amount generated by the formula for salaries, let us say, and the staff provision scale is "colour blind", if I can call it that. In other words, if there should be a change in the models, and staff could be shifted to and fro, it would not matter in any event, because the calculations are per capita calculations and are not based on colour. Precisely the same thing happens in regard to pupils within the framework of the present formula.

The hon member also referred to the question of one national model. This is actually the province of the hon the Minister of National Education. We must, of course, allow that investigation, which is an extremely interesting one, to run its course and allow the report to be published. Then the Government must express an opinion about that, and on the basis of that overall policy we shall also adapt the various educational policies for the different population groups which exist at present. [Time expired.]

*Mr J VAN ECK: Mr Chairman, I just want to react very briefly to the CP's standpoint that they are not going to sacrifice the White teachers on the altar of the new dispensation. Those teachers who are not prepared to teach regardless of the prevailing dispensation, are not worthy of the name of teacher. [Interjections.] When all is said and done, what is at issue is education. It makes no difference where the child is; he must still be educated. Consequently, that is an irresponsible standpoint. [Interjections.]

Furthermore, we welcome the hon the Minister's more flexible attitude in relation to the principle of the dismissal of redundant teachers. Throughout the years the threat of this has hung like a sword over the heads of many teachers. Whenever a school suddenly began to experience a reduction in its numbers for reasons beyond its control, teacher X or teacher Y lost his post as a result of this. It was precisely this fact that contributed a great deal towards making education less attractive as a career. Many potential teachers simply said that they did not see their

way clear to entering a profession in which the demographic trends among the White population group would determine their future.

Therefore, when we look at the new dispensation and realise that White schools would, in reality, be able to involve people of colour, this naturally means that there would be more pupils in some schools and that in the process we should therefore be able to retain those White teachers who are there at present. Our request to the hon the Minister is therefore very straightforward. We ask him kindly to remove that uncertainty which exists among the ranks of White teachers. After all, we still need thousands of teachers in South Africa. Once the new dispensation has been established, we shall most definitely require the talents of those people.

Mr R M BURROWS: Mr Chairman, in a reply the hon the Minister gave to the hon member for Cape Town Gardens on 8 May he indicated that in forward planning on decisions regarding schools and the new modules the *status quo* applied and schools were planning accordingly. That meant nothing had changed.

That does, however, raise a very significant problem. As far as the employment of teachers is concerned—either their redundance or the fact that significantly higher numbers of teachers are required as a result of new pupils in schools—each of the four provincial education departments has its own manner of advertising posts and of screening candidates, all of which, I am aware, takes at least two to four months. Whilst the hon the Minister has also given an indication that he will try to give a reply at the earliest possible date, it may well be that he will have to address the time-scaling problem, and I urge him to communicate with the departments and the departments to communicate with the schools and the teachers so that in the second half of the year there will at least be some certainty as to how the programme is going to be handled.

We need some absolute answers. We need them on the question of redundance and in relation to the question of closed schools. I know the hon the Minister has already touched on that.

Finally, whilst I am happy that he has expressed his sympathy in regard to personnel matters and that he is not prepared to pre-empt decisions to be taken by the hon the Minister of National Education . . . [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I really cannot understand how that hon member, who was himself a teacher . . . [Interjections.] Yes, it may sound very strange, but he was a teacher. [Interjections.] That hon member knows how the department has over the years—not only now—remained in close contact with the education department and the teachers. The request which the hon member is now making is one that has been made for years. In fact we shall continue to do so. We are in the process of doing this but of course we cannot now . . . [Interjections.] Yes, we are engaged in doing so now. In the nature of things we cannot plan in a vacuum. We can only plan by taking all these factors into consideration. The hon member can therefore rest assured. We are looking into all these matters.

I want to tell the hon member for Claremont that this is of course always a problem for teachers because they do not know what is going to happen. The numbers could possibly drop. That is not the teachers' fault. It is not my fault either when numbers drop. There are divergent reasons for that. We must make provision for that.

The really important matter is that we have a good record. We are looking after our teachers. When a post is abolished we do not simply dismiss a teacher. We provide that teacher with another post if it is in any way possible. That is consequently what happened in most cases. Nevertheless it is a matter we are struggling with and one we shall not be able to avoid.

I now want to say something about the new models. My intention, also in my reply to the previous question, is to point out that the policy at the present moment makes provision for accommodating any change which may come about as a result of the models, precisely because we have a flexible policy.

To the hon member for Brits I just want to say the following. We are dealing here with a question put by the hon member for Pinetown. That is what we are discussing now. With all due respect, I want to say that there are certain things which the hon member for Brits said to which I am not going to react now because they really are not relevant to the specific question. [Interjections.]

I nevertheless want to tell the hon member that I still endorse the need for equal education oppor-

tunities. I still endorse that, just as it was done in the White Paper in reply to the De Lange Report. In that White Paper we said that equal education opportunities . . . [Time expired.]

QUESTIONS

† Indicates translated version.

For oral reply:

Own Affairs:

Southern Cape Technical Institute

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

(1) Whether the Southern Cape Technical Institute falls under his Department; if so, (a) where is it situated, (b) what courses does it offer and (c) what is the nature of its premises;

(2) whether any students who are not White are admitted to this institute; if so, (a) since when and (b) what is its racial composition; if not, (i) why not and (ii) what is its current enrolment?

B995E

†The MINISTER OF EDUCATION AND CULTURE:

(1) No;

(2) falls away.

Makoppa area: farming problems

*2. Mr A A B BRUWER asked the Minister of Agricultural Development:†

(1) Whether any farmers in the Makoppa area are experiencing problems in connection with land at present; if so, what is the nature of these problems;

(2) whether he has taken any steps to solve these problems; if not, why not; if so, what steps;

(3) whether there is any liaison between his Department and the Department of Water Affairs in this regard; if not, why not; if so, what liaison?

B1003E

†The MINISTER OF AGRICULTURAL DEVELOPMENT:

(1) No

Problems are being experienced in respect of water supply. Existing information indicates that for 10 out of the last 30 years there have been insufficient water to irrigate the almost 6 000 ha of land, from both the river and boreholes. Insufficient water for irrigation purposes is regarded as the single biggest negative factor.

(2) Yes

An economic and engineering investigation was undertaken by the Department in 1988. The solution for the area's problems lay in the enlargement of the farming units by means of consolidation. The farmers in the area qualify for the favourable financial assistance schemes applicable in the Designated Area.

(3) Yes

A joint steering committee is undertaking a study of the catchment area of the Crocodile River.

Ohrigstad area: financial assistance to farmers

*3. Mr A A B BRUWER asked the Minister of Agricultural Development:†

(1) Whether any farmers in the Ohrigstad area are receiving financial assistance from his Department; if so, (a) why and (b) how many farmers (i) in this area have received such assistance and (ii) are still farming in this area;

(2) whether any steps are being taken to protect the Burley industry in the Ohrigstad area; if not, why not; if so, what steps;

(3) in respect of what date is this information furnished?

B1006E

†The MINISTER OF AGRICULTURAL DEVELOPMENT:

(Reply laid upon the Table with leave of House):

(1) Yes

(a) Traditionally farmers in the Ohrigstad Valley were responsible for the production of about 80% of South Africa's Burley tobacco. In 1982/83 as much as 1 600 ha was still planted to Burley tobacco and this produced a crop of 3,44 million kg. The cultivation of Burley tobacco was initially highly profitable, which in turn naturally led to a sharp increase in land prices and farmers also made substantial agricultural investments in irrigation systems, etc, on strength of this. As a result of the droughts which prevailed in the early eighties, farmers sank and equipped boreholes so as to obtain alternative water where there was insufficient irrigation water for tobacco production. In addition, nitrogen application was increased in order to increase production.

These two factors, however, led to an increase in chlorine pollution, and subsequently an increase in the nicotine content of the tobacco. The drought also caused humidity problems in the curing process of the tobacco.

Concomitant with the above-mentioned circumstances, the tobacco manufacturers, phased out their purchases from Ohrigstad Valley for quality reasons (high chlorine and nicotine content) which led to the deterioration of the financial position of the irrigation farmers in the Ohrigstad valley.

The Special Agricultural Restructuring Committee (formerly Jacobs Committee) was instructed to investigate the introduction of a special assistance programme for this area in an attempt to prevent large-scale sequestration of the farmers.

This Committee subsequently recommended the following assistance programme:

- The introduction of a debt settlement programme for the purpose of reducing farmers' debt load;
- the consolidation of farmers' debts under the 20-plus-2-year scheme which will largely (virtually exclusively) have to be dealt with by the Agricultural Credit Board;
- farmers' carry-over debts with the Lydenburg Voorspoed Co-operative for the 1987/88 and 1988/89 seasons will, from September 1989, be included in the existing 10-year carry-over debt scheme, while the amount of R1,6 million which now falls under the 6-year debt carry-over scheme, will be similarly incorporated with the 10-year carry-over debt scheme from the same date; and
- that the Agricultural Credit Board will supply production credit loans to these farmers for the next planting season which starts in September 1989, and also to those farmers who qualify for the debt settlement programme, on condition that their creditors agree not to attach and sell their farms during the production season for which the financing is made available.

(b) (i) 36 applications for debt consolidation/settlements were received; of these 15 were approved for debt consolidation to an amount of R1,8 million, and 11 for settlement to an amount of R1,6 million. 35 applications were received for crop productions loans, of which 31 were approved to an amount of R1,6 million. Financial assistance totalling R5,0 million was given to farmers in this area.

(ii) 38 farmers are still farming in this area.

(2) Yes

Initially the Tobacco Board compensated farmers from its stabilisation fund for the drop in the price which tobacco manufacturers were prepared to pay for Burley tobacco, but due to the continuing nature and extent thereof, this form of susidising had to be abolished gradually. The position has now been reached where farmers

posts in his Department and (b) in respect of what date is this information furnished?

Hansard 22/5/90 B882E

The MINISTER OF EDUCATION:

(1)

Year	*Enrolment*
1985	5 310
1986	6 518
1987	7 826
1988	8 870
1989	9 487

(2) (a) The department is not in possession of this information and is also not in a position to obtain it.

(b) Falls away.

Pupil/teacher ratio in PWV area

359. Mr A GERBER asked the Minister of Education:†

What was the pupil/teacher ratio in (a) all schools under the control of his Department and (b) the PWV area as at the latest specified date for which information is available?

Hansard 22/5/90 (321) B883E

The MINISTER OF EDUCATION:

(a) all schools: pupil/teacher ratio 38,3/1

(b) the PWV area: pupil/teacher ratio 36,8/1

The statistics were compiled on Tuesday, 6 March 1990.

Venda: guarantees/sureties

402. Mr C W EGLIN asked the Minister of Foreign Affairs: Hansard 22/5/90

(1) Whether any guarantees or sureties were given directly or indirectly by the Government or any Department or agency of the Government to any person or organisation for (a) loans granted, (b) lines of credit granted and (c) other specified financial services rendered to (i) the Government of, (ii) any Government Department of, (iii) a development corporation in and (iv) any other specified person or organisation in Venda in the 1989-90 financial year; if so,

(2) (a) what amounts were involved in each case and (b) what was the total amount outstanding in terms of such guarantees or sureties as at the latest specified date for which information is available;

(3) whether foreign currencies are involved in any of these guarantees or sureties; if so, (a) what currencies, (b) how much is involved and (c) who is responsible for bearing the potential cost of exchange rate fluctuations?

Hansard 22/5/90 B949E

The MINISTER OF FOREIGN AFFAIRS:

(1) (a) No.

(b) Yes, a guarantee in respect of overdraft facilities to the Government of Venda.

(c) No.

(2) (a) R117,5 million in respect of 1 (b).

(b) Amount utilised not yet known in respect of 1 (b).

(3) No.

(a), (b) and (c) fall away.

Bophuthatswana: guarantees/sureties

403. Mr C W EGLIN asked the Minister of Foreign Affairs: Hansard 22/5/90

(1) Whether any guarantees or sureties were given directly or indirectly by the Government or any Department or agency of the Government to any person or organisation for (a) loans granted, (b) lines of credit granted and (c) other specified financial services rendered to (i) the Government of, (ii) any Government Department of, (iii) a development corporation in and (iv) any other specified person or organisation in Bophuthatswana in the 1989-90 financial year; if so,

(2) (a) what amounts were involved in each case and (b) what was the total amount outstanding in terms of such guarantees or sureties as at the latest specified date for which information is available;

(3) whether foreign currencies are involved in any of these guarantees or sureties; if so, (a) what currencies, (b) how much is involved and (c) who is responsible for bearing the potential cost of exchange rate fluctuations?

B950E

The MINISTER OF FOREIGN AFFAIRS:

(1) No. Hansard 22/5/90

(2) and (3) fall away.

SADF: applications from non-Whites

413. 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 (i) Army, (ii) Air Force, (iii) Navy and (iv) Medical Services in 1989?

Hansard 22/5/90 B960E

The MINISTER OF DEFENCE:

(a) Separate statistics for race groups are not held in respect of applications to join the SA Defence Force.

(b)

(i)	White	1 214
	Coloured	79
	Indian	0
	Black	1 408
(ii)	White	1 452
	Coloured	79
	Indian	17
	Black	0
(iii)	White	324
	Coloured	40
	Indian	49
	Black	1
(iv)	White	623
	Coloured	13
	Indian	0
	Black	15

OECD: hazardous wastes

417. Mr R J LORIMER asked the Minister of Foreign Affairs:

(1) Whether there is an international Organisation for Economic Co-operation and Development (OECD) agreement regarding the import, export and/or handling of hazardous wastes; if so, (a) what is the name of this agreement, (b) when was it agreed to and (c) who are its signatories; Hansard 22/5/90

(2) whether South Africa is a signatory to this agreement: if not, why not; if so, when did we sign this agreement;

(3) whether South Africa is complying with the said agreements; if not, (a) why not and (b) in what specified ways are we not complying with it; Hansard 22/5/90

(4) whether his Department has any information on whether South Africa imports any hazardous wastes from any of the signatories to this agreement; if so, from which signatories?

B964E

The MINISTER OF FOREIGN AFFAIRS:

(1) No Organisation for Economic Co-operation and Development (OECD) treaty as such exists. The OECD has, however, in three Council decisions of 1 February 1984, 5 June 1986 and 27 May 1988, made recommendations on the internal handling and transboundary movement of hazardous wastes from OECD member states.

(a), (b) and (c) fall away.

(2) South Africa is not a member of the OECD and recommendations of the OECD are only applicable to member states.

(3) In connection with South Africa's compliance with international norms I wish to refer to my reply to the hon member's question no 5 of 24 April 1990 in connection with the Basle Convention which is the most comprehensive international Convention of its kind.

(4) The importation of hazardous wastes is a matter for the Department of Environment Affairs.

SAAF: resignations

420. Lt-Gen R H D ROGERS asked the Minister of Defence: Hansard 22/5/90

(1) How many (a) pilots and (b) technical personnel resigned from the South African Air Force in 1989;

(2) whether any steps are being taken to prevent further resignations; if not, why not; if so, what steps?

B996E

The MINISTER OF DEFENCE:

(1) (a) 97

(b) 544

CPT. Times 28/5/90

Protest march deadlock

Staff Reporter

PLANS for a education protest march through central Cape Town today have led to a temporary deadlock between the organisers, the National Teachers Unity Forum (NTUF), and the Minister of National Education, Mr Gene Louw.

Late on Friday, Mr Louw cancelled a meeting with NTUF leaders for this morning, saying he would only go through with it if plans for the protest march were abandoned.

March leaders maintain the march will go ahead and a delegation of leaders will present itself at Mr Louw's office building "as agreed by the Minister without preconditions", the spokesman said.

Louw criticised for not meeting teachers

11665
29/6/80

By JOHN YELD
Education Reporter
and Sapa

THE Minister of National Education, Mr Gene Louw, has been slammed for his refusal to meet a National Teachers' Unity Forum delegation because of a protest march coinciding with the previously arranged appointment.

But Mr Louw said an attempt by members of the Forum to enter the H F Verwoerd building had been designed to create an incident and to give the incorrect impression he was "vehemently opposed" to meeting them.

It was a pity that discipline in education was "being supplanted by cleverly planned political confrontation".

Rerouted march

About 4 000 teachers, student teachers and a small number of pupils gathered outside the City Hall about 12.45pm yesterday at the end of a rerouted march through Cape Town.

The march had originally been scheduled to end at parliament.

The Forum is demanding a single, nonracial, non-sexist system of education in a unitary South Africa, and spokesman Mr 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, given the militant mood of teachers nationally."

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, Mr Naicker told the crowd.

"Teachers of the oppressed people have united in their demands. We have been physically and artificially separated for too long and it cannot go on. We are now on a march forward for teacher unity," he said to cheers.

Forum spokesman Mr Shepherd Mdladlana said a "fundamental change" was required in education and he slammed Mr Louw's department as "arrogant".

They were "very disappointed" that Mr Louw had refused to meet the delegation.

"You must provide us with resources to teach, even if you refuse to meet us," Mr Mdladlana said.

National Education Co-ordinating Committee general secretary Mr Ihron Rensburg said the committee saluted teachers on their "courageous stand" to end apartheid education. Although Mr Louw had displayed "such arrogance", they would still meet him.

"We have to identify the (education) crisis together," Mr Rensburg said.



Picture: LEON MULLER, The Argus.

WE PROTEST: Part of the crowd of about 4 000 teachers, student teachers and pupils who marched to the City Hall yesterday.

In fact, all four provinces funded pre-primary education from available funds of such a Department with relation to the pupil/teacher ratio on the basis of stipulated regulations under the ordinances. The hon member is very much aware of the fact that money is not generated for pre-primary education within the formula. Each province, each education department, is able to use some money for pre-primary education within the available funds he receives, because it is a very important part of education.

The Natal Education Department used a stipulated amount for pre-primary education. He continued with the same amount for the funding of pre-primary education until the beginning of January this year. The other provinces started scaling down at previous occasions, as the Natal Education Department already did from 1986 with regard to other financial posts within the Department because the finances became less. The Natal Education Department felt however to continue until the beginning of January. What happened then?

At the beginning of January the Director of Education realised that he must run his Education Department in the best manner possible with his limited funds. He then thought it proper to take a little money away from pre-primary education which is not compulsory education. He then dropped 80 posts which were all temporary posts in which temporary teachers served.

There is in other words no question about the fact that he terminated the service of 80 people. The contracts of the 80 people who were in those temporary posts expired, and the contract was not renewed because there were no more posts. That is why I stress that. Nobody suffered any loss. I can assure the hon member if my memory is not playing tricks with me, that of those 80 people who were in these teaching posts, there are only 23 who are not filling teaching posts, that is in a school or in pre-primary education or wherever it may be.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

White old-age pensioners: means test

*4. Mr B B GOODALL asked the Minister of Health Services, Welfare and Housing:

Whether any steps are being taken by his Department to adjust the means test for White old-age pensioners; if not, why not; if so, what steps? B1130E

THE MINISTER OF HEALTH SERVICES, WELFARE AND HOUSING:

The income leg of the means test was extended as recently as 1 April 1990 when social pensions were increased.

The Mouton Commission is currently investigating the whole question of the payment of social pensions and in particular the further extension of the means test. The outcome and recommendation of their investigation are being awaited and until such time no further announcement in this regard will be forthcoming.

J G Strijdom Hospital: application for certain post

*5. Mr M J ELLIS asked the Minister of Health Services, Welfare and Housing:

(1) Whether a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, applied for a post as part-time consultant surgeon at the J G Strijdom Hospital in November 1989; if so, what is the name of this person;

(2) whether he was considered for this post; if not, why not; if so,

(3) whether he was appointed to this post; if not, (a) why not and (b) in what manner was he informed of this decision? B1131E

THE MINISTER OF HEALTH SERVICES, WELFARE AND HOUSING:

(1) The person referred to and whose name is known to the member, was interviewed by the Superintendent of the J G Strijdom Hospital during November 1989. At this interview he was requested to submit a Curriculum Vitae and a completed Z83 application form. This request was never acceded to and he was therefore not considered for this post.

(2) and (3) Fall away.

Teacher Education for the 21st Century

*6. Mr M J ELLIS asked the Minister of Education and Culture:

(1) Whether his Department received from the Natal Education Department a copy of a document entitled *Teacher Education for the 21st Century*; if so, (a) why, (b) what is the purpose of the document; (c) what is his response to its contents and (d) what are the future plans for the document;

(2) whether he will make a statement on the matter? B1132E

THE MINISTER OF EDUCATION AND CULTURE:

(1) No, but the Department is aware of the document which has not been finalised;

(2) no.

Johannesburg College of Education lecturer: appeal

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

(1) Whether, with reference to his reply to Question No 3 on 14 March 1989, the appeal case of his Department against a court judgment in which a decision of his Department in respect of a lecturer at the Johannesburg College of Education was set aside, has been concluded; if not, when is it expected to be concluded; if so, what is the outcome thereof;

(2) whether he will make a statement on the matter? B1141E

THE MINISTER OF EDUCATION AND CULTURE:

(1) No, the appeal will be heard on 13 June 1990;

(2) no.

For written reply:

General Affairs:

Development Bank of Southern Africa: decentralisation

371. Mr H H SCHWARZ asked the Minister of Finance:

What total amount did the Development Bank of Southern Africa, in 1989, (a) invest in, and/or (b) grant in loans to, each specified development region where decentralisation concessions or incentives are applicable? B899E

THE MINISTER OF FINANCE:

In the 1989/90 financial year, which ended on 31 March 1990, the Development Bank of Southern Africa had the following loan commitments for projects in the implementation and negotiating phases in the nine development regions.

Region	*Number of loans*	*Amount (R'000)*
A	3	1 625
B	11	269 148
C	13	90 295
D	94	384 878
E	52	374 721
F	15	50 905
G	120	332 095
H	34	196 754
J	21	219 270
Total	363	1 919 691

Notes:

(i) Each of the above development regions has two or more industrial development or deconcentration points, for which different concessions or incentives apply. The Development Bank loans per region are not necessarily for projects at such points.

(ii) Apart from the abovementioned development regions, the Bank in the past financial year also had commitments of almost R300 million for 18 loans for projects in neighbouring countries.

Government: amounts owed

410. Mr H H SCHWARZ asked the Minister of Finance:

What amounts were owing to private bodies and persons by the Government, other than on bank facilities and stock issues, as at (a) 31 December 1989 and (b) the latest specified date for which information is available? B957E

THE MINISTER OF FINANCE:

(a) 31 December 1989 — R1 649 580 314,96

(b) 30 April 1990 — R1 228 120 406,89

(Foreign loans, stock issues and Treasury bills excluded).

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

1. 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?

D208E.INT

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—as this 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 there 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 Tasa 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 "uplang 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 somersaulted. 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 interpellation. 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 retracted 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, physical science 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 symbols in Std 10 as a requirement for university entrance. [Time expired.]

Mr P I 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.

I think instances of this kind must be avoided in the future in the interest 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 As and Bs. [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 giving private tuition, he will have nothing 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 NAIDOO: Mr Chairman, fortunately the bulk of the teaching fraternity make their expertise 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 physically impossible 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 Indian teachers who are rendering a valuable 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 "uplang" and "tax dodging" 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 Reservoir Hills understands precisely what I am saying . . .

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 MAKDA: 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 befit 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 what 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 Tasa, 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?
>
> D209E.INT

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 programmes: 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 Upliftment 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; Stanger Child and Family Welfare Society; Natal Blind and Deaf Society; Lakehaven Children's Home; Stanger 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, dagga 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 Hills.

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, of the three particular areas, this administration has neglected the

comments of the advisory bodies, would be made available in the fullest detail to every parent in this country so that every parent in this country would know precisely what was involved.

What are we dealing with? This interpellation was placed on the Question Paper by the hon member for Brits for the sole reason of playing politics with education, and I refuse to participate in the political discussion. I am not prepared to join the Official Opposition in wasting time when it comes to the education of this country. As far as this side of the House is concerned the education of this country is far too responsible a matter to turn into a party-political football.

Debate concluded.

QUESTIONS

† Indicates translated version.

For oral reply:

Own Affairs:

Speaker at schools

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

Whether, since 1 January 1989, any officials of his Department have refused permission to allow any school in the Cape Peninsula to have a particular speaker or taken any action after any school had a speaker; if so, (a) on how many occasions, (b) why and (c) what are the names of the speakers? B1069E

The MINISTER OF EDUCATION AND CULTURE:

Yes,

(a) 4,

(b) the appearances were to take place during school hours and were therefore contrary to relevant departmental policy,

(c) (i) Messrs K M Andrew MP and G Rossiter of the NECC

(ii) Mr G Rossiter of the NECC

(iii) Mrs P van der Velde

(iv) Mr G Rockman (formerly Lt Rockman of the SAP).

Mr K M ANDREW: Mr Chairman, arising from the hon the Minister's reply, may I ask him why he does not wish to leave it to the discretion of school principals and school committees as to who the appropriate speakers should be on various occasions at their schools?

†The MINISTER: Mr Chairman, in the first place, the teaching body is a disciplined and orderly professional body. The principals are quite happy and satisfied to act within an organised professional system.

The hon member is making a mistake, because it is not that we are acting against a particular person.

My reply was that these requests came to allow persons from outside to address pupils during school hours. It is departmental policy that we are not going to interrupt the school programme for persons from outside to address pupils because if you do this with one you are swamped by so many different cases, and we do not regard it in the interests of an orderly teaching programme to do it. It is therefore not about who the persons are, and in this particular case also not about what the subject was as such. It is about the perfectly normal disciplined manner in which we run our schools and that is that we do not interrupt the programmes with addresses by persons from outside.

Mr K M ANDREW: Mr Chairman, further arising from the hon the Minister's reply, is he saying to us that schools are not ever permitted to have guest speakers during school hours?

†The MINISTER: Mr Chairman, not during school hours, except if it should occur in exceptional cases with the permission of the Superintendent of Education and the Director of Education.

Mr K M ANDREW: Mr Chairman, further arising from the hon the Minister's reply, may I ask him whether permission is obtained from the Department both for the occasion and for the speaker on every occasion that schools have guest speakes during school hours, for example at their Founders Day ceremonies?

†The MINISTER: Mr Chairman, it is just plain foolish. It is obviously not the same as when there is a request that a particular person from outside address the children during a class period. What happens is that if it is for example

April, 31 May or 10 October or a particular day, arrangements are made in the school programme in respect of the honouring of a particular hero or cultural matter. It has nothing to do with a normal question to have somebody addressed on the desirability of open schools, as it was in this particular case.

Rent control: income limits

*2. Mr K M ANDREW asked the Minister of Health Services, Welfare and Housing:

(1) Whether it is intended to review in the near future the income limits of tenants qualifying for rent control; if not, why not; if so, when;

(2) (a) when last were these income limits adjusted and (b) what are the current limits? B1123E

†The MINISTER OF THE BUDGET AND LOCAL GOVERNMENT (for the Minister of Health Services, Welfare and Housing):

(1) No. The Government has committed itself to the speedy removal of measures which constrain the economy unnecessarily and are in conflict with free market principles. By increasing the income limits to qualify for continued rent protection the rent control phasing-out process will be prolonged. Such a step could only be justified should wide-spread rent exploitation become evident, which is presently not the case.

(2) (a) 1 February 1987, by virtue of Proclamation No 24 of 1987.

(b) A gross monthly income of not more than R750 in respect of single tenants without dependants; and a gross monthly income of not more than R1 250 in respect of married tenants or tenants with dependants. The gross monthly income is considered to be the joint income of husband and wife.

Mr K M ANDREW: Mr Chairman, arising from the hon the Minister's reply, and in view of the fact that he was the responsible Minister when this policy was introduced, may I ask him what the Government's plans are for the the thousands of people who, simple because of inflation, move out of the brackets as rent-controlled tenants and who end up not having a place to live?

The MINISTER: Mr Chairman, I think the reply I have just given does give a perspective on the matter. I would suggest that the hon member first study the reply. However, what he has put before me now I will pass on to my hon colleague.

Pre-primary teachers: pupil/teacher ratio

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

(1) Whether the number of pre-primary teachers employed in schools subsidised or controlled by his Department was directly related to the number of pupils in those schools by way of a pupil/teacher ratio laid down in terms of the provincial ordinances prior to April 1990; if not, according to what criteria was the number of teachers established; if so, what was the pupil/teacher ratio laid down in these ordinances;

(2) whether the termination of the services of pre-primary teachers in Natal was effected in accordance with the provisions of any ordinances; if not, why not; if so, in accordance with which such provisions;

(3) whether he will make a statement on the matter? B1129E

The MINISTER OF EDUCATION AND CULTURE:

(1) Cape: yes, 23:1
Natal: yes; ± 23:1
OFS: no, posts have been created taking available funds into consideration
Transvaal: yes, ± 20:1

(2) the services of no permanent teachers in the pre-primary phase were terminated;

(3) no.

Mr R M BURROWS: Mr Chairman, arising from the hon the Minister's reply, I would like to know if he can indicate to me whether the number of teachers appointed per number of pupils in the first part of the question were all permanent, or permanent and temporary, and if so, why he is only concerned that no permanent teachers' services were terminated?

†The MINISTER: Mr Chairman, the answer is simple. The hon member has often spoken of this and now he is looking for something sinister behind it which is not there.

In fact, all four provinces funded pre-primary education from available funds of such a Department with relation to the pupil/teacher ratio on the basis of stipulated regulations under the ordinances. The hon member is very much aware of the fact that money is not generated for pre-primary education within the formula. Each province, each education department, is able to use some money for pre-primary education within the available funds he receives, because it is a very important part of education.

The Natal Education Department used a stipulated amount for pre-primary education. He continued with the same amount for the funding of pre-primary education until the beginning of January this year. The other provinces started scaling down at previous occasions, as the Natal Education Department already did from 1986 with regard to other financial posts within the Department because the finances became less. The Natal Education Department felt however to continue until the beginning of January. What happened then?

At the beginning of January the Director of Education realised that he must run his Education Department in the best manner possible with his limited funds. He then thought it proper to take a little money away from pre-primary education which is not compulsory education. He then dropped 80 posts which were all temporary posts in which temporary teachers served.

There is in other words no question about the fact that he terminated the service of 80 people. The contracts of the 80 people who were in those temporary posts expired, and the contract was not renewed because there were no more posts. That is why I stress that. Nobody suffered any loss. I can assure the hon member if my memory is not playing tricks with me, that of those 80 people who were in these teaching posts, there are only 23 who are not filling teaching posts, that is in a school or in pre-primary education or wherever it may be.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

White old-age pensioners: means test

*4. Mr B B GOODALL asked the Minister of Health Services, Welfare and Housing:

Whether any steps are being taken by his Department to adjust the means test for White old-age pensioners; if not, why not; if so, what steps? B1130E

The MINISTER OF HEALTH SERVICES, WELFARE AND HOUSING:

The income leg of the means test was extended as recently as 1 April 1990 when social pensions were increased.

The Mouton Commission is currently investigating the whole question of the payment of social pensions and in particular the further extension of the means test. The outcome and recommendation of their investigation are being awaited and until such time no further announcement in this regard will be forthcoming.

J G Strijdom Hospital: application for certain post

*5. Mr M J ELLIS asked the Minister of Health Services, Welfare and Housing:

(1) Whether a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, applied for a post as part-time consultant surgeon at the J G Strijdom Hospital in November 1989; if so, what is the name of this person;

(2) whether he was considered for this post; if not, why not; if so,

(3) whether he was appointed to this post; if not, (a) why not and (b) in what manner was he informed of this decision? B1131E

The MINISTER OF HEALTH SERVICES, WELFARE AND HOUSING:

(1) The person referred to and whose name is known to the member, was interviewed by the Superintendent of the J G Strijdom Hospital during November 1989. At this interview he was requested to submit a Curriculum Vitae and a completed Z83 application form. This request was never acceded to and he was therefore not considered for this post.

(2) and (3) Fall away.

Teacher Education for the 21st Century

*6. Mr M J ELLIS asked the Minister of Education and Culture:

(1) Whether his Department received from the Natal Education Department a copy of a document entitled *Teacher Education for the 21st Century*; if so, (a) why, (b) what is the purpose of the document; (c) what is his response to its contents and (d) what are the future plans for the document;

(2) whether he will make a statement on the matter? B1132E

The MINISTER OF EDUCATION AND CULTURE:

(1) No, but the Department is aware of the document which has not been finalised;

(2) no.

Johannesburg College of Education lecturer: appeal

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

(1) Whether, with reference to his reply to Question No 3 on 14 March 1989, the appeal case of his Department against a court judgment in which a decision of his Department in respect of a lecturer at the Johannesburg College of Education was set aside, has been concluded; if not, when is it expected to be concluded; if so, what is the outcome thereof;

(2) whether he will make a statement on the matter? B1141E

The MINISTER OF EDUCATION AND CULTURE:

(1) No, the appeal will be heard on 13 June 1990;

(2) no.

For written reply:

General Affairs:

Development Bank of Southern Africa: decentralisation

371. Mr H H SCHWARZ asked the Minister of Finance:

What total amount did the Development Bank of Southern Africa, in 1989, (a) invest in, and/or (b) grant in loans to, each specified development region where decentralisation concessions or incentives are applicable? B899E

The MINISTER OF FINANCE:

In the 1989/90 financial year, which ended on 31 March 1990, the Development Bank of Southern Africa had the following loan commitments for projects in the implementation and negotiating phases in the nine development regions.

Region	*Number of loans*	*Amount (R'000)*
A	3	1 625
B	11	269 148
C	13	90 295
D	94	384 878
E	52	374 721
F	15	50 905
G	120	332 095
H	34	196 754
J	21	219 270
Total	363	1 919 691

Notes:

(i) Each of the above development regions has two or more industrial development or deconcentration points, for which different concessions or incentives apply. The Development Bank loans per region are not necessarily for projects at such points.

(ii) Apart from the abovementioned development regions, the Bank in the past financial year also had commitments of almost R300 million for 18 loans for projects in neighbouring countries.

Government: amounts owed

410. Mr H H SCHWARZ asked the Minister of Finance:

What amounts were owing to private bodies and persons by the Government, other than on bank facilities and stock issues, as at (a) 31 December 1989 and (b) the latest specified date for which information is available? B957E

The MINISTER OF FINANCE:

(a) 31 December 1989 — R1 649 580 314,96

(b) 30 April 1990 — R1 228 120 406,89

(Foreign loans, stock issues and Treasury bills excluded).

esday, May 29, 1990

Schools crisis: 5 000 teachers in city march

Cape Times 29/5/90 (321)

By NORMAN PATTERTON and PETER DENNEHY

AT LEAST 5 000 people, the vast majority of them teachers, marched around the eastern part of the city yesterday in support of demands for a non-racial, non-sexist and democratic education system.

The march left 14 black secondary schools in townships in and around Cape Town deserted by both pupils and teachers.

Yesterday was the first time this year that curricular activities had been interrupted, DET assistant director Mr Archibald Ndamase said.

Mid-year exams were written at most coloured schools, a spokesman said. Many teachers had adjudicated exams until 11am and then joined the march.

Before the legal march began, a delegation of National Teachers' Unity Forum leaders had been turned away by a posse of policemen from the steps of the H F Verwoerd Building which houses the office of Mr Gene Louw, Minister of National Education.

He had cancelled his scheduled meeting with the delegation, and said he would go through with it only if the march was called off.

However, march leader Mr Poobie Naicker of Natal told the crowd gathered below the City Hall balcony that the delegation's meeting with Mr Louw had been rescheduled for June 5. Mr Louw's office did not confirm this yesterday.

Several senior Cosatu office-bearers, including general secretary Mr Jay Naidoo, were in the front line of the march. Other leaders included Mr Ihron Rensburg of the National Education Crisis Committee and Mr Randall van den Heever of the Cape Teachers' Professional Association.

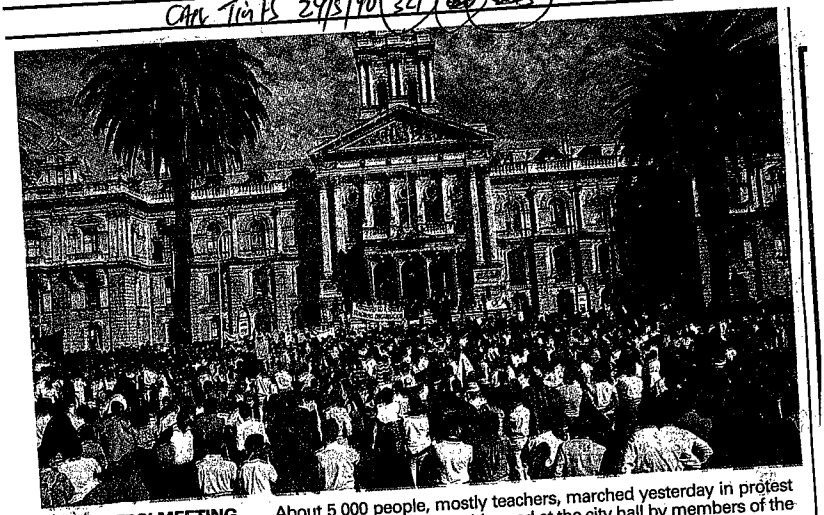
Speaking from the City Hall, Mr Rensburg said the government had recently unveiled an "education renewal strategy" in which 20 sub-committees had been formed "to address the crisis".

However, he said, problems "would not be resolved by the National Party and its cronies, but by the people".

The last six months of this year would be devoted to "disciplined mass action for an education system which is legitimate, based on democratic principles, and in which curriculae, syllabi and textbooks are written by the people", Mr Rensburg said.

A teacher, Ms Celeste Perez, poured scorn on the official pupil-to-teacher ratios of 26,9-to-one in coloured schools and 40,1-to-one in African schools, saying the figures were really much higher.

CAPE TIMES 29/5/90 321



TEACHERS' MEETING ... About 5 000 people, mostly teachers, marched yesterday in protest against the education system. Afterwards they were addressed at the city hall by members of the National Teachers' Unity Forum, Cosatu and the ANC. ● **Report — Page 2** Picture: GLENN SHERRATT



Forward in unity ... Teachers from across the political spectrum march through Cape Town's streets Picture: BENNY GOOL, Afrapix

WMail 1/6 - 7/6/90 (321)

Militant teachers threaten a national strike

THE threat of a national strike looms after angry teachers this week warned they would take "decisive national action" if their demands were not met.

They also accused National Education Minister Gene Louw of arrogance and "irresponsibility given the militant mood of teachers".

Louw's lambasting came after a march by more than 5 000 teachers through Cape Town's street, where Pan Africanist Congress flags flew alongside the black, green and gold of the African National Congress and the biggest banner of all proclaimed "Forward to teacher unity".

By GAYE DAVIS, Cape Town

By cancelling his meeting with a delegation of the National Teacher Unity Forum, Louw was guilty of going back on his word, NTUF representative Poobie Naicker said.

Louw denied being opposed to meeting the NTUF. A meeting may be re-scheduled for June 5.

"We'll review our continued participation in apartheid education and, if necessary, will nationally co-ordinate a decisive national action in support of demands," the NTUF said.

Teachers' grievances include dissatisfaction over discrimination and inefficiency regarding payment of salaries and provision of facilities and equipment.

The general secretary of the National Education Crisis Committee, Ihron Rensburg, said teachers were prepared to negotiate with Louw a process whereby the nature of the crisis could be identified and its interim management effected.

The march was a demonstration of solidarity among members of a profession pervaded by divisions. It also signalled the increasingly militant mood among those who form the backbone of a fragmented education system they want re-built.

While efforts are being directed at launching a national teachers' organisation as early as September, indications are that progress may founder on fundamental differences over the new body's form and structure.

The NTUF claims the support of 150 000 teachers through two teacher federations, the African Teachers' Association and the United Teachers Association, and new groups allied to the Mass Democratic Movement.

Minister to meet teachers in city today

THE Minister of National Education, Mr Gene Louw, will meet a delegation from the National Teachers' Unity Forum (NTUF) in the city at 9am today, a spokesman said yesterday.

Last week Mr Louw was criticised for refusing to meet a NTUF delegation in March because a protest march coincided with the appointment.

About 4 000 teachers, student teachers and a number of pupils staged the march through Cape Town on March 29.

NTUF spokesman Mr Poobie Naicker then said Mr Louw had agreed to meet the delegation "unconditionally".

The delegation had then asked for a rescheduled meeting on June 5.

The NTUF is seeking "single, non-racial, non-sexist" education.

NTUF delegates said last night that they would seek "an agreement of intent" from Mr Louw to look into teachers' grievances.

SA 'can't afford' instant equal education

Cape Times 5/6/90

(321)

Political Staff

THE economy could not carry the burden of instant equality in education even if this was possible and equality could mean a lowering of standards, the Democratic Party's finance spokesman, Mr Harry Schwarz, said yesterday.

Equality in education would be on any negotiation table, he said.

Mr Schwarz, addressing a meeting of the Association of Principals of Jewish Schools in South Africa, said it was generally accepted that education was one of country's greatest challenges.

The country was today paying the price of misguided and confused ideologies.

"The often quoted figures of disparity in education expenditure on a per capita basis cannot be instantly removed, even it is financially feasible, as there are not the trained teachers and the facilities."

The ratio of one teacher to 17,2 pupils for whites, one to 37,6 in the Department of Education and Training and as low as one to 51 in KwaZulu could not be remedied overnight for the same reasons, he said.

"What is therefore needed is a realistic plan of which a timetable is an integral part, linked to a re-arranged set of state of expenditure priorities and the growth in the gross domestic product. Also, a realistic programme to remove discrimination in education and for this plan to be put on the negotiating table."

'Historic' agreement with teachers

CAM Times 6/6/90 (321)

Political Correspondent

THE government and the National Teachers Unity Forum (NTUF) yesterday reached agreement on a wide range of educational matters, including a commitment to end apartheid in education.

A joint statement issued by the Minister of National Education, Mr Gene Louw, and a NTUF delegation led by Mr Poobie Naicker described the meeting as "historic".

The two parties said the discussions had been "open", "constructive" and reflected a commitment to find solutions to the critical issues affecting education in general and teachers in particular.

At yesterday's meeting the parties accepted the principle of a "minumum living remuneration" for teachers and the NTUF undertook to submit proposals to bring this about.

The joint statement noted that Mr Louw "has reaffirmed the government's committment to abolish apartheid and remove discrimination in general and in education in particular."

Mr Louw also declared his unconditional opposition to any form of victimisation of teachers and the NTUF delegation agreed to submit details about specific cases and categories of victimisation for "immediate attention".

The parties also agreed that there was a "crisis" in SA education, especially black education, and Mr Louw reiterated the government's commitment to provide equal educational opportunities for all South Africans.

Mr Louw also accepted the principle of job security for qualified teachers, and there was consensus that the problem of temporary appointments should be addressed urgently in view of the shortage of teachers.

Parity for teachers to be addressed

321

LESLEY LAMBERT

CAPE TOWN — National Education Minister Gene Louw has indicated that priority is to be given to the removal of disparities between male and female teachers' salaries. B 1Dan6|6|90

In a joint statement issued after a meeting of the National Education department and the National Teachers Unity Forum (NTUF) here yesterday, Louw said the bodies had agreed on the principles of a minimum living wage and job security for qualified teachers.

The NTUF undertook to submit proposals for the realisation of these principles.

The parties also agreed that temporary appointments to make up for staff shortages were problematic and would have to be addressed urgently.

Louw refused to meet an NTUF delegation last week because of a protest march by more than 4 000 teachers, student teachers and pupils which was planned to coincide with the meeting.

Wage disparities to receive priority

Cape Times 4/6/90

321

Political Staff

CAPE TOWN. — Eliminating wage disparities between male and female teachers is to receive priority, a joint statement by the Minister of National Education, Mr Gene Louw, and the National Teachers Unity Forum, said yesterday.

"The Minister indicated that a high priority should be given to eliminating the remaining disparity in the salaries of male and female teachers in the shortest possible time," the statement said.

Teachers' union launch

THE president of the National Education Union of South Africa, Mr Curtis Nkondo, will address a rally to launch the Giyane Teachers' Union at the local stadium on Saturday. (321)

Mr Ben Mhlongo, the union's chairman, said they expected thousands of teachers and students.

Other speakers will include representatives of the NECC, Cosatu and teachers' organisations in the Northern Transvaal. SOWETAN 7/6/90

Angry white teachers cut ties with Louw

Argus 8/6/90

By ANDREA WEISS
Staff Reporter

WHITE teachers have cut ties with Education Minister Mr Gene Louw in protest against his recent meeting with the National Teachers' Unity Forum (NTUF).

The Teachers' Federal Council (TFC), which represents about 93 000 white members, was reacting to the meeting between Mr Louw and the NTUF in Cape Town on Tuesday and a joint Press statement issued afterwards.

The TFC claimed Mr Louw had negotiated with an unrecognised body, discussed matters outside the ambit of his department's portfolio and ignored established negotiation structures.

Against this background, the TFC had decided "until further notice" it would not be able to afford its continued co-operation with the Education Minister and his department.

"It is now the responsibility of the State President and his Cabinet to give clarity on whether the arbitrary action of the minister is acceptable at government level."

The TFC wished to "make clear" it did not dispute the minister's prerogative to have talks with whom he wished. It also "appreciated the fact that there are many problems in education".

However, it failed to understand why the minister held discussions with a non-recognised body "whose express aim was not to co-operate with government structures".

It also did not grasp how Mr Louw was able to discuss matters outside the jurisdiction of his department and which were the political responsibility of ministers of other education departments.

While teachers' contribution to education was spelt out by law, it was strange that people outside the educator's sector — especially those involved with Cosatu and organised trade unionism — should have been part of the delegation to Mr Louw, the TFC said.

The TFC had met Mr Louw as recently as May 28 to discuss "sensitive education matters".

"The joint public statement by the minister and the NTUF now creates the impression that this was the first time these matters had been given attention," said the council.

Palestinians have discovered the perfect antidote to teargas. They sniff capsules of the children's decongestant, Karvol. — The Independent.

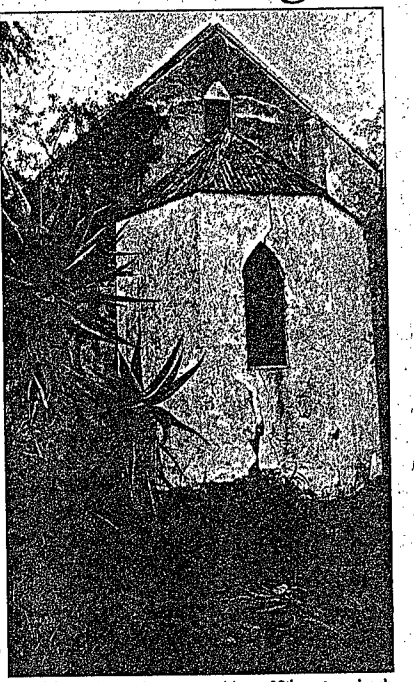
Mission accomplished: an all-race teachers' college

A ramshackle mission outside Pretoria is being revamped to serve as the site of South Africa's first non-racial, private teachers' training college.

Edendale mission station — comprising a 19th century church and an ornate classroom block — has been in a state of disrepair since the last Berlin missionary left in 1962.

Now, with the help of a R30 million private sector donation, Promat Colleges has obtained Government permission to go ahead with the establishment of the college.

Both the architectural planning and the college's existence represent a clear break with a rigid 30-year legacy of segregated teacher training under successive Nationalist governments.



Edendale mission station — comprising a 19th-century church, above, and an ornate classroom block, below — is being revamped to serve as the site of South Africa's first non-racial, private teachers' training college.
● Pictures by Ruvan Boshoff.

Negotiations

The mission buildings will be rebuilt to retain the churchyard atmosphere and a number of other buildings of similar design are being erected.

Promat Colleges — a non-profit organisation which has five colleges that aim to help black teachers gain their matric certificates — will administer the college.

The breakthrough follows five years of intense negotiations with Government education authorities, who until now have kept teacher training racially separate and under official control.

It is hoped the new college will point the way towards addressing South Africa's severe lack of qualified teachers. By the year 2000 the country will need at least 240 000 teachers — by 1987 there were only 50 331 of whom 30 percent had not passed matric.

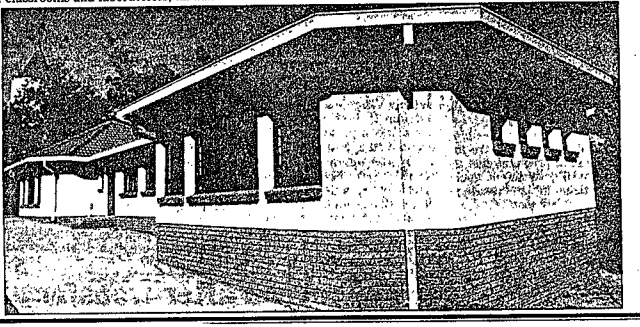
A four-year syllabus has been drawn up in conjunction with the University of the Witwatersrand and will enable those who gain the diploma to teach at any school in the country.

The Promat centre near Pretoria and Mamelodi on 26 ha of land donated by the chemical company Anikem will house the new college as well as a primary and secondary school.

The first phase of the project comprises complexes of classrooms and laboratories, an administrative centre and all-puprose hall with seats designed to recline completely for indoor sports activities.

The second phase will include hostels for boarders and sports fields and facilities. It will open in January.

PATRICK BULGER



Change is creeping in everywhere these days. Now a ramshackle mission outside Pretoria is being revamped to serve as the site of South Africa's first non-racial, private teachers' training college. Both the architectural planning and the college's existence represent a clear break with a rigid 30-year legacy of segregated teacher training under successive Nationalist governments.

Teacher body breaks ties with Louw

CAPE Times 8/6/90

321

By BARRY STREEK
Political Staff

THE Teachers' Federal Council, representing 93 000 teachers, yesterday broke all ties with the Minister of National Education, Mr Gene Louw, because of his meeting this week with the National Teachers' Unity Forum.

The TFC, a predominately white body, claimed that the NTUF had been conceived and structured outside South Africa and operated under the auspices of Cosatu.

It said in a statement issued by its chairman, Professor Hennie Maree, that Mr Louw had negotiated with an unrecognised body, discussed matters which did not fall within the ambit of his portfolio and ignored recognised negotiation structures.

The TFC said it was "astounded" by the events surrounding the meeting between Mr Louw and the NTUF delegation.

Against this background, the TFC "regrets to announce that under these circumstances it will until further notice not be able to afford its continued co-operation to the Minister of National Edcuation and his department.

"It is now the responsibility of the State President and his cabinet to give clarity on whether the arbitrary action of the minister is acceptable at government level."

One of the characteristics of the country's education structures was the "say" given to the recognised organised teaching profession at all levels, the TFC said.

However, some of the organisations in the NUTF had up to now consistently refused to participate in and co-operate with advisory structures of the Department of National Education.

It was also strange that people outside the educators' sector — specially those involved with Cosatu and organised trade unionism — should have been part of the teachers' delegation to Mr Louw.

The NUTF operated by "means of, among others, protest marches through which education is disrupted".

The impression was now created that what had been achieved with great difficulty through the recognised channels was a result of the meeting between Mr Louw and the NTUF.

"The TFC wants to emphasise that, in the light of these facts, it cannot accept the handling of the matter which negates and ignores existing and recognised procedures, practices and structures and which jeopardises existing recognised bodies that operate within the confines of the law.

"Such a disorderly handling undermines authority and confidence and is a forerunner to chaos and confusion in the entire system," the statement said.

Mr Louw could not be contacted for comment last night as he was in transit to Johannesburg, where he had to attend a function.

	(a)	(b)	(c)	(d)	(e)
Osindisweni Hospital	387	6	14	33	259
Orthopaedic Services				9	76
Provincial Medical Rehabilitation Services			1	1	6
Provincial Medical Supply Centre				24	58
Port Shepstone Hospital	234	5	19	29	157
Regional Laboratory Services			35	39	517
Richmond C H C	17		1	1	7
R K Khan Hospital	671	21	72	123	402
R K Khan C H C	17				10
Regional Laundry Durban and Coastal				8	268
Regional Laundry Northern Natal				4	108
Regional Office	550	1	28	69	374
St Andrew's Hospital	132	1	4	10	54
St Appollinaris Hospital	246	3	6	15	106
Stanger Hospital	262	3	18	37	180
Tayler Bequest Hospital	129		4	12	98
Tongaat C H C	38		2	9	19
Underberg C H C	17			1	7
Usher Memorial Hospital	108	3	6	14	101
Umzinto C H C	17				
Utrecht Hospital	33	1	2	6	36
Vryheid Hospital	152	3	8	23	137
Wentworth Hospital	493	20	37	48	430
TOTAL	12 548	492	1 189	1 626	10 257

(2) yes,	(a)	(b)	(c)	(d)	(e)
Osindisweni	107	0	0	0	11
St Appollinaris	11	3	1	5	6
TOTAL	118	3	1	5	17

(3) (a) none,

(b) (i) and (ii) fall away.

Notifiable diseases: cases

461. Mr M J ELLIS asked the Minister of National Health and Population Development: How many cases of each notifiable disease were notified in respect of each race group in 1989? B1082E

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

Number of notified cases of all the notifiable medical conditions in the RSA (excluding TBVC), 1989 (as on 18 May 1990)

Condition	*Indian*	*Black*	*Coloured*	*White*
Cholera	0	2	1	0
Typhoid fever	1	28	0	0
Paratyphoid fever	0	0	0	0
Tuberculosis (all forms)	611	44 520	17 197	697
Plague	0	0	0	0
Anthrax	0	1	0	0
Brucellosis	0	3	5	10
Leprosy	0	33	0	0
Diphtheria	0	6	3	0
Meningococcal infection	21	358	414	75

Condition	*Indian*	*Black*	*Coloured*	*White*
Tetanus	0	119	3	2
Poliomyelitis	0	8	3	0
Smallpox	0	0	0	0
Measles	49	8 676	468	191
Yellow fever	0	0	0	0
Haemorrhagic fevers of Africa	0	1	2	9
Rift Valley fever	0	0	0	0
Viral hepatitis	63	816	561	656
Rabies	0	6	0	1
Psittacosis	0	1	0	2
Trachoma	0	300	2	0
Typhus fever	0	0	0	0
Malaria	3	6 030	18	193
Trypanosomiases	0	0	0	0
Leptospirosis	0	0	0	0
Toxoplasmosis	0	2	0	0
Primary malignancy, Bronchus	22	98	131	169
Primary malignancy, Lung	32	49	42	83
Primary malignancy, Pleura	0	16	14	10
Poisoning from agricultural remedies	0	67	42	24
Lead poisoning	0	5	1	0

OFS Region: farm schools for Blacks

473. Mr R M BURROWS asked the Minister of Education:

(1) How many (a) primary and (b) secondary schools for Blacks were located on farms in the Orange Free State Region in 1989;

(2) how many pupils were attending such (a) primary and (b) secondary schools as at the latest specified date in 1989 and 1990, respectively, for which figures are available? B1098E

The MINISTER OF EDUCATION:

(1) (a) 1 053

(b) none.

(2) (a) 1989 — 61 395
1990 — 59 830

(b) 1989 — none
1990 — none.

Own Affairs:

Teachers/administrative staff employed

87. Mr J J WALSH asked the Minister of Education and Culture:

How many (a) teachers and (b) administrative staff were employed by each of the provincial education departments as at 31 December 1989? B644E

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)*
Cape	16 522	2 002
Natal	7 357	953
Orange Free State	5 050	627
Transvaal	30 462	4 449

* excluding professional, technical and scheduled departmental personnel.

Cape Province/Natal: school attendance/absenteeism

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

Whether, with reference to his reply to Question No 18 on 28 February 1990, the 1989 statistics relating to school attendance and absenteeism for the Cape Province and Natal are available as yet; if not, why not; if so, what was the daily average (a) number of pupils attending (i) primary and (ii) secondary school, and (b) percentage absentee rate at (i) primary and (ii) secondary schools, in (aa) the Cape Province and (bb) Natal in that year? B1220E

Education row brews

Louw censures teachers' union

A HUGE row which threatens to divide the organised white teaching profession is brewing after the powerful Teachers' Federal Council (TFC) attacked the Minister of National Education, Mr Gene Louw, for meeting this week with the Cosatu-based National Teachers' Unity Forum (NTUF).

The Natal Teachers' Society (NTS) and the Transvaal Teachers' Association (TTA) — which both sit on the TFC — yesterday disassociated themselves from a statement made by the TFC, saying they were angry at not being consulted by the body before it launched its attack on Mr Louw.

And last night Mr Louw censured the TFC for breaking all ties with him and his department following his meeting with the NTUF.

The TFC, representing 93 000 predominantly white teachers, took its drastic protest action after claiming the NTUF had been conceived and structured outside South Africa and operated under the auspices of Cosatu.

Mr Louw acknowledged that during his discussion with the NTUF the council did raise matters that "belong in the field of authority of my education colleagues or could overlap with that field", but said he undertook to channel such inputs to his colleagues for their consideration and disposal.

Criticising the way the TFC had handled the issue, Mr Louw said it was "a pity" the white teachers' body had chosen to announce its decision to withdraw co-operation in a press statement "without first discussing the matter with me".

Mr Louw added: "The TFC is a respected professional teachers' association and I did not expect that such an important educational matter would be dealt with through the press, since my door is at all times open to the TFC."

He noted the CP "has also entered the debate by issuing a press statement in support of the TFC". However, he said he would not react to the CP's remarks.

The CP's spokesman on national education, Mr Andre Gerber, said yesterday the government's "abuse" of the TFC was stimulating the widening gap between the government and the organised white teaching profession.

TFC chairman Professor Henie Maree was not available for comment yesterday, but a senior TFC source disclosed that cutting ties with Mr Louw was largely symbolic, as the 90 000-strong TFC dealt mainly with its own Minister of Education and Culture, Mr Piet Clase.

However, the spokesman said all teachers in schools financed or subsidised by the Department of Education and Culture, House of Assembly, had to register with the TFC and abide by its code of professional conduct. This code precluded its own members from "resorting to the same tactics as the NTUF", whose teachers were not bound in the same way.

And in reaction to the TFC's move, the mostly-white Cape-based SA Teachers' Association (Sata) yesterday said it believed there was no justification for the continued unprofessional treatment of many teachers, "which stems often from purely administrative inefficiency". — Political Corresponent, Own Correspondent and Staff Reporter

Teachers meet Louw — and an accord is reached

w/Mail 8/6 - 14/6/90 (321)

A meeting with a cabinet minister has cast a glimmer of hope on the education problem. GAYE DAVIS reports from Cape Town

A TEACHERS' delegation claiming the support of 150 000 teachers countrywide emerged from a seven-and-a-half-hour meeting with National Education Minister Gene Louw this week with agreement reached on several key issues.

The meeting, rescheduled after Louw cancelled an earlier meeting when the National Teachers' Unity Forum refused to abort a teachers' march in Cape Town, went some way towards defusing rising tensions between the government and those who form the backbone of the country's education system.

Louw committed himself in principle to a number of issues which have been fuelling the fires of discontent among teachers' ranks, and further meetings between him and the NTUF are on the cards.

Made up of established teacher organisations and newly emergent groups, the non-racial NTUF hopes to launch itself as a unitary teachers' body as early as September and is committed to the realisation of a non-racial, non-sexist, single education system in a unitary South Africa.

NTUF delegation leader Poobie Naicker told the *Weekly Mail* the body would soon be approaching Louw with an application for its formal recognition as a negotiating body.

While Louw did not go so far as committing himself to the formal recognition of the NTUF, any application it makes will be in the light of the minister's agreement, during the meeting, that teachers had the right to freely associate and negotiate on matters concerning them.

Naicker described the meeting as "historic", saying it was the first time a teachers' delegation had met for such a lengthy meeting with any education minister. The meeting started at 9am and ended after 3pm.

A joint statement issued after Tuesday's talks spelled out the various points of agreement.

"We decided on a joint statement because there was no disagreement on practically every issue raised and it would help in effecting further meetings," Naicker said.

During the meeting, Louw agreed there should be a basic living wage for teachers and the NTUF is now to submit to him a memorandum detailing its proposals in this regard.

He also indicated that a high priority would be given to closing the gap between male and female teachers' salaries "as soon as possible".

He accepted the principle of job security for qualified teachers and consensus was reached that the problem of temporary appointments, cast against a backdrop of the country's critical shortage of qualified educators, be addressed urgently.

Consensus was also reached that eradicating apartheid and discriminatory practices from education be effected "on an ongoing basis through proper negotiation".

Louw declared his "unconditional opposition" to any victimisation of teachers.

● The Union of Teachers' Associations in South Africa (Utasa), which represents most organised teachers in "coloured" schools countrywide, together with the 70 000-strong African Teachers' Association (Atasa) and the Teachers' Association of South Africa (Tasa), which has 10 000 members in Indian schools, have been involved in unity talks since the idea was first mooted at the suggestion of the African National Congress two years ago.

The established organisations, which enjoy official recognition by the various education departments, make up the bulk of the Teacher Unity Forum's stated membership of 150 000.

Country/City origin	Province concerned	No of patients	Hospital fees Collectable R c	Collected R c	Written off R c
	Cape	3	285,95	56,70	
	OFS	6	3 700,00	3 700,00	
Netherlands	Cape	48	2 197,15	1 718,25	
	OFS	13	1 340,00	350,00	
New Zealand	Cape	3	202,00	202,00	
	Natal	1	10,00	10,00	
Pakistan	Cape	1	32,35	,00	
Philippines	Cape	3	969,70	420,15	
Poland	Cape	3	3 716,00	2 157,00	
Portugal	Transvaal	1	34 572,07	26 000,00	
	Cape	17	6 800,65	4 287,80	
Rumania	Cape	15	17 333,45	15 923,45	
Russia	Cape	21	7 742,05	7 742,05	
	OFS	2	1 210,00	1 210,00	
Scotland	Cape	6	2 159,50	86,30	
Seychelles	Cape	3	2 268,60	516,35	
Spain	Cape	50	22 407,50	12 830,05	
St Helena	Cape	14	10 996,05	10 996,05	
Swaziland	Transvaal	96	216 523,90	134 881,18	
	Cape	3	1 412,00	1 342,00	
	Natal	16	7 518,50	4 869,00	
	OFS	10	850,00	770,00	80,00
Sweden	Cape	4	113,40	113,40	
Switzerland	Transvaal	1	484,92	484,92	
	Cape	11	738,65	654,70	
Taiwan	Cape	11	421,55	103,35	
Tristan Da Cunha	Cape	5	4 314,80	4 314,80	
Turkey	Cape	2	533,35	28,35	
United Kingdom	Cape	88	22 944,02	11 455,05	
	Natal	6	1 119,50	1 119,50	
	OFS	17	2 240,00	1 650,00	
United States of America	Transvaal	1	2 084,34	2 084,34	
	Cape	35	7 438,64	5 921,38	8,00
	Natal	1	13,00	13,00	
	OFS	8	1 760,00	660,00	
West Germany	Transvaal	1	489,65	489,65	
	OFS	3	220,00	220,00	
Zambia	Transvaal	8	3 810,78	2 037,89	
	Cape	12	4 935,00	2 130,05	
	Natal	3	1 144,00	1 144,00	
	OFS	4	1 943,54	1 743,68	
Zaïre	Transvaal	3	6 398,36	6 398,36	
	Cape	5	9 176,25	7 761,25	
Zimbabwe	Transvaal	50	120 482,07	47 504,50	
	Cape	345	180 154,31	90 474,25	
	Natal	15	14 030,00	9 406,50	
	OFS	19	2 220,00	1 700,00	
TOTAL	Cape	1 114	504 681,25	221 244,40	33,00
	Natal	62	43 402,60	37 422,60	3 885,00

Country/City origin	Province concerned	No of patients	Hospital fees Collectable R c	Collected R c	Written off R c
	OFS	1 751	1 647 780,33	1 052 330,53	815,00
	Transvaal	615	1 585 380,40	799 398,46	
TOTAL	RSA	3 542	3 781 244,58	2 110 395,99	4 773,00

Information regarding the TBVC states is not readily available.

Own Affairs:

Hoërskool Ontdekkers: investigation of closing

132. Mr A GERBER asked the Minister of Education and Culture:†

(1) Whether his Department is investigating or has investigated the closing of the Hoërskool Ontdekkers; if so, what are the relevant details;

(2) (a) what is the enrolment at this school and (b) in respect of what date is this information furnished;

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

Hansard 15/6/90 B1232E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, at the request of the local School Board and the Management Council of the school possibilities for rationalisation are being investigated;

(2) (a) 442,

(b) 1990-01-22;

(3) no.

White schools in West Rand: closing

133. Mr P H DE LA REY asked the Minister of Education and Culture:† Hansard 15/6/90

(1) Whether his Department is considering closing any White schools in the West Rand region at present; if so, (a) which schools, (b) for what reasons in each case and (c) (i) what is the present number of pupils of each such school and (ii) in respect of what date is this information furnished;

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

B1234E

The MINISTER OF EDUCATION AND CULTURE: Hansard 15/6/90

(1) Yes,

(a) at this stage Hoërskool Ontdekkers,

(b) at the request of the local School Board and the Management Council,

(c) (i) 442,

(ii) 1990-01-22;

(2) no.

Cape Province teachers: payment of salaries

134. Mr A GERBER asked the Minister of Education and Culture:† (321)

(1) Whether there are any teachers in the Cape Province whose salaries have not been paid punctually each month since January 1990; if so, (a) how many teachers have not yet received their salaries for each month since January 1990 and (b) what are the reasons therefor;

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

Hansard 15/6/90 B1250E

The MINISTER OF EDUCATION AND CULTURE:

(1) Not to my knowledge, but it is quite possible that such cases, for which special alternative provision is made, may occur;

(a) statistics of this nature are not kept;

(b) there are many possible reasons, including late receipt of nomination forms, lack of relevant information, failure by teachers to submit work permits required for immigrants and insufficient proof of previous service and qualifications;

(2) no.

actively, a comprehensive plan of action was drawn up.

(2) Yes. Hansard 19/6/90

(a) and (b) Impossible to determine as correspondence and applications from a particular region are not kept separately.

Mr K M ANDREW: Mr Speaker, arising from the reply of the hon the Minister, in the light of the fact that pensioners in Cape Town have been waiting for six months to two years to get replies to their queries and are not getting their pensions, I would like to know at what stage does he think his department's administrative processes are going to get up to date?

†The MINISTER: Mr Speaker, I have already indicated that the backlog exists mainly in regard to pensions which are already being paid out. New applications receive immediate attention. If the hon member is experiencing problems in regard to particular cases, he may bring them to my attention and I shall see to it that they receive immediate attention.

Mr K M ANDREW: Mr Speaker, further arising from the hon the Minister's reply, is he aware of the fact that his own department in Cape Town is advising some of the pensioners that there is no point in them sending telexes to Pretoria because they will not get any reply?

The MINISTER: Mr Speaker, if the hon member says that that is the answer being given to the pensioners then I must say that I am not aware of it. If he is aware of such cases I would appreciate it if he would bring them to my attention.

New questions:

Teachers: views on opening of schools

*1. Mr A GERBER asked the Minister of Education and Culture:† 321

(1) Whether any principals in the Cape Peninsula recently requested teachers at staff meetings to state their views in regard to the opening of schools; if so, what schools are involved; Hansard 19/6/90

(2) whether this action meets with his approval; if not, what steps is he contemplating against the principals concerned?

B1248E

The MINISTER OF HEALTH SERVICES, WELFARE AND HOUSING (for the Minister of Education and Culture): Hansard 19/6/90

(1) Not to my knowledge, but is probable that the matter of the opening of schools, as well as other educational matters, would have been discussed during staff meetings and discussions at schools in the Cape Peninsula and elsewhere in the country.

(2) Yes. I have no problem with meaningful discussions by teachers on matters concerning their profession and which are conducted in accordance with the code of honour of the teaching profession.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Teachers: authorisation for appointments

*2. Mr A GERBER asked the Minister of Education and Culture:† 321

(1) Whether there are any teachers in the Cape Province who have occupied certain posts since 1989 but have not yet received authorisation for their appointments to the posts concerned; if so, (a) how many, (b) for what reasons and (c) in respect of what date is this information furnished;

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

B1249E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) 15, since 1 January 1990.

(b) Late receipt of documentation such as nomination forms, permits required for immigrants and insufficient proof of previous service and qualifications etc.

(c) 1990-03-31.

(2) No.

Appointment of additional teachers

*3. Mr K M ANDREW asked the Minister of Education and Culture: 321

Whether schools in his Department planning to admit children of other races in January 1991 will be allowed to appoint additional Hansard 19/6/90

teachers with effect from January 1991 in order to make provision for the anticipated increase in their pupil numbers; if so, (a) what procedures are to be followed and (b) what will be the cut-off date for additional appointments; if not, (i) why not and (ii) what arrangements does his Department recommend that schools should make in this regard?

Hansard 19/6/90 B1301E

The MINISTER OF EDUCATION AND CULTURE: 321

The hon member is referred to my statement during the interpellation debate of 22 May 1990 when I gave a full exposition of departmental policy regarding the determining of establishments for a particular year, explaining in detail how the system can accommodate any significant change in pupil numbers which might occur.

Cape Town Gardens: rent-controlled premises

*4. Mr K M ANDREW asked the Minister of Health Services, Welfare and Housing:

(1) How many rent-controlled premises were there in the Cape Town Gardens constituency as at 31 December 1989;

(2) how many premises were decontrolled during the period 1 January 1987 to 31 December 1989?

Hansard 19/6/90 B1302E

The MINISTER OF HEALTH SERVICES, WELFARE AND HOUSING:

(1) 1 595 premises/dwelling units.

(2) 2 004 premises/dwelling units.

For written reply:

General Affairs:

Cape Peninsula police stations: offences/arrests

244. Mr K M ANDREW asked the Minister of Law and Order: Hansard 19/6/90

(1) How many persons live or are estimated to live within the area of responsibility of (a) Cape Town, (b) Sea Point, (c) Camps Bay, (d) Woodstock, (e) Mowbray and (f) Rondebosch police stations;

(2) for the latest specified period of 12 months for which figures are available, (a) how many arrests were made by police of each of these police stations and (b) for what offences were the arrests made?

Hansard B631E

The MINISTER OF LAW AND ORDER: 19/6/90

(1) (a) 113 000
(b) 80 000
(c) 6 000
(d) 40 000
(e) 38 000
(f) 55 600

(2) (a)

Cape Town	5 725
Sea Point	4 007
Camps Bay	1 010
Woodstock	2 817
Mowbray	1 442
Rondebosch	997

(b) As a result of a variety of crimes, *inter alia*:

Burglary,
Dealing in drugs,
Robbery,
Theft
Driving under the influence of alcohol,
Rape,
Theft from motor vehicles,
Murder,
Possession of dangerous weapons,
Possession of drugs, etc.

Bethlehem: taxpayers

366. Mr W C MALAN asked the Minister of Finance: Hansard 19/6/90

What was the number of taxpayers in each income category in the Bethlehem magisterial district in the 1980-81 and 1988-89 financial years, respectively?

B894E

The MINISTER OF FINANCE:

The Commissioner for Inland Revenue retains statistics of taxpayers in magisterial districts for only the current and three immediately preceeding tax years because of the cost of storage facilities. Statistics furnished hereafter are accordingly in respect of assessments issued for the 1987, 1988 and 1989 tax years and represent 92,3%, 81,0% and 67,9% of registered taxpayers, respectively.

Cape teachers go for national unity

CAPE Trips 22/6/90 321

Staff Reporter

THE Cape Teachers' Professional Association resolved at their annual congress in Bellville this week to accept the establishment of a national unitary teachers' organisation.

Along with a recent decision by the Society of Natal Teachers, this could result in a major move towards national teacher unity.

At the conference members gave the executive committee a mandate to investigate dissolution procedures.

CTPA president-elect Mr Randall van den Heever said an indication of the "sincere commitment to an unitary structure" was that lawyers had been called in on Wednesday to advise the organisation on such procedures.

"We had quite an intense debate on the issue, which deadlocked at one stage, but there was no doubt that the majority of the delegates were in favour of an unitary structure," he said.

Peninsula Technikon head Mr Franklin Sonn announced on Monday that he would step down as president of the organisation, which he has headed for 14 years.

The CTPA decided that a timetable for the launch of an unitary teacher structure should be launched only when all the regions of the National Teachers' Unity Forum (NTUF) had been properly organised, and progressive white teacher bodies incorporated in the move toward teacher unity.

In a paper delivered at the congress, Mr Van den Heever said teachers should strive toward the implementation of one education department, with a policy of open schools, as soon as possible.

ing.

Argus 27/6/90

Teachers support open schools

From PAT CANDIDO
Argus Bureau

PORT ELIZABETH. — The South African Teachers' Association stands for a nonracial education system and endorses the open-school models proposed by the Minister of Education and Culture, Mr Piet Clase, as an interim measure only.

The association's executive officer, Mr Clive Roos, said at the conclusion of its annual conference that the association supported alternatives being made available to those communities wishing to use them in the interim.

School communities should have a say in recommending which option they chose to apply.

The association stood for a single, nonracial education system and would endorse the models as a step in the right direction. But they needed to be refined and improved.

The association also voted in favour of free discussion of conscription, conscientious objection and pacifism in the classroom — a motion first submitted in 1986 but not discussed because of the emergency.

Mr Richard Hawkins, principal of the nonracial Leadership, Education and Achievement Foundation and a past-president of the association, criticised the association for supporting the Teachers' Federal Council in its dispute with the Minister of Home Affairs.

Star 24/6/90

321

NEWS

Teacher body calls for sit-in protest

By Janet Heard, Education Reporter

The non-racial teacher body, the National Teachers' Unity Forum (NTUF), has called for a national "sit-in" by all educators on July 24.

The sit-in has been proposed as part of the NTUF's national plan of action against the crisis in education. The NTUF claims the support of 150 000 teachers and has 13 affiliates countrywide.

In a statement, the NTUF announced that it would officially launch itself as a union in October this year and be renamed the South African Democratic Teachers' Union (Sadtu).

Recognition

The establishment of a single union was one of the NTUF's key goals when it was formed nearly two years ago.

The Sadtu will immediately seek recognition from the Minister of National Education, Gene Louw.

The 13 affiliates of the NTUF include established bodies such as the African Teachers' Association of SA and the Teachers' Association of SA (for Indian teachers) as well as militant groupings such as the National Education Union of SA (Neusa) and the Progressive Teachers' Union.

A spokesman for the National Education Coordinating Committee (NECC) expressed support for both the sit-in and the formation of a single union.

Neusa's Southern Transvaal branch supported the protest action in principle. Neusa spokesman Joe Mogane said the proposal for a sit-in would first have to discussed in the region's 17 branches.

He said Neusa had organised a picket for July 17 to demand textbooks in schools.

He said that teachers from all regions should decide when to launch Sadtu and the matter would be "thrashed out" at an annual general meeting.

Giant union for teachers to be launched soon

WIM cut 29/6/90

321

By DREW FORREST

SOUTH Africa's education authorities will soon feel the full impact of trade union power with the launch of a giant teachers' union which is likely to affiliate to Cosatu.

The initiative is a key facet of the Congress of South African Trade Unions' current organising drive on the public sector.

And as a curtain-raiser, the National Teachers Unity Forum (NTUF) has called for a "sit-in" by teachers countrywide on July 24 in protest against the alleged victimisation of teachers and "the intransigence of the Department of Education and Training in providing text books and stationery".

At its seventh round of unity talks in East London at the weekend, the NUTF decided to launch a new national union representing about 200 000 teachers at a special conference on October 6 and 7.

To be called the SA Democratic Teachers Union (Sadtu), it will amalgamate the established African Teachers Association, the (coloured) Union of Teachers Associations of SA and the (Indian) Teachers Association of SA with a host of smaller "progressive" bodies, including the National Education Union of SA.

Contact has been established with white teacher bodies, and in a significant development the Natal Teachers Society is to have observer status.

Cosatu, which is to chair the launch, has played a key role in the Sadtu initiative – with the ANC it sponsored the first unity meeting in Harare two years ago and has convened internal unity talks. The new union is likely to affiliate to the federation, says Cosatu general secretary Jay Naidoo.

Naidoo said Sadtu was a product both of Cosatu's organising push in the public sector and concern over the schools crisis. The union would represent the vast mass of teachers in black areas.

Naidoo said associations representing white, English-speaking teacher bodies had welcomed the unity move, but said they needed more time to educate their members.

Approaches have also been made to Afrikaans associations but racial constitutions posed a key obstacle. In addition, the Teachers' Federal Council, in which Afrikaans teachers are influential, strongly objected to the meeting earlier this year between the NUTF and National Education Minister Gene Louw.

At its weekend meeting, the NUTF took a number of other decisions as a prelude to the union launch. These were:

- To demand immediate de facto recognition from the government.
- To demand negotiations on teachers' grievances, including the dismissal and suspension of strikers, and to send the minister a memorandum on alleged victimisation.

Teacher bodies may merge

ISMAIL SUDER

DURBAN — The majority of teacher organisations in South Africa could merge to form one national body to cater for the education needs of pupils in a new South Africa.

This emerged at a joint meeting of the formerly banned National Education Union of South Africa and the once rival Natal African Teachers' Union.

At the historic meeting this week, convened by the Natal Regional Teacher Unity Forum, Natu and Neusa pledged to bury their long-time differences and work together on education issues.

According to Mr Lizwi Mhlane, a executive member of Neusa, teacher bodies in South Africa are expected to disband and form a new organisation called the South African Democratic Teachers' Union (Sadtu). This organisation will represent about 200 000 teachers in South Africa.

The two groups have decided to work towards:

- Monitoring and reporting on violence, which is disrupting education at schools.
- Initiating joint action around education development programmes.
- Getting involved in joint sporting and cultural activities.

Teachers urged to assist students

Sowetan 10/7/90

321

THE dedication and commitment of the student should be backed up by an equal degree of dedication and commitment on the part of the teachers, and through much assistance to the student by the parents in particular and the community in general, the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said yesterday.

Addressing concerned parents and teachers in Welkom, he said education was not something that could be forced onto the students and the community by the State. It was an extension of the upbringing given to children by their parents and the community.

"The State and the department is nothing more than the agent for formal education on behalf of the parents and the community at large.

"Unfortunately this was not always the point of departure of previous governments, but it is the point of departure of this Government and of myself - and it is now the point of departure of the Department of Education and Training.

"What is needed now is a regeneration of education at the community level, and it is my responsibility to lead that process. Therefore, I call for an education compact, a deal, an agreement, between the department and the communities it serves.

"No pre-conceived ideas are attached to my call for such a compact. It is completely open-ended."

He said he did, however, insist that the first compact should concern the immediate restoration of education in those schools where tuition had come to a standstill.

"We can no longer afford the waste of valuable time - time that will be lost forever."

Van der Merwe said changing the national education system was a lengthy process which would be dealt with in national negotiations when the constitution was re-examined.

He said an education compact would involve an evaluation by all parents and students of their aspirations and ambitions, and reconciling these with the realities of life. It would also involve an undertaking to teach and a commitment to learn.

Suggestions

"Then it simply remains for each community, for all of us, to fill in the details of the education compacts. Those details could span the entire enterprise of education.

"I have already received a number of most interesting suggestions from parents and other representatives. These include a shift in priority to providing a solid primary education and career-orientated education.

"The department has already taken up those suggestions and in due course I shall report back to the people who proposed them. The important principle here is that the suggestions came from within the communities, and that we know they were rooted in a deeply felt need." - Sapa.

The flight was due to take off again after 11 pm.

Teachers' protest was 'big success'

(320 Star 21/7/90

By Janet Heard, Karen Stander and Abel Mabelane

Formal education came to a standstill at thousands of black schools countrywide yesterday as teachers heeded a call by the National Teacher Unity Forum (NTUF) for a sit-in.

Black, coloured, Indian and a small number of white teachers around the country participated in alternative educational programmes at schools.

A spokesman for the National Education Coordinating Committee, Mel Holland, said the day of action was a "resounding success". Between 70 percent and 85 percent of teachers had taken part.

The Department of Education and Training, which earlier condemned the action as irresponsible, said the protest had been "pretty widespread".

The action was organised to pressurise the Government into addressing the crisis at schools. Demands included the supply of equipment.

● The Vosloorus-Katlehong-Tokoza (Vokato) branch of the Congress of South African Students (Cosas) announced yesterday that the boycott of classes in the area would continue until next Tuesday when they would march to the Vosloorus police station to demand the release of two teachers and three pupils.

Nineteen children were arrested last Thursday when pupils from schools in the area marched, without permission, to the Vosloorus police station to demand the release of the teachers.

According to the organiser for the Cosas Vokato branch, Moses Maseko, the teachers were arrested in 1988 for involvement in the ANC.

NTUF calls for day of action at SA schools

THE National Teacher Unity Forum, which represents about 200 000 teachers from 13 organisations nationwide, has called for a "national day of action" at schools throughout the country today, writes NKOPANE MAKOBANE.

A spokesman for the NTUF said the action was part of the forum's national plan to highlight the ongoing education crisis.

"Although there will be no schooling today, it must also be understood that we have not called for a stayaway. What we are saying is that teachers should attend and use their discretion on what form of action to take.

"It must be understood that teachers want to teach but conducive conditions must be created," he said.

The action has been called in solidarity with 144 dismissed teachers in Brits, striking coloured teachers in the Transvaal and Soweto teachers who face the threat of dismissal.

"There are also many teachers in Maritzburg, Mpumalanga and elsewhere who feel insecure and are unable to attend school for fear of attack," he said.

Many teachers support education crisis action

TANIA LEVY (321)

A DIFFERENT type of education took ~~place~~ at hundreds of schools yesterday as teachers heeded the call for a national "sit-in" to highlight SA's education crisis. B10am 25/7/90

People's education, teachers' service conditions and the formation of a national teachers' union were the main topics presented at workshops at black, coloured, Indian and some white schools, Southern Transvaal Teachers' Unity Forum spokesman Ahmed Munda said last night.

He said the action, orchestrated by the National Teachers Unity Forum (NTUF), was totally successful at schools on the Witwatersrand, including Soweto, Lenasia and Eldorado Park.

Support was strong in the Pretoria area and about 80% of teachers in Natal took part, as did 70% of teachers in the southern Transvaal. White teachers in the Cape and at a few private Johannesburg schools also participated.

He refused to disclose which white schools had taken part.

Munda said the success of the action not only mobilised thousands, proving there was widespread support for the NTUF, but had also served to gain valuable input about what kind of education parents and pupils wanted.

Meat had been given to the idea of people's education, which concerned establishing syllabuses in the subjects relevant to everyday life.

Parents and pupils were told more yesterday about the purpose of the SA Democratic Teachers' Union to be launched in October.

Munda said parents had given valuable input for a draft constitution.

The union would be instrumental in fighting for one set of conditions for all teachers in SA, he said.

CAPE Times 25/7/90 321

Teachers' day of action 'a success'

MORE THAN 400 teachers crowded into Nonzwakazi Methodist Hall in Guguletu yesterday to mark July 24 as a "national day of teachers' action against victimisation and harassment".

In the Transvaal between 70% and 85% of teachers at black schools took part in the day of action, according to the National Education Co-ordination Committee (NECC).

And in Natal, some 80% of schools and 70% in the Southern Transvaal spent the day involved in alternative education programmes, NECC spokeswoman Ms Mel Holland said yesterday.

"It has been a resounding success, as far as we are concerned," she said.

The National Teachers' Unity Forum (NTUF), which called the day of action for 3.30pm, had asked teachers to dismiss pupils at noon yesterday and hold workshops on the formation of the non-racial SA Democratic Teachers' Union on October 6 and 7 in Johannesburg.

Teachers were also asked to conduct awareness programmes at their schools, involving both teachers and pupils.

A DET spokesman said yesterday that there had been a "reasonably general" response to the call in Western Cape DET schools.

Western Cape Teachers' Unity Forum spokesmen said the response had varied from school to school. Assessment forms were circulated at the meeting.

Mr Shepherd Mdladlala, a speaker at the meeting, said 144 teachers in Brits had been dismissed for striking, and other defiant teachers in the Transvaal were about to be dismissed as well.

This morning, two teachers are due to appear in Cape Town Magistrate's Court for participating in a march last month when an NTUF delegation went to meet Mr Gene Louw, the Minister of National Education.

Mr Bram Mhlomi, a Paarl teacher who was detained for a year and four months, said some teachers had been promoted to the rank of inspector because the apartheid system saw them to be "good agents of evil".

Meanwhile, the distribution of books to schools in Soweto and Alexandra by the DET to make up for a shortfall which led to an outcry by teacher and student bodies, got into full swing yesterday.

The books, some 50 000 in all, are surplus stock collected from other secondary schools. — Staff Reporter and Sapa

The Facts

IN a report in the Cape Times on Saturday, Mrs Lynette Faragher was incorrectly described as being a member of the National Teachers Unity Forum. Mrs Faragher is in fact a member of Edasa, which is affiliated to the NTUF.



TEACHERS MEET . . . Teachers met in the Methodist Hall, Guguletu, yesterday to protest against victimisation of teachers and in support of a new non-racial teachers union which has yet to be launched.

Picture: STEWART COLMAN

Education standstill as teachers protest

FORMAL education came to a standstill at thousands of schools as teachers heeded a call by the National Teacher Unity Forum for a Day of Action to highlight education problems.

In Johannesburg, National Education Co-ordinating Committee spokesman Ms Mel Holland described yesterday's protest action as "a resounding success", with between 70 and 85 percent of teachers taking part.

Only a few white teachers joined the protest.

At least 800 Western Cape teachers jammed into the Methodist Church in Guguletu yesterday afternoon to adopt several motions.

These included demands for the reinstatement of dismissed teachers, an end to all victimisation and gender discrimination, the immediate upgrading of schools and recognition for schools in squatter camps.

A teacher from the southern suburbs said the day had been "a wonderful success".

The response from schools in the Manenberg, Bonteheuwel and Heideveld areas had also been very good, he reported.

The Day of Action was "probably quite well suppported" in Guguletu, Nyanga and Langa, according to one teacher, while another said there had been discussions with pupils at his school in Khayelitsha.

A Department of Education and Training spokesman said there had been a "reasonably general" response to the call in the Western and Eastern Cape. — Staff Reporter, The Argus Correspondent and Sapa.

Vance ... will be reborn — as a

'No step backward' for teacher unity

South 26/7 - 1/8/90 (321)

A GIANT non-racial teachers' trade union, the South African Democratic Teachers' Union (Sadtu) representing 200 000 members, will be launched in October.

Sadtu's launch will end a two-year process which began at a meeting in Harare in April 1988 between the African Teachers' Federation, Cosatu, Sactu, the ANC and teacher organisations from South Africa.

Cosatu undertook to unite teachers and began setting up regional unity forums and, finally, the National Teacher Unity Forum (NTUF), representing 11 umbrella and regional teacher bodies.

In June this year, it was agreed that the new union would be a unitary structure. The launch date was set for October 6 and 7 in Johannesburg.

"There are no steps backward now. Sadtu is on the road to becoming a union," said Cosatu's Western Cape education officer, Enrico Fourie.

A draft consitution for Sadtu was drawn up by the Natal region and will be circulated and discussed at two NTUF meetings before the launch.

"We envisage that all the major decisions on the structure and direction of Sadtu will be discussed and agreed upon before the launch conference," said NTUF Western Cape secretariat member, Lynnette Faragher.

While the launch of Sadtu will proceed with the constituent organisations in the NTUF, the organisation is continuing attempts to draw in other teacher bodies, particularly those in white ranks.

A workshop for white teacher organisations has been planned for August 11 in Durban at which representatives will be informed of Sadtu's policy.

At present, only the Natal Teachers Society is active in the NTUF and has observer status on the national body.

All the umbrella teacher organisations in the NTUF have agreed to disband and dissolve within the first year of Sadtu's existence.

Parallel membership will be allowed during the first year.

Organisations in the NTUF have also decided on a moratorium on recruitment. Every teacher recruited into an organisation after July will be a member of Sadtu.

A workshop on a Bill of Rights for teachers is being hosted by the Western Cape region of the NTUF next month, and a draft Bill will be circulated before the launch of Sadtu.

All NTUF regions are discussing political and trade union affiliation of the new union.

Teacher in court after 160 arrests at demo

By VUYO BAVUMA
Staff Reporter

A VALHALLA Park Secondary School teacher has appeared in Cape Town Magistrate's Court in connection with a charge of resisting arrest.

No charge was put to Mr Bruce Kannemeyer, 25, of 27 Grebe Street, Paarl. He is a member of Western Cape Teachers Union. The case was adjourned to September 4.

Mr Kannemeyer was arrested outside the court yesterday when a group of teachers allegedly gathered and sang. Police arrested 106 of the teachers and held them at Caledon Square police station for several hours before releasing them.

They were given the option of paying R50 admission-of-guilt fines or appearing in court on various dates between August 30 and September 9.

● Earlier, two members of the National Teacher Unity Forum arrested after a placard demonstration outside St George's Cathedral in June, appeared again in Cape Town Magistrate's Court.

Mr Andrew Kruger of Colinton Road, Newlands, and Mr Ningisana Mnguni of Sandringham Court, Rosebank, were not asked to plead.

100 teachers arrested for city court gathering

MORE than 100 teachers were arrested outside the Cape Town Magistrate's Court yesterday after they had gathered in support of two Guguletu teachers appearing on charges of attending an illegal gathering.

The group — one of whom, Mr Bruce Kannemeyer, 25, of Grebe Street in Paarl, later made an appearance in the court on a charge of resisting arrest — was arrested for holding an illegal gathering on the doorstep of the court building.

The two the group was supporting were Mr Andrew Kruger, 26, of Collington Road, Newlands, and Mr Ngisana Mnuguni, 30, of Sandringham Court, Main Road, Rosebank.

They have not yet been asked to plead and their hearing was postponed to September 13.

Mr Kannemeyer's hearing was postponed to September 4.

Meanwhile, nine teachers appeared briefly in the East London Magistrate's Court yesterday for allegedly attending an illegal gathering after the countrywide teachers' day of action on Tuesday. — Court Reporter and Sapa

Teachers' group is formed

Sowetan 16/8/90

321

A NON-aligned teachers' union, representing more than 20 000 teachers throughout the country, has been formed.

The formation of the union, provisionally known as the National African Teachers' Union of South Africa, was spearhead by the National Council of Trade Unions.

A total of 400 delegates representing more than 20 000 teachers and educators met at Christ the King Cathedral in Doornfontein, Johannesburg.

The 15-man steering committee said they had been mandated to look into various issues. These include:

* The launch of a teachers' union in line with Nactu's broad principles regarding the liberation struggle;

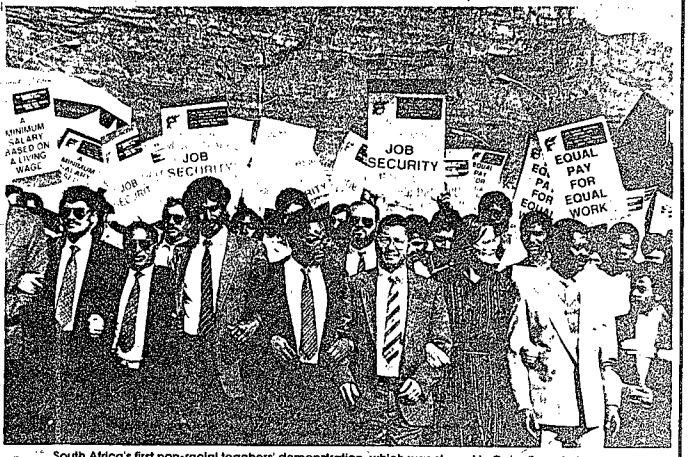
* Non-affiliation to political organisations but entering into broad alliances with the liberation movement in the advancement of justice and equality;

* Positive contribution to the resolution of education crisis; and

* Re-definition of parent/teacher/pupil relationship.

White teachers back Sadtu

With only a few weeks until the launch of the South African Democratic Teachers' Union (Sadtu), PUPILS FORUM will be publishing a series on how the new body will affect various teacher organisations. This week we focus on the Natal Teachers' Society.



South Africa's first non-racial teachers' demonstration, which was staged in Cape Town in May. The demonstration helped lay the basis for the formation of Sadtu.

PUPILS FORUM spoke to the Natal Teachers' Society (NTS), an organisation of white teachers, which will take part in the new teachers' union.

The NTS is among the oldest teacher organisations in the country and was formed in 1910 as a mouthpiece for white teachers in the province.

Today, NTS has 4 500 members who teach from the primary to the tertiary level under three different education departments, the Department of Education and Training, the kwaZulu Education Department and the Natal Education Department.

Since the Teacher Unity Forum was established, NTS has taken part as a full member in the regional forum and as an observer in the national body.

NTS executive director Dave Ryman says his organisation believes in a non-racial system of education monitored by a one ministry. Such a system could be decentralised into regions, with each region having a large degree of autonomy.

"In each region," we believe the school, the community," the education "authority and the private sector should work together in the organisation of education," he said, adding that his organisation also recognised the right of all parents to contribute to the education of their children.

PUPILS FORUM asked Ryman how, as an organisation of white teachers, they came to align themselves with the Unity Forum which was fighting for a non-racial education system.

A CHANGING SOCIETY

"We have aligned ourselves with the Forum because we stand for the development of an individual as a rational and tolerant person who is adaptable to a changing society," said Ryman.

"We believe that every system of education should be non-racial and that own affairs education is detrimental, both to the child and to national unity, and that it is also wasteful," he said.

The NTS has rejected proposals made by the education minister in the House of Assembly, Piet Clause, that make provision for choice on whether the schools should remain white or be integrated.

"We believe this is not the right way forward. There was no choice in the introduction of apartheid and, if the government is serious about declaring it dead, then there is no reason for a choice in allowing apartheid to exist," said Ryman.

He said the NTS had an overwhelming mandate from its membership to take part in the Unity Forum on the basis of the organisation's principles.

He was aware that these principles were not popular with everybody in the white community. If the NTS was unpopular because of this, then "let it be", he said.

The NTS had not yet discussed the Sadtu constitution or taken a decision on this, said Ryman. However, they did see a need for such an organisation, he said.

Other teacher organisations who will take part in Sadtu, are welcome to submit their view points about the new body.



Far Northern Transvaal Teachers' Congress president Lufuno Nevhutalu.

N Tvl teachers back unity

New Nation/Learn Nation 24/8-30/8/90

321

THIS is the second in a series on how teacher organisations will be affected by the launching of the non-racial teacher body – the SA Democratic Teachers' Union (SADTU).

PUPILS FORUM spoke to Lufuno Nevhutalu, president of the Far Northern Transvaal Teachers' Congress (Fanotratco) and a member of an ad hoc committee formed in May to look into the unity of four teacher organisations in the Northern and Far Northern Transvaal.

The four, which, according to Nevhutalu, represent about 20 000 teachers, are Fanotratco, Northern Transvaal Teachers' Union, Giyani Progressive Teachers' Union and Molebedi Teachers' Union.

The ad hoc committee was supposed to come up with recommendations this month, but it was overtaken by events as the whole country is preparing for the launch of SADTU in October.

The Teacher Unity Forum (TUF) has not been operating in their area and none of the four organisations have been involved in the forum.

However, members of the ad hoc committee recently held discussions with the Northern Transvaal region of the TUF in Pretoria and, according to Nevhutalu, the four organisations are prepared to disband and throw their weight behind SADTU.

Nevhutalu said the members of the four organisations were concerned about their exclusion from preliminary discussions around the formation of the new body, but were prepared to disband and join. After thorough discussions, they were given observer status in the TUF.

Meanwhile, reports from areas such as the Lowveld and parts of Bophuthatswana have indicated that teacher organisations in these areas are also concerned about their exclusion from the TUF, but have expressed their willingness to disband and join the new body.

Cosatu education secretary Khetsi Lehoko said the teacher bodies who initiated the talks had decided not to accept the participation of other organisations in the talks.

This, he said, was due to the fact that some organisations were formed after the unity process had started. They were, however, given the opportunity to join the preliminary talks through the teacher bodies which were already members of the forum.

Sadtu launch will be a victory

New Nation 31/8 - 6/9/90



Tasa president Poobie Naicker

This is the third in a series on how teacher organisations will be affected by the launch of the non-racial teacher body, the SA Democratic Teachers' Union, in October. (321)

PUPILS FORUM spoke to Poobie Naicker, president of the Teachers' Association of SA (Tasa), among the 15 giant teacher organisations which were part of the talks in Harare in 1988 about the formation of a single non-racial teacher body.

Naicker said Tasa saw the Sadtu launch as its victory, as his organisation had a history of attempts to form such a body.

Tasa was formed in 1965 in a merger of the Natal Indian Teachers' Society and the Transvaal Indian Teachers' Association.

He said the merger came about after the government formed a single national controlling body for Indian education and abolished the provincial one.

Naicker said Tasa had made several attempts to achieve teacher unity across the colour bar. The first attempt, he said, was the formation of the Federation of Teacher Associations in the 1960s. Tasa and the white teacher body, the Natal Teachers' Society, were among the major players in this.

Today, Tasa commands a membership of about 9 000 teachers across the country.

Naicker said that, although his organisation was among the founders of the National Teacher Unity Forum (NTUF), it would not disband immediately after the Sadtu launching for legal and administrative reasons.

He said Tasa was currently involved in projects such as teacher and curriculum development, which they would like to take to Sadtu as their contribution to the education process in a future non-racial society.

Like other organisations involved in the NTUF, Tasa stands for a non-racial education system and sees the role of teachers as being that of helping to lead the country towards a prosperous future, he said.

Crisis looms in N Tvl DET

New Nation 31/8 - 6/9/90

321

A CRISIS is looming in the Northern Transvaal region of the Department of Education and Training (DET) with about 2 000 teachers still waiting for their July salaries.

The region had unpleasant visitors last week when teachers, parents and students held lunch-hour pickets in Pretoria for three days in a row to highlight the crisis in the region which includes the withholding of teachers' salaries and lack of textbooks.

The salaries were withheld after teachers participated in the National Education Union of SA's defiance campaign of ignoring the DET calendar and refused to report for duty during the June/July holidays.

The department said that teachers who did not report to work would be regarded as being on unpaid leave. It also informed the teachers that their salaries would have to be adjusted and would therefore be paid late.

Three weeks ago, a DET spokesperson told PUPILS FORUM that the department's administrative staff was working overtime to adjust the salaries. However, by the beginning of this week, teachers in Mamelodi, Soshanguve, kwaNdebele and other areas had still not been paid their July salaries.

DET regional deputy director CW Steyn said a computer breakdown had caused delays, but some salaries had already been paid out. He could not say when the remaining salaries would be paid.

Reports indicate that most teachers have pledged not to accept the adjusted salaries. This could mark the beginning of a major confrontation, which could result in the loss of the entire academic year.

The same region has also been unable to provide students with textbooks and this has prompted anger from not only the students, but parents as well.

The lunch-hour pickets failed to bring about any changes and a committee comprising members of the Pretoria Teachers' Union and the Pretoria Education Co-ordinating Committee was formed to look into other strategies. A meeting with education and development aid minister Stoffel van der Merwe is on the cards.

There is a feeling that the regional DET leadership has blocked the salaries and the textbooks supplies as a deliberate move to suppress progressive organisations in the area.

Steyn said he could not say when the textbooks supplies would be available, because the delay had been caused by the publishers. He refused to comment on the outcome of the delay of the supplies, but admitted that the matric results, in particular, would be a "disaster".

Reprieve for 109 teachers

CAPE TIMES 5/9/90 (321)

Staff Reporter

THE attorney-general has decided not to prosecute 109 Western Cape teachers charged with participating in unlawful demonstrations.

One-hundred-and-nine members of the National Teacher Unity Forum were arrested outside Cape Town Magistrate's Court in July when they gathered in support of two Guguletu teachers who were appearing on similar charges.

● The National Teacher Unity Forum is to be relaunched next month as the South African Democratic Teachers' Union, to include more teachers' organisations in the body.

W Cape teachers back Sadtu

This is the fourth in our series on how teacher organisations will be affected by the launch of the SA Democratic Teachers' Union (Sadtu) next month.

THE Democratic Teachers' Union (Detu) is a teacher organisation in the Western Cape which has a membership of about 2 000 drawn from high schools in townships around Cape Town.

It was formed in 1985 as an umbrella body for high school teachers who did not belong to the local branch of the African Teachers' Association of South Africa.

It is among the 15 teacher organisations that were part of the 1988 talks in Harare to form a single non-racial teacher body.

Detu was banned in December 1988, only a few months after it had attended the Harare meeting and operated underground until February 2 this year, when bans on several organisations were lifted.

According to Detu executive member Monde Tulwana, the organisation's membership is continuously increasing and has expanded to the Boland area.

He said Detu would disband immediately after the Sadtu launch, unlike other organisations, which will continue to operate.

He said discussions with Detu's membership were in progress and all members had agreed to disband and put their weight behind Sadtu.

He said they wished to avoid situations where their members had dual membership. They felt this would give rise to difficulties in cases where members were represented in negotiations with the authorities.

on the West coast and a rally at Atlantis. | year. PIC: FANIE JASON

Pullout mars launch of teachers' body

A MONTH before the launch of the mammoth South African Democratic Teachers Union (Sadtu), the Cape Peninsula branch of the Teachers Association of South Africa (Tasa) has pulled out of the National Teacher Unity Forum (NTUF).

Their decision followed a report from Tasa's national council, where a resolution was passed decreasing the branch's representation at Sadtu's launch on October 6 from 45 to four.

Representation reduced

"This decision is in direct violation of the NTUF decision on regional representation," said Tasa's Western Cape chairperson, Mr Kenny Ernest.

"The branch found that its national council was not competent to take such a decision which effectively reduces the Western Cape regional representation to 229 delegates.

"We condemn this apparent hypocrisy and manipulation and declare a crisis of confidence in our national executive committee."

Ernest said the Western Cape branch would withdraw from the regional NTUF structure until its legitimate representation was restored.

He said the branch remained committed to the process of unity and the ideals of Sadtu.

Violence af

GRAHAMSTOWN.— Violence broke out in the black township here on Wednesday just hours after workmen sent by the Rini municipality began demolishing shacks.

It is not yet known whether there had been casualties.

The men, armed and wearing balaclavas, began demolishing "illegal" shacks built on open ground, and then began to destroy shacks erected in people's backyards.

BTU sets aside political parties

New Nation 14/9-20/9/90 (321)

This is the fifth part of the series on how teacher organisations will be affected by the launch of the non-racial body, the South African Democratic Teachers' Union (SADTU), next month.

THIS week, PUPILS FORUM takes a look at the Lebowa-based Bolobedi Teachers' Union (BTU).

BTU was established in February this year as a regional teacher body whose main task was to take up the grievances of its membership with the Lebowa authorities.

According to BTU president Molebatsi Masedi, the union commands a membership of about 1 200 members who teach in schools and colleges.

As a means of pressurising the authorities to meet their demands BTU has staged protest marches, stayaways and, according to Masedi, the union has won recognition from the authorities.

A few weeks ago, a three-day stayaway to demand the resignation of Bolobedu circuit inspector JM Makgoka culminated in his transfer to the Mankweng circuit.

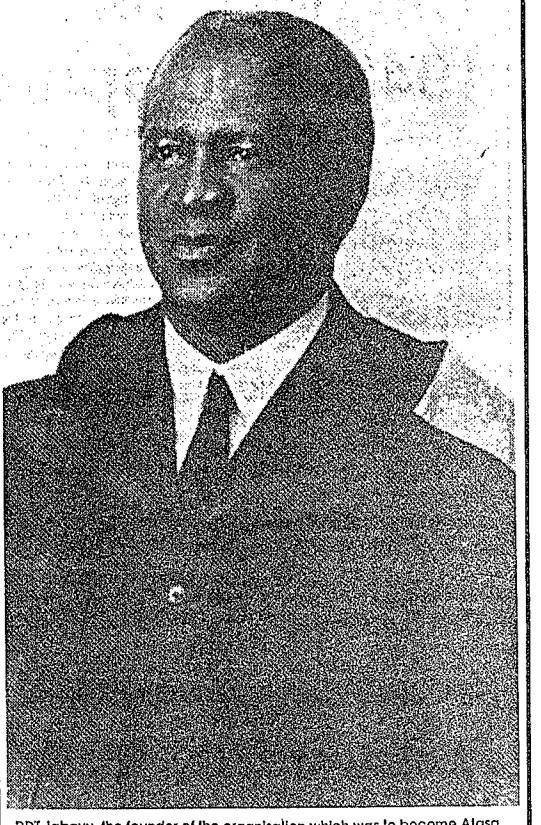
Masedi said that since its formation, some BTU members have desired to affiliate to the National Education Union of South Africa (Neusa). But, he said, there has been strong opposition to this, and some of the members have indicated that affiliation to Neusa, which is an UDF affiliate, would mean that other members who belong to the black consciousness and Africanist camps would have to leave the organisation.

Masedi said they believed that the teachers should not exercise their political aspirations through their professional bodies, but through political parties.

Regarding affiliation or joining SADTU Masedi said no position had yet been formulated, because no contact had taken place with the new organisation.

"We have never had any discussion with any official from SADTU, but the leadership had already been mandated to initiate representations with its counterparts in the future body," said Masedi.

Masedi, however, indicated that they stood for teacher unity as a means to develop co-operation among them, but they felt that affiliation to political parties should be set aside.



DDT Jabavu, the founder of the organisation which was to become Atasa.

SA's oldest and largest teacher organisation

New Nation 21/9-27/9/90

321

In the sixth in a series on the future of teacher organisations, PUPILS FORUM spoke to the African Teachers Association of SA (Atasa), the largest and oldest black teachers' organisation.

ATASA'S history can be traced back to the beginning of the century, although it had different names.

Before 1921, when a national teachers' organisation was launched, there were four bodies representing teachers in the country's four provinces.

Through the efforts of the executive of the Cape Native Teachers' Association (CNTA), a convention of the four provincial teacher associations was held in Bloemfontein on December 16 1921. This aimed to bring together all the organisations to form a single body.

CNTA president at the time, Professor DDT Jabavu, was elected president and FHM Zwide general secretary of the organisation which was to become Atasa.

However, during its formation, the teacher body could not function properly as a national structure since the education departments were still provincially controlled.

It was only in 1953, when control over education was centralised, that the teacher body began operating effectively at a national level.

At its 1962 annual conference, the Federal Council voted to change the name of the organisation to what is today known as Atasa. DM Mphahlele, who had been elected president at the previous year's conference, became the first president of the renamed organisation.

Atasa has been offering bursaries and scholarships to countless black South Africans over the years.

It is one of the few teacher organisations in the country which is affiliated to a world teacher body. It is affiliated to the World Confederation of Organisations of the Teaching Profession.

According to its current president, Hamilton Dlamlenze, the idea of having a single non-racial teacher body came from Atasa.

He said he had a meeting with the leadership of the SA Congress of Trade Unions in 1987 while he was part of a National Education Co-ordinating Committee delegation which was visiting London.

Dlamlenze said they had been disappointed by the emergence of new teacher organisations such as the National Education Union of SA, which, he said, had come as an alternative to Atasa. The argument was that Atasa was being "soft" on the government.

He said his organisation foresaw a split of ideologies in the teaching profession and came up with the idea of calling for unity.

He said Atasa would disband on October 6 and throw its weight behind the SA Democratic Teachers' Union, which will be launched on this day.

He said the organisation would not vote for affiliation to a political party or trade union, because this would mean that there was a persuance of ideologies within the organisation which, he said, would jeopardise their service to the community which had differing political beliefs.

Principals complain of Neusa

SCHOOL principals in Zaaiplaas, Middelburg, are objecting to the presence of the National Education Union of South Africa (Neusa) in their schools, claiming that it is a political organisation.

This is according to Zaaiplaas Neusa secretary Lemmy Mogale, who said that, since the organisation was formed, its members had been harassed by school principals.

He added that a meeting had been called where parents were mobilised against Neusa. "They were told to campaign for the dissolution of Neusa because it had turned school premises into factories by introducing union matters into the school," said Mogale.

The principals were allegedly accusing teachers who belonged to Neusa of teaching politics in their classrooms "without considering the fact that subjects such as history and economics were politically related".

"The relationship between school principals and Neusa members has deteriorated to such an extent that principals have been absent from school for more than two weeks fearing that they might be attacked by Neusa members," said Mogale.

He said that the principals of two schools asked police to arrest teachers who were Neusa members because "they were holding illegal gatherings within the school premises".

"The two also made a call to Neusa to register with the government, otherwise they would not allow it to operate in their respective schools."

Mogale said Neusa had sent a petition to the Middelburg circuit office of the Department of Education and Training (DET), demanding the resignation of the two principals "who were against the existence of Neusa".

The DET's Highveld regional director and the Middelburg circuit inspector were not available for comment at the time of going to press.



Neusa members on the East Rand march with students earlier this year to highlight demands for better education facilities.

Sadtu a realisation of Neusa's aims

This is the last in our series on how teacher organisations view the launch of the SA Democratic Teachers' Union (Sadtu) on October 6. PUPILS FORUM spoke to the giant teacher organisation, the National Education Union of SA (Neusa).

New Nation 21/9 - 27/9/90

THE initiative to form Neusa was taken after the 1976 uprisings, as some teachers felt that teacher organisations at the time were passive and failed to respond to Bantu education and the brutality of the state against pupils.

Neusa president Curtis Nkondo said that, by 1980, the organisation was already operating nationally, despite state repression.

It was banned in February 1987 until February 2 this year. After its unbanning, the organisation grew rapidly and it now commands a large membership throughout the country.

Nkondo said the establishment of Sadtu is a victory for Neusa, because one of the objectives at the organisation's launch had been to form a single non-racial teacher body to fight apartheid education.

Asked if affiliation to a political party jeopardised Neusa's service to the community, Nkondo said: "It should not, because, when we adopted the Freedom Charther, we believed its aims were those of everybody. When we say 'the doors of learning and culture shall be open to all', who does not wish that to happen?" (321)

● Meanwhile, teachers from the Bolobedu Teachers' Union (BTU), in the Far Northern Transvaal, have distanced themselves from the remarks made by their president, Molebatsi Masedi, to PUPILS FORUM two weeks ago. Masedi said the organisation was opposed to affiliation to Neusa because Neusa was affiliated to the UDF.

developing memory and study skills.

Technology can assist teachers

Computers have brought a new dimension to the role of the teacher — helping to make learning more stimulating and freeing teachers from mundane tasks, to spend time with pupils on a one-to-one basis.

Yet, says Lexpress Data marketing director Toby Chance, many teachers are threatened by the prospect of increased use of computers — and the sci-fi myth of the "robot teacher" persists.

Teachers and trainers tend, as a group, to be conservative and not technically minded — and many resist the potential role of technology.

"In fact, the best teacher is a warm body in a classroom — but South Africa is not over endowed with either good teachers or classrooms. Where they exist we should use every tool at our disposal to make them more effective," he says.

"But interactive multimedia teaching does compare favourably with a poor teacher — and it has the advantage of being consistent."

To date, computers have been perceived as a costly investment — but Mr Chance maintains that, while the capital costs are relatively high, the running cost of a computer system is minimal.

He estimates the cost of developing a good English literacy programme in about five vernacular languages, for example, costs about R6 million.

"Once a programme has been developed it can be reproduced and circulated among schools at minimal cost. Over the years it can be upgraded — the initial development cost need never be repeated.

"By comparison, the cost of training and employing an ineffective teacher keeps rising with inflation. It makes far more sense to use computers to take the drudgery out of teaching — for instance in repetitive learning exercises and marking tests — so that the teacher can concentrate on the more creative aspect of her job."

The use of computers in local schools was promoted in the De Lange Commission report of more than a decade ago.

The Government has again started to follow the lead given by most leading private schools, and is investigating the potential use of computer programmes.

Two major problems need to be overcome — the high capital cost of installing equipment, and the lack of infrastructure to accommodate it — especially in the rural areas.

Mr Chance estimates the cost of a workstation at between R4 500 and R15 000, depending on the level of sophistication.

This initial outlay is daunting, but over a five to 10-year working life — during which each workstation will be used by numerous pupils — the cost is not excessively high.

The most basic option is a single disk drive system. From this level, one may take the system one step further to incorporate an audio board — which demands the extra capacity of a hard disk drive.

At this level, the computer can be linked to a video system to offer interactive multimedia teaching — ideal for literacy and language training.

Pictures on the screen show the student the object of discussion, and a recorded voice demonstrates how the word is pronounced. The student can then repeat the word — and the computer plays back his voice and the correct pronunciation, for comparison.

The next step in sophistication introduces the compact disk ROM system, which offers the advantage of vast storage capacity — 550Mbytes, equivalent to 350 000 typed pages of information — and virtually indestructible storage disks. Although currently costly, these will be manufactured locally by Gallo from the end of this year.

Teaching methods must be examined

A fresh look at teaching methods is needed if South Africa is to overcome the lack of teachers and resources and the shortcomings of its educational system.

The traditional method of seating about 35 pupils in rows while a teacher — who may or may not be qualified — imparts information, simply is not effective in producing leaders and problem-solvers.

"We need to deal with the way in which teachers present their subject matter — and at the same time make the subject matter relevant to the local context," says educationalist Gillian Maskell.

The past few years have seen a clear trend away from the authoritarian traditional system in favour of more democratic systems that develop the child at his own pace.

A system which met with some initial government resistance — but has since been accepted — is the Accelerated Christian Education (ACE) method favoured by a number of church communities.

An American system, it has been adapted for the local context and offers a number of advantages, not the least being cost.

"All ACE teachers are fully qualified to Government standards, in addition to having ongoing training in the use of the system," says Trevor Yoko, executive director of ACE SA.

Although teacher-pupil ratios tend to be high — ranging from 5:1 to 20:1 — in theory the system could adapt well to situations where few fully qualified teachers are available.

Another system which has gained ground in recent years is the Montessori programme — initially geared more towards pre-school children, but now established in a few primary schools. Here, again, children are encouraged to learn at their own pace — making extensive use of specialised sensorial equipment.

In both these systems, as in many others, the teacher's role is that of a facilitator rather than an imparter of knowledge.

An alternative, which could prove a cost-effective means of releasing teachers to work with children on a one-to-one basis within the limitations of the conventional system, could be the introduction of teacher aides.

Teachers start giant union

Sowetan 4/10/90 321

BY SY MAKARINGE

A NEW 100 000-strong non-racial teachers' union, composed of teachers' organisations with differing political affiliations, is to be launched in Soweto this weekend.

The new union, to be called the South African Democratic Teachers Union (Sadtu), will be launched at Shareworld entertainment complex on Saturday, culminating in a teachers' rally at Orlando Stadium on Sunday.

Keynote

ANC deputy president Mr Nelson Mandela will deliver the keynote address to more than 1 500 delegates representing more than 20 teachers' organisations from throughout the country on Saturday.

Mr Jay Naidoo, general secretary of the Congress of South African Trade Unions, said at a Press conference in Johannesburg yesterday that the launch of Sadtu would be attended by representatives of the Mass Democratic Movement,

Teachers start giant union

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●From Page 1

the Pan Africanist Congress and the Azanian Peoples Organisation.

He said teacher representatives and educationists from around the world would attend the birth of the new union.

Addressing the Press conference, president-elect of Sadtu, Mr Shepherd Mdladlani, said the main aim of the new umbrella body was to "eradicate apartheid and strive towards a free-non-racial, non-sexist, compulsory and democratic education in one education system."

He said in a statement that the emergence of Sadtu should be seen against the background of the continuing crisis in education and the "upsurge in teacher militancy".

A number of affiliate organisations would dissolve while others would hold dual membership for a year, during which time they would wind down their operations, he said.

The launch also comes at a time when the Transvaal United African Teachers Association is expressing reservations about the dangers of "sacrificing status and values of the teaching profession".

It said the formation of Sadtu had political overtones.

In advertisements placed in several newspapers this week, Tuata said it would not consider dissolving until Sadtu had "clearly demonstrated that it was a professional body with no political party alignment or affiliation and truly representative of all teachers in the country".

Mr Thulas Nxesi, Sadtu general secretary-elect, said the question of forming an alliance with a political party or trade union would "only be entertained" when the body held its first annual congress next year.

He said Cosatu came into the picture as "a convener and facilitator" of the unification process.

South 4/10 - 10/10/90

Hitch at launch of teachers' body

321

FROM MONO BADELA

JOHANNESBURG. — The launch of the biggest and most representative teachers organisation in the country's history suffered a slight setback this week with the withdrawal of four teachers' bodies.

The Transvaal United African Teachers Association and the Natal Teachers Society will no longer take part in the launch of the South African Democratic Teachers Union.

Two other bodies, the Natal African Teachers Union and Cape African Teachers Union, have asked for more time to decide on their future.

The top leadership positions in the union of two Cape Town educationists will be confirmed this weekend when about 1 500 delegates, representing more than 20 progressive teacher organisations, will converge on Shareworld outside Soweto to launch the new union.

Mr Shepard Mdladlana, of the Democratic Teachers Union will be elected president of Sadtu and Mr Randall van den Heever, of the Cape Teachers Professional Association, will be general-secretary.

The new trade union will represent more than 100 000 teachers.

The keynote address will be delivered by ANC deputy-president, Mr Nelson Mandela. This will be followed by a closed session where the name of the union will be formally adopted, the constitution ratified and numerous resolutions adopted.

As agreement has been reached on all issues affecting the union, the conference will have consensus on the new executive committee and the resolutions tabled.

On Sunday, a mass rally will be held at the Orlando Stadium, Soweto, to celebrate the birth of the new union. ANC national executive and SACP member, Mr Govan Mbeki, will deliver the main address.

All the tips and form for the Gold Bowl

Willem applic... mine...

Pay boost

CAPE TIMES 5/10/90 (321)

R455 million for women teachers' salaries

By CHRIS BATEMAN

THE government has set aside R445 million to bring the salaries of women teachers of all races in line with those of their male counterparts within two years.

This means the remaining sex-discrimination gap affecting salaries of junior teachers is to be reduced by half nationwide from April 1 next year and closed completely in the following year.

Those benefiting will be women teachers with between one and four years' post-matric qualifications, whose present monthly gross salaries are between R239 and R278 a month less than those of their male counterparts.

In a statement yesterday the Minister of National Education, Mr Eugene Louw, expressed "particular appreciation" for the input from the organised teaching profession and education advisory bodies "over a period of several years".

'Clear steps'

Reacting yesterday Mr Peter Moore, president of the South African Teachers' Association (Sata), welcomed the move, saying Sata had campaigned for many years for the elimination of "all types of disparity".

"We are particularly pleased at the commitment in two clear steps to eliminate the remaining sexual disparity in salaries. One gets a bit tired of hearing of declared government policy with no clear action," he added.

Mr Louw said that since 1981 it had been declared government policy to eliminate all disparities in the salaries of male and female educators, and that this was the latest in a series of steps taken.

The first phase, which will be introduced in April next year, will involve R250m, it was reliably learnt yesterday.

Mr Louw said exact dates would be announced "in due course".

Mr Moore said that a male teacher with one year's post-matric qualification currently earned a gross salary of R989 a month, while his female counterpart earned a gross salary of R711 a month.

A male teacher with four years' post-matric qualification currently earned R1 788 a month, while his female counterpart grossed R1 549.

Teachers' group distancing itself from non-racial launch

By VIVIEN HORLER
Staff Reporter

THE South African Teachers' Association (Sata), to which the majority of white, English-speaking teachers in the Cape belong, will not take part in the launch of a major new non-racial teachers' union in Johannesburg at the weekend.

The South African Democratic Teachers' Union (Sadtu) expects, through affiliates, to represent more than 100 000 teachers across the country, and possibly as many as 200 000 by the end of the year.

But in an advertisement in newspapers yesterday, Mr P H Moore, president of Sata, announced that after consideration it would not take part in the launch.

Mr Clive Roos, executive director of Sata, declined yesterday to expand on Mr Moore's statement.

He said Sata would be "very reluctant before the launch of another body to make public what our differences with that body may or may not be".

"Once it has launched itself and made public what it is, and what its objectives are, you can expect an explanation from us as to why we have decided not to participate."

MEMBERSHIP

Mr Roos said the association's decision did not affect the right of individual members to join the new union.

In the advertisement, Sata confirmed its "unequivocal commitment" to the implementation of a single, non-racial education system, and added that choice and variety were a feature of the democracy which Sata sought.

In a statement this week, the new union said its main aim was to eradicate apartheid and strive towards a free, non-racial, non-sexist, compulsory and democratic education in one system in South Africa.

It saw the upgrading of teachers' skills as a priority.

"Sadtu will focus on the development and implementation of an open, relevant and mass-based education curriculum as opposed to the present one based on Christian National Education."

The idea to form a national, non-racial teachers' union sprang from a conference of teachers' unions in Harare in 1988 which was set up by organisations including the African National Congress, Cosatu, and the All Africa Teachers' Organisation.

Cape Times 5/10/90 (359) (321) NEW

Massive teachers' union on the way

By Karen Stander, Education Reporter

Thousands of teachers are to join forces, with the launch of the South African Democratic Teachers Union in Johannesburg tomorrow.

In terms of the membership of its 18 affiliates, Sadtu will represent more than 100 000 South African teachers.

Sadtu president-elect Shepherd Mdladlana told a press conference on Wednesday that Sadtu's main aim was "to eradicate apartheid and vigorously strive towards a free, non-racial, non-sexist, compulsory and democratic single education system".

He said Sadtu was committed to upgrading teachers' skills and facilities, the maintenance of high professional standards and the implementation of a mass-based curriculum.

Sadtu would conduct all negotiations with the Minister of National Education as a clear demonstration of the union's commitment to a single Ministry of Education.

Sadtu was the result of a conference of teachers' organisations held in Harare in April 1988 initiated jointly by the ANC, Cosatu, the World Confederation of Organisations of the Teaching Profession, and the All-Africa Teachers' Organisation. The National Teachers Unity Forum (NTUF) was formed at the conference to work towards the establishment of Sadtu.

Sadtu will bring together almost all the existing teacher organisations, with the exception of the white Afrikaans-speaking associations.

One white English-speaking assocation, the Natal Teachers Society, has been granted observer status and two others — the Transvaal Teachers Association and the SA Teachers Association — have been involved in talks with the NTUF. They are expected to join soon.

About 1 500 delegates are expected to attend the launch.

ANC deputy president Nelson Mandela is to deliver the keynote address during formal proceedings at Shareworld, when the union's constitution will be adopted.

Affiliates include four members of the African Teachers Association of SA, all four members of the Union of Teachers Associations of SA, the National Education Union of SA, the Teachers Association of SA, the Democratic Teachers Union, the Western Cape Teachers Union, Education for a Democratic and Aware South Africa, the Progressive Teachers Union, East London Progressive Teachers Union and Mamelodi Teachers Union.

Daphne Chapman, wife of Southern Life MD Neal Chapman, and her son Gary accompany Winnie Mandela, head of the ANC's social welfare department, on a tour of Phola Park squatter camp near Alberton yesterday. Residents were rebuilding their shacks after the recent violence in which 23 died and 344 shacks were demolished. Picture: ROBYN RYAN

R445m fund to close teachers' gender gap

(321)

Own Correspondent

CAPE TOWN — Government has set aside R445m to bring the salaries of woman teachers of all races in line with those of their male counterparts within two years.

This means the remaining sex discrimination gap affecting salaries of junior teachers is to be reduced by half from April 1 next year and closed completely in the following year.

Those benefiting will be woman teachers with between one and four years' post-matric qualifications whose present monthly gross salaries are between R239 and R278 a month less than those of their male counterparts.

In a statement yesterday, National Education Minister Gene Louw expressed "particular appreciation" for the input from the organised teaching profession and education advisory bodies "over a period of several years".

Reacting yesterday, SA Teachers' Association (Sata) president Peter Moore welcomed the move, saying Sata had campaigned for many years for the elimination of "all types of disparity".

"We are particularly pleased at the commitment in two clear steps to eliminate the remaining sexual disparity in salaries. One gets a bit tired of hearing of declared government policy with no clear action."

Louw said that since 1981 it had been declared government policy to eliminate all disparities in the salaries of male and female educators and that this was the latest in a series of steps taken.

The first phase introduced, from April 1 next year, will involve R250m, it was reliably learnt yesterday.

Louw said exact dates would be announced "in due course".

Moore said that a male teacher with one year's post-matric qualification currently earned R989 a month gross while his female counterpart earned R711 a month gross.

A male teacher with four years' post-matric qualification currently earned R1 788 a month while his female counterpart grossed R1 549 a month.

Parity plan for teachers

The wage disparity between male and female teachers is to be eliminated, National Education Minister Gerrie Louw said in a statement yesterday.

The disparity would be addressed in two stages, the first of which will begin during the 1991/92 fiscal year and the second in the 1992/93 financial year.

The disparity between female and male teachers is two salary notches, and each phase would raise the earnings of female teachers in qualification categories ABC and D by one notch in each phase.

The cost of the adjustment would be R445 million, Mr Louw said. — Sapa.

PUPILS FORUM

Historic teachers' launch this weekend

321

New Nation 5/10-11/10/90

HISTORY will be made this weekend when 15 teacher organisations merge to form a single, non-racial body, the SA Democratic Teachers' Union (Sadtu).

The formation of the new body will be the culmination of two years of debates among about 150 000 teachers represented by the 15 bodies throughout the country and across racial lines. These include the African Teachers' Association of SA, Teachers' Association of SA, United Teachers' Association of SA and the National Education Union of SA.

The Natal Teachers' Society and the Transvaal Teachers' Association have been taking part in the preliminary talks as observers. However, they feel they still need to consult their members and no white teacher organisations will be joining Sadtu.

The talks to form Sadtu started in Harare, Zimbabwe, in 1988 and were hosted by the SA Council of Trade Unions and the ANC.

Since then, Cosatu had the task of mediating in the talks between progressive teacher organisations which emerged in the eighties and older teacher bodies.

The new organisation expects to command a membership of about 150 000 at its launch. About 1 800 delegates are expected at the launch at Shareworld, outside Johannesburg.

Speaking about the immediate aims of the new body, the assistant general secretary elect, Thembelani "Thulas" Nxesi, said Sadtu would seek recognition from the national education ministry and step up the demand for a single education department.

He said teacher organisations which had not been part of the Unity Forum – formed during the teacher unity talks – would be allowed to join the organisation once it was launched.

The components of the forum, he said, would disband one year after the birth of Sadtu.

Nxesi said the new organisation would not affiliate to any trade unions or political parties. However, this would be discussed this at its first congress next year.

The president elect, Shepherd Mdladlane, will share the stage with ANC deputy president Nelson Mandela at the opening of the launching conference tomorrow. Govan Mbeki will address the launching rally at Orlando Stadium on Sunday.

Male, female teachers to be paid same wage

(321)

w(Mail 5/10/-11/10/90

THE wage disparity between male and female teachers is to be eliminated, National Education Minister Gene Louw said in a statement yesterday.

The disparity would be addressed in two stages, the first of which will begin during the 1991/92 fiscal year. The second phase will begin in the 1992/93 financial year.

The cost of the adjustment would be R445-million, said Louw. — Sapa

210 000 teachers unite after two years

The Argus Correspondent

JOHANNESBURG. — A major nonracial teachers' union, bringing together teachers from many different unions and organisations, has been launched here.

The launch of the South African Democratic Teachers' Union (Sadtu), believed to represent more than 210 000 teachers, came after two years of talks between a number of teachers' bodies, including the African Teachers' Association of South Africa, the National Education Union of South Africa and the Union of Teachers' Associations of South Africa.

The day-long meeting at Shareworld, Johannesburg, on Saturday was co-chaired by Congress of South African Trade Unions (Cosatu) leaders Mr Jay Naidoo and Mr Chris Seopesengwe. Mr Nelson Mandela was guest speaker.

In his opening address at a launch rally at Orlando Stadium in Soweto yesterday, newly elected Sadtu president Mr Shepard Mdladlana denounced South Africa's separate education departments, saying they had to be replaced with a single, nonracial and non-sexist education system.

Teachers set a new tone for non-racial trade union unity

321

WM ms 5/10- 11/10/90

South Africa's first truly non-racial national union could emerge from a landmark conference of teachers this weekend.

SAMANTHA WEINBERG *reports*

A NEW teachers' union — to be launched in Soweto this weekend with an opening address delivered by African National Congess deputy president Nelson Mandela — could evolve into South Africa's first truly non-racial national union.

This was announced by general secretary of the Congress of South African Trade Unions (Cosatu), Jay Naidoo, at a press conference preceding the official launch of the South African Democratic Teachers' Union (Sadtu). With an estimated starting membership of about 100 000, Sadtu could form the largest trade union of professionals in South Africa.

"I am quite confident that, given a period of time, we will achieve non-racial unity — not present in any other industry," said Naidoo.

While there are a number of non-racial unions in the country, in practice few formerly black unions have many white members and few formerly white unions have a significant black presence.

However, not one white teachers' union has yet committed itself fully to joining Sadtu — although Sadtu says the English-speaking unions are "trembling on the brink" of joining and "progressive" organisations like the National Education Union of South Africa, which includes many white members, will join. There appears to be particular lack of enthusiasm on the side of the Afrikaans-speaking unions.

One major black teachers' union, the Transvaal United African Teachers' Association (Tuata), also announced its intention, at the beginning of this week, not to join Sadtu at its inception, but rather "to wait and see" how the organisation turns out.

A representative from Tuata told *The Weekly Mail* yesterday there were several aspects of Sadtu's proposed constitution that they were unhappy about.

They were especially worried that Sadtu would be affiliated to the ANC, as Tuata didn't officially recognise political ideologies.

Two white unions, the Transvaal Teachers' Association (TTA) and the Natal Teachers' Society (NTS) expressed cautious optimism at the formation of Sadtu, but said they were not yet ready to commit themselves to joining.

NTS could not sign the unity agreement required before full membership of Sadtu because clauses in the agreement went against its existing constitution, said Dave Ryman, NTS executive director.

The two clauses NTS was particularly concerned about were clause 18, which states that "the Associations and Affiliates shall, until a decision is taken to dissolve, operate as separate legal entities to Sadtu provided that the Associations and Affiliates shall not operate in competition and (they) will not take decisions that will or may conflict with decisions of the transitional National Executive Committee, the aims and objects (sic) and this agreement".

And clause 14.3, which stated that "the Associations and Affiliates will release officials and employees to work either full-time or part-time for Sadtu and second officials and employees where necessary".

The latter clause was also highlighted as a problem area by the TTA.

The idea of Sadtu was conceived in April 1988, when a number of teachers' organisations met in Harare to iron out divisions among themselves.

The main divisions were between the more established organisations like the African Teachers' Association of South Africa (Atasa) — who were officially recognised by the education authorities — and newly emergent, more militant organisations like Neusa.

A Teacher Unity Accord was unanimously agreed upon — committing the organisations to work towards establishing a national teachers' organisation, intent on "a unitary, non-racial and democratic South Africa".

Upon their return, the organisations formed a National Teachers' Unity Forum (NTUF), convened by Cosatu, which served as an interim body whilst plans for Sadtu were formalised.

During its life, the NTUF participated in a number of actions which, according to Sadtu general-secretary elect Randall van der Heever, demonstrated "an unprecedented display of solidarity".

The actions included the defiance campaign of 1989 against "apartheid elections" and this July's mass national action of teachers aimed at "affirmative programmes at the place of learning".

According to a teacher unity agreement signed by the various teachers' organisations on the eve of the launch, Sadtu has committed itself to "eradicate apartheid in education and strive for a free, non-racial, non-sexist, compulsory, democratic education in one education system and, as a first step, to establish a single union to represent all teachers and educationalists in South Africa".

On the question of political and union affiliations, Sadtu is more circumspect. While Cosatu helped to organise and convene the union, Sadtu officials say they will only decide "democratically" at their first congress next year whether to officially affiliate to the federation or align with any political party.

AFFILIATE ORGANISATIONS

- African Teachers' Association of South Africa (Atasa) — excluding Tuata
- Union of Teachers' Association of South Africa (Utasa)
- National Education Union of South Africa (Neusa)
- Teachers' Association of South Africa (Tasa)
- Democratic Teachers' Union (Detu)
- Western Cape Teachers' Union (Wectu)
- Education for a Democratic and Aware South Africa (Edasa)
- Progressive Teachers' Union (PTU)
- Eastern Cape Teachers' Union (Ectu)
- Progressive Teachers' League (PTL)
- East London Progressive Teachers' Union (Elptu)
- Mamelodi Teachers' Union (Matu)

OBSERVER ORGANISATIONS

- Natal African Teachers' Union (Natu)
- Natal Teachers' Society (NTS)

White teachers absent as new multiracial union is launched

TANIA LEVY

WHITE teachers were not represented at the launch of SA's first national multiracial teachers' union this weekend because the Transvaal Teachers' Association (TTA) and Natal Teachers' Society (NTS) refused to sign a unity agreement on legal grounds.

The SA Democratic Teachers' Union (Sadtu), which claims a membership of more than 100 000 teachers in 18 affiliated teacher organisations, will apply for official recognition from government.

Launched at Shareworld on Saturday, Sadtu aims to fight for improved working conditions for teachers.

NTS executive director Dave Ryman said it was disappointing to be excluded after working so hard to bring about a national multiracial teacher body.

The NTS was given observer status at the launch after refusing to sign the unity agreement which compelled affiliates to disband within a year.

Lawyers maintained a clause demanding that affiliates do nothing to contradict what Sadtu did, would infringe on NTS's constitutional obligations, Ryman said.

TTA president Ron Yule said the clause stating that NTS or TTA employees would have to work for Sadtu would go against the Industrial Relations Act.

Ryman said the unity agreement was sprung on organisations last week.

The Natal African Teachers' Union and Transvaal Union of African Teachers' Associations were also unable to sign the agreement.

Sadtu vice-president elect Ronnie Swartz said white organisations were doing their members a disservice by not being part of the launch, and he appealed to white teachers to join as individuals.

The formation of Sadtu arises from the National Teacher Unity Forum, formed after a conference in Harare in 1988 convened by the ANC, Sactu and Cosatu.

Last week the Teachers' Federal Council, of which membership is compulsory for all white teachers, agreed in principle to open its ranks to teachers of all races.

However, a declaration of intent, signed by TFC affiliates, said statutorily determined negotiating procedures had to be found to permanently eliminate industrial action such as strikes, go-slows and stayaways.

Allied Technologies Limited
(Registration No. 05/20415/06)
(Incorporated in the Republic of South Africa)
("Altech")

ALCATEL

Acquisition by Fulmen Telecommunications (Pty) Limited ("Fulmen") of 5,9% shareholding in Altech

Agreement has been reached in principle, subject to the finalisation of certain conditions, whereby Altech will acquire from Fulmen its effective 12,54% stake in Standard Telephones & Cables (South Africa) (Pty) Limited ("STC"). In return, Fulmen will subscribe for 620 850 new ordinary shares in Altech at a price of

A dream come true

FOR Shepard Mdladlana and thousands of teachers throughout South Africa, a dream came true with the launch of the South African Democratic Teachers' Union (Sadtu) last Saturday.

In his first interview since being elected, Mdladlana said an immediate task facing the new union was to establish structures.

He said membership forms would be available by the end of this week — the first step towards building a membership of 200 000 by October next year.

Committees are to be formed at every school in the country, where there are Sadtu members.

Branches will be formed in every district to supervise and coordinate activities at schools.

Regional executive committees must be elected to manage the affairs of the regions.

"The Teacher Unity Forum had already begun identifying branches and regions for Sadtu," Mdladlana said.

"We had our first national council meeting on Monday to discuss where structures will be formed. A final decision will be taken on October 26.

"Within three weeks, we will be in a position to place members in structures. Membership forms will be available by the end of this week."

Mdladlana said the atmosphere at the launch was "extremely positive and optimistic".

Temporary

A key decision taken was to campaign around the plight of temporary teachers.

It is a response to the situation facing hundreds of teachers nationally who face displacement at the end of the year, together with the lack of posts for those already unemployed and those qualifying at the end of the year.



TEACHER JOY: Celebrating at Shareworld PIC: CEDRIC NUNN



SADTU PRESIDENT: Shepard Mdladlana PIC: ELMOND JIYANE

South 11/10 - 17/10/90

A giant was born at Shareworld in Johannesburg last weekend — the South African Democratic Teachers' Union (Sadtu), representing more than 100 000 teachers. At its helm is Shepard Mdladlana of Guguletu, who describes himself as an ordinary primary school teacher. REHANA ROSSOUW spoke to him about Sadtu's future shortly after his election as president : (321)

Sadtu resolved to meet with the Minister of National Education, Mr Gene Louw, to present to him a list of temporary teachers. Louw had earlier denied that there were any temporary teachers.

The union is demanding the scrapping of temporary status, permanent jobs for all qualified teachers with their qualifications determined by Sadtu and the right of teachers to remain in their current posts or to select posts elsewhere.

"This campaign will be a priority for Sadtu. As soon as we have drawn up a list of temporary teachers nationally, we shall ask for a meeting with Louw," Mdladlana said.

"We will also ask for recognition from Louw as the only union representing teachers on a nonracial, national basis."

Another priority campaign for Sadtu is a call for one school calendar in South Africa. The union believes education value is lost because of separate school holidays in different departments of education.

Mdladlana sounded a warning that if Louw refused to implement a common school calendar, teachers who were Sadtu members would implement it themselves.

The Sadtu launch conference also resolved to call a congress to discuss the education crisis in the first half of 1990 to investigate issues affecting schooling nationally.

These issues would include the victimisation of teachers, dismissals, shortages of schools and facilities. The position of women in the union was debated extensively and it was resolved to call a conference of women teachers to discuss issues relating to them in the workplace.

Parity

The union committed itself to encourage the full participation of women teachers in all structures and to establish affirmative action programmes for their members.

It demanded an immediate end to discrimination against women teachers, immediate parity in salaries and rejected Louw's recent announcement that parity would be achieved within two years.

Although Sadtu will have a relationship with Cosatu, the question of affiliation was referred to members for discussion.

"We are a democratic organisation and the decision must be taken democratically," Mdladlana said.

"While we are grateful to the ANC for taking the initiative which set us on the road to unity, it must be stressed that an organisation cannot affiliate to the ANC.

"Only an individual can join the ANC; there is no question of Sadtu doing so.

"Our doors are open to all teachers; their ideology is not a precondition for membership."

Mdladlana said Sadtu would represent its members both as a professional organisation to act as a watchdog of the profession and as a trade union taking up shopfloor issues.

"If the authorities do not meet our demands, they are declaring war on the teaching profession," he said.

"There is no disagreement that, if necessary, we will use the strike tactic, but it depends on the response of the authorities. If they are arrogant, then I can assure you teachers will respond appropriately."

Can we afford to pay our teachers more? No

321

12/10 - 14/10/90

South Africa needs an equal education system. But this country is unlikely to be able to pay enough teachers of quality the salaries required to keep them in the education system.

By SAM WEINBERG

LAST week the Minister for National Education, Gene Louw, announced that steps would be taken to eliminate disparities in the salaries of male and female teachers. By 1993, he said, teaching staff of both sexes would receive equivalent wages, ending once and for all gender discrimination in schools.

This will add R629-million to the annual education budget, if one makes the unlikely assumption that present salary levels will stay constant despite the high rate of inflation.

Already, nearly one third of total government expenditure goes on education (a sum of R2 775-billion this year).

And, as the government moves inevitably towards an end to apartheid education and the creation of one education department for all races, huge extra amounts of money will be needed to create even a semblance of equality. For example, at present the amount spent on each white school child is close to eight times that spent on each African pupil — with Indian and coloured children receiving sums somewhere in between.

Substantial money will be needed to bring this anywhere near equality, particularly if one takes into account the six percent annual growth in the African school population, compared to the two percent growth in the economy.

In short, there will almost certainly not be enough money to meet all the needs of education in the "new" South Africa.

This raises a burning question: where is the money going to be found? Since between 70 and 80 percent of the budget is currently spent on teachers' salaries, this is going to be an obvious target for cutbacks. Can this country afford to pay sufficient teachers of quality the sums required to keep them in the education system?

The answer is probably no. If it is assumed then that the total teacher salary bill will have to be cut — or at least kept constant — there are two options: either to lower the salaries of all or some teachers, or to continue paying the same (or even more) and cut the total number of teachers.

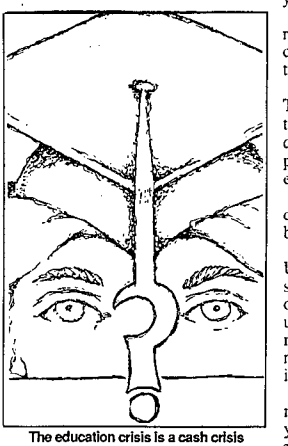
At present, teachers' salaries are worked out on a rather complex scale, according to their training and experience. Until 1980 there was disparity between the wages of teachers working in schools under different racially-determined departments, but these differences have been ironed out, contributing in a limited way to improved teaching standards in black schools.

However, at the bottom of the range, teachers who started working before the new rules at the beginning of the decade — which insisted on a minimum requirement of matric as well as three years of teacher-training — earn less than "a living wage", according to general secretary of the South African Democratic Teachers' Union (Sadtu), Randall van Heever.

These teachers in salary classification A3 (at the very bottom of the scale), who only work in the black education sector, earn a flat rate equivalent to R559 a month before tax. (R416 a month for women teachers).

At their opening congress, Sadtu passed this motion protesting against the "totally inadequate" salaries of underqualified teachers: "Sadtu, in believing that it is a human right to receive a living wage and noting that many of its members are not receiving a basic living wage, resolves to demand a living wage for all educators in South Africa."

Launched only last weekend, Sadtu claims to represent around 100 000 South African teachers, who already demonstrated their muscle in protest earlier this year.



The education crisis is a cash crisis

Male teachers across the board, who have matric plus a teacher qualification, earn between R883 and R1 702 a month — far less than an average graduate working in other sectors of the economy.

Even teachers towards the top of the scale, who have a university degree and a teacher's diploma, earn only between R1600 and R2 600 a month.

Which raises the already evident problem of the qualified and quality teachers moving out of the education sector to seek better-paid jobs elsewhere.

Dr Ken Hartshorne from the Consultant Centre for Continuing Education at Wits University agreed that "paying teachers well is an important priority and there is no way that teacher's salaries can be used as the first area for saving money".

If then it is accepted that to cut teachers' salaries would have potentially disastrous effects, alternative methods of cutting the final bill must be explored in ways that would not erode the quality of teaching.

Professor Johan Muller, from the Education Department at the University of Cape Town, said it is absolutely vital to improve the quality of teaching, which is "absolutely appalling" in black schools.

"Morale has eroded and the culture of learning has gone. I don't know what it will take to restore quality learning and teaching, but it will certainly take a long time — at least 10 years if all goes well," Muller said.

He suggests a possible answer: to restrict entry into the profession and cut down on the total number of teachers.

The Department of Education and Training (DET) had started doing this last year, he said, by imposing quotas, increasing the number of periods a teacher is required to teach each week.

However, many teachers still face classes that are large and unmanageable.

Andrew Donaldson, of Rhodes University, suggested that a possible solution might be to cut the number of partially-trained teachers and start using teacher assistants, who would receive their training on the job and not be paid too much while in training.

The teacher dilemma may be one reason why the government hasn't yet announced the institution of one education department: it is stumped on the practical and financial problems involved in completely changing the system.

"There are tough priorities that will have to be faced," said Hartshorne. "For example, if the authorities decide to make primary schooling compulsory — which I think is important — other areas of schooling will still have to be maintained at the present level."

This does not bode well for secondary schools, especially those under the control of the DET, many of which have drastically inadequate facilities and a shortage of textbooks.

and a shortage of textbooks.

Nick Taylor, of the Education Policy Unit at Wits University and co-ordinator of the new multi-million rand education feasibility study under the auspices of the National Education Co-ordinating Committee, agrees that future priorities will have to be discussed, but "by all interested parties, not just the administrators".

C/Press 21/10/90(321)

Union calls for defiance

AS whites ponder the opening of their schools to black pupils, one of South Africa's biggest teachers' organisations has called on them to defy Education Minister Piet Clase's "open school" model and admit pupils of all races.

South African Democratic Teachers' Union (Sadtu) president Shepherd Madladlana has urged white parents to go a step further.

"They must employ black teachers and open white teachers' training colleges to blacks. The Good Hope College of Education in Khayelitsha near Cape Town cannot accommodate all people who want to be teachers. Desegregating white training colleges would help."

He also urged the mainly white Teachers' Federal Council to support demands to open white State schools to all pupils.

"We want them to defy the Minister and to be as bold as when they negotiate for better salaries."

This union did not view the opening of white schools in a serious light, he said.

"It's a big joke for some of us. How many of our people will be able to approach these schools?. How many of them will be admitted?"

Sadtu was launched by several progressive teachers' organisations at the beginning of this month. Its aim is to eradicate apartheid, said Madladlana.

He said: "We want one education system in South Africa and not Clase's model for white schools. I would be pleased if white schools defied his model and opened their doors to all. ."

All clear-thinking South Africans would agree that apartheid was evil and that "they don't have to vote to admit black pupils".

"Seen against the backdrop of the scrapping of the Separate Amenities Act, we can't see the logic of not opening all State schools."

The next step the government should take is the abolition of the Group Areas Act so "people can move closer to schools".

Van den Heever faces first challenge

South 1/11 - 7/11/90

By REHANA ROSSOUW

SOUTH African Democratic Teachers Union (Sadtu) general secretary Randall van den Heever this week faced the first challenge of his new post— a "misunderstanding" with a teachers association he was still president of only a few weeks ago.

The Cape Professional Teachers Association (CTPA) has complained about representation by the association on the Sadtu executive committee.



Mr Randall van den Heever

CTPA wrote a letter to the Sadtu executive complaining about representation and the fact that they have to pay more than R34 000 in membership dues to the new teacher body.

Assistance

The CTPA brought the most members into Sadtu and has given office space and the assistance of its full-time staff to the month-old union.

"This was all a misunderstanding," said Mr Randall van den Heever, secretary of Sadtu and former president of the CTPA.

"We are meeting them on Thursday to discuss their problems."

Van den Heever said he was elected secretary of Sadtu while he was still a CTPA representative. Another CTPA executive member, Mr George Strauss, was also serving on the Sadtu executive.

Resolutions

Sadtu held its first national council last weekend and is forging ahead to implement resolutions tabled at its launch.

A letter has been sent to the Minister of National Education, Mr Gene Louw requesting a meeting to discuss recognition of the giant union and a collective bargaining agreement.

Sadtu also wants to tackle the issues of victimisation of teachers and equal service conditions for female teachers.

The union is planning a major consultative conference with political organisations and interested persons on their demand for a uniform education calendar.

If an agreement is reached at the conference on November 24, their draft calendar will be circulated in December and implemented in the first term of 1991.

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Temporary

Sadtu is collecting the names of all temporary teachers throughout the country and intends demanding that Louw confirm their permanent posts next year.

A conference for women teachers to discuss their plight is planned for May next year.

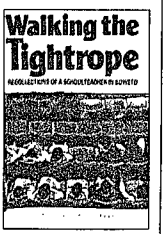
CRUELTY TO CHILDREN

FM 2/11/90 (321)

WALKING THE TIGHTROPE: Recollections of a Schoolteacher in Soweto *by Elizabeth de Villiers (Jonathan Ball, 263pp, R29,99).*

This true account of what it was like to teach in Soweto as the political tensions of 1984-1985 gathered force and finally erupted, has an impressive authenticity. It reads almost as a diary, each day's accumulation of frustration and insight slowly being added until we have a social portrait which is devastating in its comprehensiveness.

It reads like a novel — the names of people and institutions have, I understand, been changed. But, for all its understatement — particularly towards the end, when De Villiers is attacked by feral youths at the school — it is a document to which educational reformers, indeed reformers in general, should turn if they wish to understand a corrupt and corrupting system.



There is an overall impression of waste: of time, hopes and resources.

The hopelessness of black education has been repeatedly demonstrated statistically; this account shows its human cost.

Though it would be difficult not to despair about prospects for putting matters right, De Villiers is clearly a teacher who cares about children. And her schoolchildren, whatever they may be doomed to become, start out, like anyone else, innocent and full of dreams.

But they don't have much chance. The deputy principal at "Unitas" school, the dominating figure in the staffroom and the book, is a brutal figure, a drunk and a womaniser who steals school funds. The point is not so much that he is these things, as that his character is taken for granted — even condoned by his miserable staff — and he never suffers penalties because almost everyone is bound to him in laziness and cynicism. These people have given up trying.

Beatings by sjambok (called the Black Mamba) are commonplace: "I see a whip slashing down viciously across an outstretched hand. Six children, and each hand receives 10 lashes. Little bodies jerk and unconsciously I move with them as the whip descends mercilessly with each blow." Empty liquor containers are scattered around the school; heavy drinking occurs all the time, in or out of school hours. Sexual innuendo abounds.

Some of this is the problem of cultural expectations: De Villiers is an object of wonder because she is 32, unmarried but not pregnant.

There is no point excusing such moral relativity on solely ethnic grounds — the teachers in power misuse that power and girls are frequently led astray by their educators or older boys who loll about in senior classes, failing from year to year.

Part of the reason they fail is that little teaching occurs, most of it is meaningless and by rote and exams are illiterate and often not marked.

Complaints of physical and sexual abuse by teachers in DET schools have been on lists of students' grievances for almost two decades now and while textbooks and improved facilities can be delivered by more cash, the corruption — certainly that at "Unitas" — stains every aspect of life and it is difficult to see what can be done about it. Student politicisation and its violent manifestations has outstripped its immediate causes. Meanwhile, the numbers of the uneducated and ineducable rises each year.

De Villiers writes: "It is all so vastly *wrong* that one would be hard put to begin a rational viewing of it, never mind setting it right. (The deputy principal) is the manifestation of corruption and disorder, the teachers, undertrained and overwhelmed by the enormous numbers at the school, are unreliable and negligent, and the pupils are being taught a system of chaos which they must inevitably perpetuate ... (They) live in a world where they are expected to set their own artificial standards, unrelated to the world beyond, and created by anyone who feels the inclination to do so, or is in a position of power, however minor."

De Villiers's encounters with white officials of the DET show them to be petty bureaucrats, indifferent to deteriorating conditions and, ultimately, locked into apartheid, since this is their *raison d'etre*, their meal ticket.

Perhaps things have changed. Commissions of inquiry into aspects of this grand institutionalised folly have exposed a small part of the truth.

After her assault by a gang of Comrades, De Villiers finds herself unable to go on. Some of her pupils, she finds, have taken revenge on her behalf: "They caught the ringleaders after 10 days. One was locked in the metalwork room for five days without food or ablutionary facilities. I was taken to this room on my return, and was nauseated by the stench of human waste which stained the floor in proof. The details of the fate of the other leader, I have shut out of my memory ... (For) these deeds I was required to mount the stairs, on that first morning at assembly, and give thanks to the boys of Unitas."

No particular inference is drawn from these experiences — other than the need for fundamental political reform — and one is left with the details of incompetence and cruelty alleviated partially by individual kindnesses. But fundamental reform means that the system must be smashed from top to bottom as soon as possible and replaced by a decent, workable environment. How this is to be done, neither De Villiers, nor anyone who reads her book, can easily say. *Peter Wilhelm*

BUYING BOOKS

Some books reviewed by the *FM* may not be readily available. If you have difficulty obtaining a title from a bookshop, we suggest you contact the publisher's representative. Contacts for books reviewed this week:

- ☐ Jonathan Ball — 880-3116; and
- ☐ Major Protea Assurance branches.

'Merit' teachers

Open schools may decide on staff

By DAVE MARRS

WHITE school pupils could be taught by black teachers at government schools next year for the first time in the history of apartheid education.

A spokesman for the Cape Education Department (CED), Dr Orland Firmani, confirmed yesterday that schools opting for a non-racial admissions policy for pupils would also have the official go-ahead to ignore race and recommend prospective teachers for appointment on merit.

About 121 schools in the Cape have already applied to vote on the open schools issue, with parents at more than 30 Peninsula schools recording convincing majorities in favour.

Dr Firmani told the Cape Times it would be possible for "teachers of colour" to be appointed to schools that adopt Model B of the three education models proposed by the Minister of Education and Culture, Mr Piet Clase, "on condition that they satisfy all the prescribed conditions for appointment".

No quota of "non-white" teachers was envisaged and all appointments would be on merit, he said.

Most teacher organisations welcomed the move as "logical" and long overdue — especially regarding African languages, which have until now been taught by white teachers at CED schools.

'Progressive step'

However, a spokesman for the National Education Co-ordinating Committee in the Western Cape, Mr Fred Barron, said that though the appointment of staff on merit and not on racial criteria was seen as a progressive step, it fell short of NECC central demands for a single national education system.

Teacher training had been "founded on non-educational principles and conducted in a racist manner" for centuries, and this would cause most black teachers to be rejected by Model B schools.

The NECC called for an end to the closure of training colleges such as Zonnebloem and Wesley, which should be upgraded and opened to all, in accordance with their demand for a single education system, he said.

The acting president of the Cape Teachers' Professional Association, Mr Archie Vergotine, said his members would wait and see whether the practice of non-racialism lived up to theoretical equality of opportunity.

"The past has taught us that it is unlikely that our teachers will be able to get into these schools," he said.

The chairman of the Teachers' Federal Council, Professor Hennie Maree, was not available for comment last night, but the organisation recently agreed in principle to open its doors to teachers of all races.

All teachers working in schools registered with the House of Assembly, including private schools, are automatically members of the TFC.

Spokesmen for both the Open Schools Association and the South African Teachers' Association (SATA) supported the move.

A teacher by correspondence

New Nation (Pupils Forum) 9/11 - 15/11/90 (321)

WE have received a number of letters from readers requesting information about studying teaching by correspondence.

There is no easy way to do this and we advise that this should not be the prospective teacher's first choice.

The only available avenue to study for a Teachers Diploma by correspondence is by completing a degree at the University of South Africa (Unisa). This is the only institution that offers a variety of university degrees and diplomas by correspondence.

For primary and secondary school teaching, the first route is to complete a bachelors' degree (BA, BSc or BCom) followed by a higher diploma in education at a university.

The second route is to complete a professional BA degree in education and fine arts education.

To complete a BA degree takes a minimum of three years. The higher diploma takes a minimum of one year.

To qualify for admission to study for a BA degree, the candidate needs a matric exemption. New Nation.

Candidates of 23 years of age or more may apply for a special exemption if they have at least a matric certificate.

An amount of R45 is charged for the special exemption and this needs to accompany the application form and a certified copy of the candidate's matric certificate. Married women should also submit a certified copy of their marriage certificate.

For application forms for the special exemption write to:
The Secretary
Joint Matriculation Board
P. O. Box 3854
Pretoria
0001

It is also necessary to point out that it is very difficult to get financial assistance to study any course by correspondence.

However, Unisa offers bursaries to its students after they have registered with the university. Further details about this are obtainable in the general information package which the university sends to anyone on request.

The closing date for applications is December 15. However, there are special concessions for students writing their matric this year. This is dealt with in the general information package.

The address is:
The Registrar
Unisa
PO Box 392
Pretoria
0001

P10

Unified teaching calendar sought by new union

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THE newly-formed South African Democratic Teachers' Union (Sadtu) has called on all teachers to observe a single education calendar next year.

At a report back meeting on the launch of the organisation in the Cape Town City Hall on Friday, national executive committee member Mr Yusuf Gabru said a national conference would be called on November 24 to decide on dates for a unified teaching calendar.

Sadtu, formed after two years of talks between a number of teaching bodies which include the African Teachers' Association of South Africa, the National Education Union of South Africa and the Union of Teachers' Associations of South Africa, claims to have a membership of more than 200 000 teachers.

Gabru said in some cases teachers would be required to cut short their holidays and some would have to stay away from school in what would amount to strike action in order to implement a single calendar.

"Some schools start later than others and some sooner than others. We do not accept the reason offered by the authorities that this is to stagger the holiday season traffic load.

"We know it is based on racial discrimination and will not accept it. We want the same number of school days and the same days for all schools," he said.

He said he knew the task would be difficult but Sadtu was committed to the decision.- *Sowetan Reporter*

Stoffel wins order against teachers

Sowetan 22/11/90

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By NKOPANE MAKOBANE

MINISTER of Education and Training Stoffel van der Merwe has been granted an order restraining the Witbank branch of the South African Democratic Teachers' Union from encouraging principals and teachers to defy departmental instructions.

The order was granted by a Pretoria Supreme Court judge on Tuesday after Van der Merwe brought an application in response to evidence that the union's Witbank branch had issued instructions to schools in the area. The instructions were contrary to the internal exam arrangements of the department.

Before the application was heard an agreement was reached between the minister and the respondents that it would be in the best interests of pupils that certain terms of the application should be the subject to immediate agreement.

Mr Justice JDM Swart ordered that this agreement be circulated to all principals and teachers in the Witbank area. He also ordered that all teachers and principals give reasons on or before next Tuesday why the agreement should not be confirmed.

Sadtu and its branch committee members are also to show cause why they should not be restrained from instructing and encouraging principals, teachers and pupils to hinder inspectors or other department officers from entering school premises to perform their duties.

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SEOKANE

Stoffel wins order

Sowetan 22/11/90

From Page 1

In terms of the agreement principals are to comply with all departmental instructions concerning the moderation and submission of schedules of the results of the department's internal exams.

The principals are also to give all instructions to teachers at their schools to ensure that these are complied with.

Furthermore the principals are to attend a meeting convened by the circuit inspector for purposes of the moderation of the schedules of the results of the internal year-end exams.

Another part of the agreement was that members of the Sadtu branch committee, principals and teachers would not issue any reports to pupils of the internal exams until the moderation of results has been completed by the department.

The respondents have agreed to comply with all departmental instructions regarding the internal exams. They have also agreed with all lawful instructions given in this regard by the principals and the department's officials.

Advocate L Bekker, instructed by the State Attorney, appeared for the minister, while the respondents were represented by Advocate A Pretorius.

321

In making the agreement an order of court the judge commended the minister and the respondents for reaching an agreement in the matter in the interests of the pupils.

He said he hoped that the agreement would have the desired effect of allowing pupils to successfully complete the year-end internal exams.

THE GUARDIAN OBSERVER

British teachers ready to help

A group of teachers in Britain skilled in the production of educational teaching materials has a special interest in helping to develop urgently needed programmes for African schools.

The Harold MacMillan Trust (HMT), a charitable organisation dedicated to supporting educational progress in developing countries, is making finance available to support the supply of the writer-teachers to areas of need.

A spokesman said many teachers in the group are particularly interested in working with teachers in African countries. This can be done possibly through attending workshops, or simply working with a group or an individual, over a period of two to three weeks.

"The teachers are generally unable to stay for longer than four weeks because most are in full-time employment in the United Kingdom, but they will make themselves available for consultation afterwards.

"So far we have 60 writers in the scheme and plan to send the first group to Africa in March 1991," he said.

Teachers' college open to all

TANIA LEVY (321)

WITS University and Promat Colleges yesterday signed an agreement concluding the establishment of an independent, nonracial teachers' training college.

The Promat College of Education, situated between Pretoria and Mamelodi, will open its doors to its first 100 students in January.

Eventually 600 students will be accommodated at the college, which is expected to cost R30m to complete.

It will be the first teachers' training college to open its doors to students of all races in 30 years.

At present only 3,4% of all black teachers have university degrees, while 30% have not passed matric. An additional 240 000 black teachers will be needed to cope with the growth in pupil numbers over the next 10 years.

The agreement covers a four-year syllabus which will be run in conjunction with Wits. The recognised diploma will be issued by the college in association with the university to ensure high standards and acadamic credibility. B Day 30/11/90

Prof Edwin Cameron, who signed on behalf of Promat's board of trustees, said the co-operation between a university of international standards like Wits and a non-profit independent educational institution like Promat was a step towards the ideal of nonracial, equal education for all South Africans.

TEACHERS – GENERAL

1991



The executive members of Sadtu at a media conference in Johannesburg yesterday. From left: Ronie Swartz (vice-president), Harold Samuel (treasurer), Poobie Naicker (vice-president), Shepherd Mdladlana (president), Randall van den Heever (general secretary), Thulas Nxesi (assistant general secretary), George Strauss (deputy president) and Ron Naidoo (national administrator).

Teachers 'may strike'

Sowetan 11/1/91

(321)

THE South African Democratic Teachers' Union yesterday said it was determined to apply any strategy, including strike action, to redress the grievances of its members.

By NKOPANE MAKOBANE

Sadtu president Mr Sheperd Mdladlana told a media conference in Johannesburg that "as teachers, we reserve the universal right to strike action when conditions are as atrocious as they are in the DET".

He said there were "burning isssues" which might lead to teachers taking strike action. These included the victimisation and retrenchment of teachers, overcrowding of schools, inadequate facilities, an overload of work and mismanagement of school funds.

"Teachers have been dismissed in Potchefstroom and Maritzburg and we have information that the same fate will befall teachers in the Vaal Triangle. We believe that an injury to one teacher is an injury to all.

"If and when we do go on strike, we shall consult the community. We do not believe in top-down decisions and everything we do shall be decided by our membership.

"While we support the return-to-school campaign and are committed to promote a child's education, we believe we cannot rule out strike action," he said.

In addition, Mr Randall van den Heever, Sadtu's general secretary, said the union was prepared to resolve problems constructively and amicable. However, he said, if their members are vitimised as is the case, they will have to consider strike action.

BOOKS

Tales of a white teacher in a Soweto school

WALKING THE TIGHTROPE
by Elizabeth de Villiers
(Jonathan Ball, R29,95)



One of the many Soweto schools destroyed during the boycotts. The author does not explain why the schools were burned down or destroyed and she spares her vitriolic criticism for black teachers who she alleges are lazy and incompetent

I have severe problems with *Walking The Tightrope*. In an interview in *The Weekly Mail* in October last year, Elizabeth de Villiers said: "I thought I should take courage and try to make a contribution to the process (of the 'new South Africa')" — she had previously "written the book for herself". I am unsure what sort of contribution this book intends to make.

Clearly De Villiers had some distressing experiences at Unitas High School (the disguise is too thin; anyone with a little knowledge of Soweto schools will know which school this is).

Her criticisms of inefficiency, laziness, cruel corporal punishment, corruption and cheating are valid, and one wishes they were not typical of many schools to a considerable extent, as indeed they are. (But so are too many pupils per teacher and poor facilities.)

Yet there are two major problems. The first is that, on balance, the book projects a negative view of her black colleagues generally. This may be partly unconscious: "I am not alone on my first day at the school. My companion and new colleague is Neville Elliot."

There's no hint that there will have been other new colleagues — classified black — who were probably as apprehensive as De Villiers was, as we all are on the first day.

One is also troubled by the personal descriptions, which are precise, evocative, and almost all laced with a sneer. "His aftershave wafts expensively around his untidy office"; "his bottom officiously lifting the tails of his expensive navy jacket"; "Gladys (Geography) has wonderful svelte leather outfits. Guessing the cost of these I am not surprised she is so thin."

Similarly, Mr mTolo is extensively ridiculed because he searched on the floor, partly under the door, for the circular he wished to give her. Most of us have searched hard for missing papers...

The second problem is that she fails to explain educational contexts, and where she does explain, is at times quite wrong. There are many examples. Here are some of them:

●"It has not been compulsory for blacks to pass Afrikaans at school since 1976, one of the small victories won by the 1976 riots. One of the causes of the riots was the compulsory passing of Afrikaans examinations in order to be promoted to higher standards. This was aggravated by the fact that the vernacular was not permitted as a teaching medium."

There's almost nothing correct in that quotation, though it is true that pupils don't have to take Afrikaans for their Std 10 exams if they take their mother tongue and English.

But the protest was triggered by an insistence on using Afrikaans as a medium of instruction in at least two subjects at post-primary level (which was once from Std 7 but became from Std 5 in 1976). And the major complaint since 1955 had been that an African language had been compulsory as the medium of instruction to the end of the primary school.

After the protests, schools could choose one official language as the medium of instruction after Std 2; they all chose English.

●"There are approximately 80 schools in Soweto." There are, in fact, some 340 schools — about 280 primary and over 60 high schools.

●There are extensive references to problems De Villiers had to get her salary cheque to be for the correct amount. One could have expected some comment on problems some of her black colleagues had about theirs — and about the silly system of principals being required to travel to the DET regional office each month to collect all the staff salary cheques for the school (perhaps sending a deputy occasionally), when clerks could do this at less cost and less disruption to education.

●"We are provided with a petrol allowance by the department, and have double reason to ensure our punctuality." She really ought to explain that this allowance is paid to white teachers for travelling daily to their Soweto school. Black teachers, no matter where they live, don't get their transport paid, a matter of considerable resentment among them.

Then she describes the system of home room/register class teachers at the school, the institution of head of department posts, and the duties of inspectors, without saying that these matters are similar in white schools, where HoD posts were started many years before the DET followed suit, and where I've seen some panic "bulk" marking and flowers on classroom tables in preparation for panel inspections (even if inspectors in Soweto are possibly expected to do more detailed checking).

In her epilogue, De Villiers mentions that the DET "was holding much publicised meetings with the newly formed Soweto Parents Committee..." without bothering to explain (in 1990) the significance of the setting up and development of the Soweto Parents' Crisis Committee in 1985.

Two conferences grew out of that, as did the rise of the National Education Co-ordinating Committee. These were important developments through which people tried to address the problems found in African schools. In this book, discussion of these developments shouldn't be missing.

De Villiers is clearly a good English teacher. (I've taught high school English myself for many years.) She has much praise for Soweto high school pupils, who clearly appreciated her teaching.

It is sad that her vitriolic criticism of incompetent principals and vice-principals, lazy teachers, one who didn't mark a set of papers (I met one of these at a white high school 30 years ago), cruel punishments and cooked sports results is far more detailed than the comments she makes about those of her colleagues who did their best to be as caring and competent as she was in the difficult circumstances both of the school and of Soweto at the time.

Nor does she say that it was surely commendable that in spite of everything the school continued to have choirs and a debating society, athletics and educational tours, netball and concerts and library facilities, even if some of these activities worked poorly in the 1984/5 environment, and often disrupted lessons, as happens in some white schools too.

She also doesn't explain why things got worse: the protests and school boycotts countrywide were triggered by the tricameral constitution from which blacks were, and remain, excluded.

No mention (in 1990) that one result of student protests has been that corporal punishment has been very substantially reduced. No mention that the school changed principals several years ago. Only (without explanation) near the end, "the burning of schools commenced..." almost as if that's what one should expect...

Many white readers — for whom the book seems mostly intended — will get the message that black teachers are generally incompetent because they are black. This is not a reasonable or valid conclusion. The new South Africa deserves better than that.

Franz Auerbach

•Dr Franz Auerbach ran the Funda Centre's Teacher Centre in Diepkloof, Soweto from 1984 to 1989.

It's back to the road of education for liberation



VIEWPOINT
by NEVILLE ALEXANDER

FROM a long-term point of view, it is unfortunate that the education crisis is identified in the consciousness of most people with the overt political mobilisation of students and, more recently, of teachers.

For it is really in the classrooms and in alternative educational projects that the decisive action is taking place. Indeed, the melodramatic aspect of this struggle for improved educational provision led to suicidal slogans such as *liberation before education* in the days of "ungovernability" (1985-86).

This was a decided step backwards from the slogans and practices of the Black Consciousness Movement in the '70s, when the notion of *education for liberation* first became a mass phenomenon in South Africa. At present desperate efforts have been launched by political, community and church organisations to get the black student population back on the highway of education for liberation.

Motivated

In regard to our longer-term priorities, the following sectors are seen by most educationists, regardless of their political allegiance within the liberation movement, as the main ones.

Teacher Training: Without a core of well-equipped, highly motivated and flexible, self-directed educators, no system can succeed.

Pre-school and primary education: What happens in any modern, relatively industrialised country is to a large extent determined by what is taught (or not taught) in these sectors. A complete overhaul of these sectors in accordance with a post-apartheid or Azanian conceptualisation of South Africa has begun in many circles in our country.

According to Roy Padayachee of the National Education Coordinating Committee: "... there are seven million children of pre-schooling age in this country. Of these, an estimated six million are from economically disadvantaged homes... Of these six million... only 150 000 are enrolled in some form of pre-school activity." (Weekly Mail, October 26, 1990).

Language education: One of the most disastrous consequences of Bantu education was the damage it inflicted on generations of black school-going children via its racist language policy. Because of the continued dominance of English in the modern urban and industrial sectors of South Africa, the lack of competence of the vast majority of black children and adults in this language is one of the major roadblocks to their (and the country's) rapid development.

Moreover, apartheid policy, in spite of appearances to the contrary, has deliberately stunted or distorted the development of the indigenous African languages as languages of modern science and of business and employment. Education for a democratic South Africa has to address this question urgently.

Mathsisciencetechnical education: The deliberate policy of National Party governments of depriving black children of those skills needed to run a modern industrial economy has succeeded so well that it is threatening to boomerang on the ruling elite, since there are not enough blacks with such skills who are in a position to fill the huge gaps left by the brain drain and the relative expansion of the economy.

Further down the road, the economic consequences of this racist strategy are already clear as far as built-in constraints to economic expansion are concerned...

Programme

Besides these four fundamentals, it is essential that we begin to redress the urban bias of all educational investment in this country and that we continue carefully considered compensatory education programmes at all levels...

In reflecting on a programme of action for education for a democratic South Africa, we have to bear in mind that whatever we propose cannot be separated from the general political development in South Africa. A programme of action must include the following:

- Increased direct and indirect political pressure on the present government to abolish all discrimination based on "race" in the educational sphere. This involves, among other things, the insistence on a unitary educational system under one Ministry of Education.
- Demand maximum discretion for teachers (under the supervision of competent subject-teacher associations) in regard to syllabuses, teaching resources, methods, assessment of performance, etc.
- Control at the local level of all educational institutions by those who use them. At the primary and secondary-school level, this would imply control by popularly elected PTSA's. Such popular committees to have the final say in regard to who should teach and what should be taught in these institutions.
- Africanisation of the syllabuses and curricula. By this we mean, in the first place moving away from the narrow Eurocentrism and colonialism of the present content of education.
- Mass training (and retraining) of all educators along lines consistent with the democratic, non-racial ethos espoused by the entire liberation movement in South Africa. This process, which has already begun under the aegis of teachers' and some community organisations, should be accelerated.
- Intensive policy research into all aspects of education, including the financial and administrative aspects. In this regard, the collation and analysis of all that is actually being undertaken in the educational sphere is of primary importance. Equally important are comparative educational studies and research.
- Heavy concentration on language, maths, science and technical education at all relevant levels. Formal as well as informal programmes should be initiated or supported wherever possible.
- Political education of all youth, especially the student youth, towards an understanding of the real significance of the programme and the life-giving slogans of *Education for Liberation* and *Education for a Democratic South Africa.*

□ This is an extract of a paper prepared by Dr Alexander for a conference at the University of Kansas.

Teachers demand recognition

Star 23/1/91 (321)

TANIA LEVY

THE SA Democratic Teachers' Union (SADTU) has demanded immediate recognition from government education departments to help fight the dismissals of black teachers countrywide.

SADTU president Shepherd Mdladlana said yesterday the Department of Education and Training (DET) had sent letters to Transvaal teachers threatening their dismissal from February 1.

Since January, eight teachers in Port Shepstone and 12 in Natal had been dismissed after refusing to be inspected by DET inspectors, he said. Their reinstatement had been discussed at a meeting on Monday between SADTU and DET officials.

A second meeting was scheduled for tomorrow.

Govt to probe toxic dump claims

POLLY JONES

THE Water Affairs Department would investigate claims of three East Rand toxic waste dumps reported by Earthlife Africa yesterday, authorities said.

Earthlife Africa spokesman Henk Coetzee told a Press conference in Johannesburg the dumps posed a potential health threat as the toxins in them could contaminate underground water sources.

Sapa reports Water Affairs deputy director for water control Maria Oliveira said investigations would start next week.

Coetzee said drums of chemical waste were being burned on the banks of the Elsburgspruit near Germiston. The stream contained toxins, and ash, oil and other waste was found in the veld.

An Earthlife Africa member found barrels leaking toxic substances at Ulanda Park, a deserted factory site near Germiston, which is occupied by squatters. The company which originally owned the factory was untraceable, Coetzee said.

Earthlife members had investigated another dump following a request from the Katlehong Civic Association. The dump contained blood bags, unburnt swabs, needles, plaster casts and medicine bottles, and fears were raised over the spread of hepatitis and AIDS.

The dump, 30m from a residential area, was unfenced.

Earthlife Africa slated Krugersdorp businessman Benoni van Graan's proposal that a toxic waste dump be constructed in the Krugersdorp area on the grounds that the area was prone to earth tremors and such a dump, close to a densely populated area, might leak.

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Results of rights offer

R2m UK govt gift to Soweto college

TANIA LEVY

THE British government will inject more than R2m into SA's first independent, non-racial, teacher training college in decades which opens near Mamelodi next week.

The Promat College of Education would receive a British assistance package which included about 80 bursaries a year as well as staff and library development funds, British Embassy spokesman John Sawers said yesterday.

Sawers described the new college as the most exciting development in SA education this year.

Last year the British government spent about R400 000 relocating Promat's matric college in Mamelodi.

In the past nine years Promat colleges — which teach standard 9 and matric in a year, mainly to underqualified teachers — have become known for their excellent matric results. They achieved an 83% pass rate in the recent exams when the national pass rate hit a record low of 36%.

Promat has received donations from the US, Spanish, Canadian and Dutch governments.

Promat executive director Larry Robertson said well-qualified teachers would be more crucial to SA's future than politicians.

It has been estimated that by the year 2000 an additional 250 000 qualified black teachers will be needed in SA.

At present only 3,4% of all black teachers have university degrees, while 30% have not passed matric.

The college has been built with funding from Anglo American's Chairman's Fund and Germany's Evangelical Centre for Development Aid. It cost R30m.

It will open on February 4 to 116 students. They will take a four-year primary school diploma course designed by Wits University.

Robertson said more than 4 000 applications for places had been received.

About 15 staff members had been selected from 300 applicants.

Promat has five matric colleges in the Transvaal and Natal.

Graduates of the college will be qualified to teach at any school in SA.

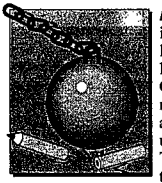
EDUCATION

FM 25/1/91

NOT THEIR AFFAIR

(321)

EDUCATIONAL APARTHEID IS BEING PERPETUATED BY BUREAUCRATS



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This absurdity is rooted in the "own affairs" constitution. The House of Assembly's Department of Education & Culture is responsible for white education. It has nothing to do with the departments under the House of Delegates (Indian), House of Representatives (coloured) and the Department of Education & Training (black).

The racial division is still observed to the letter by the white department, which has answered to Minister Piet Clase since 1985. The departmental bureaucrats noted the steady decline in white pupil numbers in the last decade. Their response indicates at best a strangely warped logic, at worst a devious last-ditch stand against integration.

Minister Clase summed up the policy thus to the *FM*: "There was a time when all white schools were full. But because of a decline in numbers, I started a rationalisation programme. It is not responsible to have two or three schools within walking distance of each other and all of them 50% full. So we have to rationalise and amalgamate."

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Pienaar

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If both Clase and Pienaar are helpless, the absurdities of Own Affairs education must be laid at the door of State President F W de Klerk himself.

De Klerk must be aware that the policy has produced ugly anomalies. For instance, the relatively new Blairgowrie High School (capacity 750) has been closed. Its modern buildings stand empty. Says Clase: "My responsibility is only to decide I don't need a school anymore. When schools like Blairgowrie were planned, there was a definite increasing trend in the white population. Blairgowrie will still be used for education. But where a school building goes depends on my colleague, Sam de Beer (Minister of Works). He will decide according to the policy of the (white) Ministers' Council. He will see if one of the other Own Affairs education departments can use that building."

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THE GULF WAR

FRIENDS OF SADDAM

The appeasement of Saddam Hussein and exaggerated portents of doom that dyed-in-the-wool liberals, liberation theologians, fundamentalist Muslims and black power movements have made since the Gulf War began, belies not only their humanity but their grip on reality.

To condemn Saddam for his rape of Kuwait, while simultaneously castigating the Allies — and especially the United States — for seeking his overthrow, is disingenuous. It is morally and politically contradictory — if not reprehensible — unless based entirely on a pacifist notion, which is seldom the case.

Nor can the appeasers seek reasonable justification by claiming that the war is only about the control of oil resources. As collapsed world oil prices have amply illustrated, Kuwaiti production means very little to the West. It could, however, be critical to a Middle East dictator bent on the invasion and violation of his neighbours. Kuwaiti oil is much more important to Saddam than it is to the Allies. So in no way could they be said to be fighting a war for Texaco.

Another argument the appeasers put forward is that the war is disguised American imperialism. Assuming that to be undesirable, the reasoning goes that the US would not come to the aid of a small country in Africa invaded by a predatory neighbour.

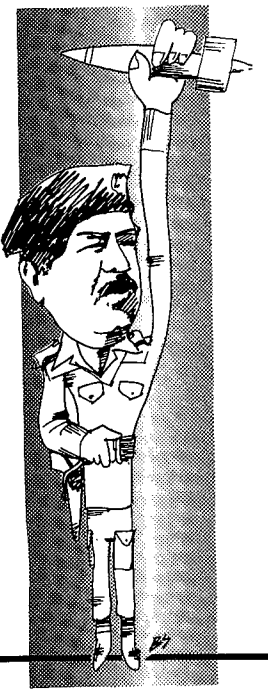
The answer is that seldom in Africa has the predator had the potential and resources to destabilise a strategic region and bring so much human misery to so many — or, indeed, foster the destruction of Israel. Saddam had to be stopped quickly. The degree of his potential for harm is important.

President George Bush's diplomatic initiative was itself protracted. To have prolonged it — or waited for the sanctions to have greater effect — would simply prolong the agony of the oppressed, both in Kuwait and in Iraq itself.

Moreover, after the exhaustive attempts of Bush and his allies to achieve a diplomatic settlement, there can hardly be said to have been a more just war. The support he has of so many Arab and Muslim nations — as well as the United Nations — bears out widespread acceptance of that fact.

What isn't clear is how much the appeasement fostered by the religious fundamentalists and liberation revolutionaries is in reality no more than a cloak for their own emotional anti-American and anti-white attitudes and contempt for the verities of Western democracy.

If modern history has been no more than a clash between the opposing ideologies of capitalism and collectivism, then the end of that violent historical era may well be at hand.



But the desire for power over others that is commonplace among so many religious, fanatical and superstitious minds might be in the ascendancy. We could be back to history's dawn.

This state of mind will react with violence whenever it gets the opportunity to confront Western democracy and its humane values; its potential for harm is enormous. Fundamentalists are no less totalitarian than was the bulk of the socialist world only a short time ago.

There are no signs yet that the Gulf War is likely to be either protracted or particularly high in Allied casualties. There are no parallels that can reasonably be drawn from US experience in Vietnam. On the contrary, the extent and depth of the American commitment to this war is awesome compared to its involvement in South East Asia. Nor can the enemy this time count on the succour of any major collectivist power. Socialism's evident failure has seen to that — and galvanised American resolve.

Operation Desert Storm is unlikely to bring economic ruin to the West. On the contrary, with the prices of raw materials falling as a result and with the inevitable increase in aggregate demand that war brings to industrial economies, the West isn't in a no-win situation.

New investment is needed now to install new capacity, which has lagged after eight years of growth. It is needed to meet the demands that inflationary pressures indicate are running ahead of Western economies' ability to supply. This war could initiate the process that will prompt ever greater investment.

Of course, it is possible that after the war, the peace in the Middle East will have to be underwritten by a strong Western military presence and candid diplomacy to emphasise that delinquency will not be tolerated.

The means to ensure that will be seen to be close at hand, for Arabs will become even more desperate over Israel and illogically violent.

Third-World apologists will no doubt see that as a resurgence of imperialism. But whatever the drawbacks of imperialism, they are anodyne compared to the suffering brought by the atrocities of so many rulers of "liberated" states.

Certainly, it should not be difficult for our own liberation movements — like the ANC and PAC — to accept that state of affairs. By persuading the US government to apply sanctions against those of its free citizens who wish to trade with SA and intimidating others to disinvest, they have themselves violated the principle of non-interference and encouraged imperialism. ■

moratorium on all closures and retrenchments until a national education strategy can be agreed on.

But Clase is not interested in this option. "A moratorium is not possible as a result of lack of funds. That is the real issue." He says committees are looking into the better use of resources by all departments — but meanwhile, he says, he has to stick to his budget.

Pienaar does not refer to a lack of funds: "We don't need moratoria, not in education or in sport. The careful observer will have noticed that a common strategy is being developed (by) the various education departments and experts from universities, technikons, the organised teaching profession and the private sector." He says "significant progress has already been made and the results of this investigation will be made known during the first half of this year."

But what is happening in the meantime? Clase points out that his department has already responded to changing circumstances by offering white schools the option of going multiracial under certain conditions; he also admits that opening a few white schools will not solve the national crisis.

Why does Clase not offer a similar choice to under-used training colleges? This would immediately take up some of the slack from black education. Some white colleges have already made it clear they would like to take in blacks immediately.

Clase rejects this approach: "The matter is not simple and must be handled according to procedure. I must first of all work out the whole programme. We can't do it immediately. There was a policy for decades ... these are very sensitive matters. I want time to look into the matter responsibly; to talk to people and institutions; and then to come up with a system."

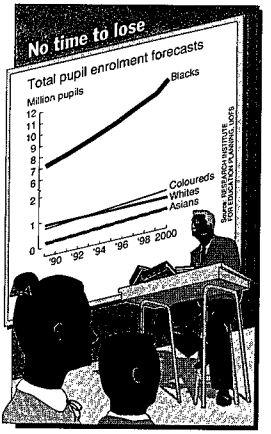
These reasons are mysterious, but the key may be in the rest of Clase's comment: "The rationalisation of teachers' colleges is not finished yet — especially in the Transvaal. Right now, we are urgently looking at the whole issue and it will not be long before I make an announcement about colleges."



President de Klerk ... *men from ministries unpersuaded*

Cynics are assuming that this means Clase will close and amalgamate colleges — and then allow the remaining ones, their white numbers nicely swelled, to go nonracial if they wish.

But the damage will have been done. As Clase says, with unconscious irony: "Those colleges which will be closed can't render services (to other races), because they will be closing down." Committees are looking into the whole education system, says Clase, "and I will do my best to assist."



When asked whether more colleges would be closed, Pienaar would only say: "Since I have no jurisdiction over any particular education institution, I am not in a position to give an unequivocal answer to that question."

This is Orwellian doublespeak. Clase's policy is reminiscent of Transnet's investigation, in the early Eighties, of the efficiency of steam engines. By the time the committee of experts decided that steam motive power could be usefully retained, nearly all steam engines had already been scrapped — in line with earlier policy.

Clase seems magnanimous when he says that buildings formerly used by whites can be transferred to the DET. But he is ignoring a crucial factor. Not only is the rationalisation policy destructive of resources, it will help to entrench educational apartheid.

Poor standards in black education have been created and made worse by apartheid. Separate has definitely not been equal. Only when all teachers get the same training will standards become consistent and improve. This is why the acceptance of blacks into functioning white institutions makes so much sense, financially and educationally.

Clase defends his policy by arguing that "there is nothing stopping any lecturer or teacher moving to another department, there are no restrictions or penalties." In other words, a teacher not needed in white education can always move to a DET school.

As a former headmaster, Clase should know it is not as simple as that. A school is not made of buildings and blackboards. Closing a college is not like closing a road. Just like a school, a teacher training college is a vital institution, with its own professional ethos and traditions. Most teachers and lecturers would be happier where they are now and, therefore, more productive.

The standard of training in SA colleges is high by world standards and many of them are headed and staffed by people of rare talent and dedication. Talk of closures, particularly if they are based on dubious principles, is bad for morale in a profession already under siege. And once teachers and lecturers leave a badly paid profession in disillusion, it is very difficult to get them back.

Even if we accept that Clase's hands are constitutionally tied, he seems very reluctant to work creatively within the limits set down. He denies the allegation that he is a closet conservative who is not in step with the reformist policy of President F W de Klerk. But he is not ashamed to defend the present system, aspects of which are clearly paramount in his thinking:

"We have a Christian education system and I think it must go on. I think mother-tongue education must go on. Now that doesn't mean *verkrampte kultuur*. Forced integration, such as bussing in the US, doesn't work. It's not to the benefit of whites or blacks.

"If we made an error in the past to say there must be separate schools, we would make another error if we now said that all schools must be integrated. I don't want to destabilise education. This would only make things worse than they are now. If we solve the problems of black education, but shift those problems to white education, then we solve nothing."

Whatever Clase's role, many senior educationists believe that the biggest problem in getting rid of apartheid in education lies with the white Own Affairs departments. The Transvaal Education Department bureaucracy, in particular, has long been suspected of being a hotbed of Conservative Party sympathisers. Many officials are said to be unhappy even with Clase's options for limited integration in schools. If this is the reason for Clase's reluctance to throw open colleges immediately, we must ask whether he is being held hostage by his own civil servants.

However, the buck does not stop with Clase. If he moved on, someone else would have to run white education as if no blacks existed. Pienaar, in turn, believes his brief means he must not interfere and seems to resent suggestions to the contrary: "The system of education will clearly form part of constitutional negotiations. I think that the virtue of some patience would not be amiss."

Tell that to the parents of pupils being crushed by conditions in black schools. Or to prospective employers of the lost generation. ■

EDUCATION FM 25/11/91 (321)

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Pienaar does not refer to a lack of funds: "We don't need moratoria, not in education or in sport. The careful observer will have noticed that a common strategy is being developed (by) the various education departments and experts from universities, technikons, the organised teaching profession and the private sector." He says "significant progress has already been made and the results of this investigation will be made known during the first half of this year."

But what is happening in the meantime? Clase points out that his department has already responded to changing circumstances by offering white schools the option of going multiracial under certain conditions; he also admits that opening a few white schools will not solve the national crisis.

Why does Clase not offer a similar choice to under-used training colleges? This would immediately take up some of the slack from black education. Some white colleges have already made it clear they would like to take in blacks immediately.

Clase rejects this approach: "The matter is not simple and must be handled according to procedure. I must first of all work out the whole programme. We can't do it immediately. There was a policy for decades ... these are very sensitive matters. I want time to look into the matter responsibly; to talk to people and institutions; and then to come up with a system."

These reasons are mysterious, but the key may be in the rest of Clase's comment: "The rationalisation of teachers' colleges is not finished yet — especially in the Transvaal. Right now, we are urgently looking at the whole issue and it will not be long before I make an announcement about colleges."



President de Klerk ... *men from ministries unpersuaded*

Cynics are assuming that this means Clase will close and amalgamate colleges — and then allow the remaining ones, their white numbers nicely swelled, to go nonracial if they wish.

But the damage will have been done. As Clase says, with unconscious irony: "Those colleges which will be closed can't render services (to other races), because they will be closing down." Committees are looking into the whole education system, says Clase, "and I will do my best to assist."

When asked whether more colleges would be closed, Pienaar would only say: "Since I have no jurisdiction over any particular education institution, I am not in a position to give an unequivocal answer to that question."

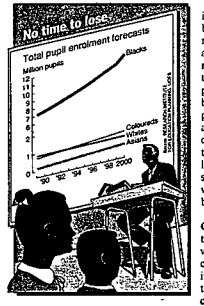
This is Orwellian doublespeak. Clase's policy is reminiscent of Transnet's investigation, in the early Eighties, of the efficiency of steam engines. By the time the committee of experts decided that steam motive power could be usefully retained, nearly all steam engines had already been scrapped — in line with earlier policy.

Clase seems magnanimous when he says that buildings formerly used by whites can be transferred to the DET. But he is ignoring a crucial factor. Not only is the rationalisation policy destructive of resources, it will help to entrench educational apartheid.

Poor standards in black education have been created and made worse by apartheid. Separate has definitely not been equal. Only when all teachers get the same training will standards become consistent and improve. This is why the acceptance of blacks into functioning white institutions makes so much sense, financially and educationally.

Clase defends his policy by arguing that "there is nothing stopping any lecturer or teacher moving to another department, there are no restrictions or penalties." In other words, a teacher not needed in white education can always move to a DET school.

As a former headmaster, Clase should know it is not as simple as that. A school is not made of buildings and blackboards. Closing a college is not like closing a road. Just like a school, a teacher training college is a vital institution, with its own professional ethos and traditions. Most teachers and lecturers would be happier where they are now and, therefore, more productive.



The standard of training in SA colleges is high by world standards and many of them are headed and staffed by people of rare talent and dedication. Talk of closures, particularly if they are based on dubious principles, is bad for morale in a profession already under siege. And once teachers and lecturers leave a badly paid profession in disillusion, it is very difficult to get them back.

Even if we accept that Clase's hands are constitutionally tied, he seems very reluctant to work creatively within the limits set down. He denies the allegation that he is a closet conservative who is not in step with the reformist policy of President F W de Klerk. But he is not ashamed to defend the present system, aspects of which are clearly paramount in his thinking:

"We have a Christian education system and I think it must go on. I think mother-tongue education must go on. Now that doesn't mean *verkrampte kultuur*. Forced integration, such as bussing in the US, doesn't work. It's not to the benefit of whites or blacks.

"If we made an error in the past to say there must be separate schools, we would make another error if we now said that all schools must be integrated. I don't want to destabilise education. This would only make things worse than they are now. If we solve the problems of black education, but shift those problems to white education, then we solve nothing."

Whatever Clase's role, many senior educationists believe that the biggest problem in getting rid of apartheid in education lies with the white Own Affairs departments. The Transvaal Education Department bureaucracy, in particular, has long been suspected of being a hotbed of Conservative Party sympathisers. Many officials are said to be unhappy even with Clase's options for limited integration in schools. If this is the reason for Clase's reluctance to throw open colleges immediately, we must ask whether he is being held hostage by his own civil servants.

However, the buck does not stop with Clase. If he moved on, someone else would have to run white education as if no blacks existed. Pienaar, in turn, believes his brief means he must not interfere and seems to resent suggestions to the contrary: "The system of education will clearly form part of constitutional negotiations. I think that the virtue of some patience would not be amiss."

Tell that to the parents of pupils being crushed by conditions in black schools. Or to prospective employers of the lost generation. ■

Whites told to sacrifice

Cape Times 6/2/91 (321)

By ANTHONY JOHNSON
Political Correspondent

CABINET ministers yesterday warned whites of sacrifices they would have to make in the "new South Africa" — including the doubling of the size of classes in white schools.

The Minister of National Education, Mr Louis Pienaar, said that the average size of white classrooms would have to be almost doubled in a bid to save money and create a "leaner and fitter" education system.

And the Minister of Planning, Provincial Affairs and Housing, Mr Hernus Kriel, frankly acknowledged that there were "not many incentives" for white councils to join black local authorities under President F W de Klerk's "one city, one tax base" proposal.

Mr Pienaar told a press briefing yesterday that one of the ways in which the government planned to bridge the racial discrepancies in school funding was to re-adjust the pupil to teacher ratio in all schools.

To page 5

From page 1

At the moment, the average ratio in white schools was 17:1 and in black schools 40:1.

The government was considering a ratio of 30:1 in all schools, he said. Cape Times 6/2/91 (321)

Mr Pienaar said the government had managed to reduce the amount spent on white pupils compared to black pupils in education from 5:1 to 3,8:1.

In order to eliminate backlogs the percentage of the budget allocated to education would have to be increased from the current 19% to 42%.

As this was insupportable, other methods would have to be found to save money.

Mr Kriel told journalists during a separate briefing: "The face of South Africa will have to change".

He then bluntly told reporters that one of the problems facing the creation of non-racial local administrations was that there were "not too many advantages" for white municipalities to opt for the "one city, one tax base" proposal.

He said that the state might have to give financial incentives to newly-formed local authorities if the monies collected through rates and taxes proved inadequate.

He said the government would not try to keep neighbourhoods white or black.

Residents would be able to decide for themselves which norms and standards would apply in their area and this would be supported by the courts, he said.

Mr Kriel acknowleged that the removal of the Group Areas Act would not resolve the acute housing problem in SA.

Mr Kriel warned that informal housing or squatter shacks ringing metropolitian areas would be a fact of life "for a long time to come".

and that inadequate body
performed.
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ey deaths, but did not say
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the recommendations would
d into the NSL constitution.

Teachers want R600m more

PRETORIA — SA's 180 000 teachers are seeking increases which could add an extra R600m to next month's Budget.

GERALD REILLY

The Teachers Federal Council (TFC) — the body representing teachers of all race groups — yesterday declined to comment on its salary demands. However, a senior educationist said it was expected increases would at least match inflation.

The total teachers' pay bill for the current financial year is estimated at R4bn.

The TFC, according to a spokesman, has submitted "detailed input" on the pay issue to National Education Minister, Louis Pienaar.

Teachers, along with all other exchequer personnel, received a 10% non-pensionable allowance in April last year. Along with the rest of the public sector, teachers have demanded this be incorporated into basic earnings.

Teachers received a further 12% increase from March 1 following months of negotiations with government. This was meant to bring teachers' salaries in line with those of other public sector workers with comparable qualifications.

Teacher resignations, informed sources said, were still causing serious concern.

Transvaal Teachers' Association president Ron Yule said the shortage of highly qualified high school teachers, particularly in maths and science, was causing concern.

But other education authorities said resignations could decline this year because of the recession and lack of well-paid work in the private sector.

Strike action sparks nurses' protest

NURSES demonstrated at several Transvaal provincial hospitals yesterday in protest at disciplinary action against staff who took part in strike action last year.

TANIA LEVY

The Transvaal Provincial Administration (TPA) and National Health and Allied Workers' Union said demonstrations took place at Baragwanath, Tembisa, Hillbrow, Johannesburg and other hospitals.

Sapa reports a placard demonstration was staged at Umlazi's Prince Mshiyeni Hospital, near Durban.

Another will be held at Durban's King Edward Hospital tomorrow.

Nehawu Johannesburg branch organiser Bongani Tsimo said nurses at Johannesburg, Prince Mshiyeni and Settlers' (Grahamstown) hospitals had been told last week they would have to appear in front of an SA Nursing Council (SANC) disciplinary committee. All had taken part in strikes last year. The SANC said the nurses would be charged with unprofessional conduct.

A TPA spokesman said the province had agreed not to act against the strikers.

SANC deputy registrar David Harmse confirmed that 35 nurses from Natal's Edendale and Prince Mshiyeni hospitals had been called before a disciplinary committee, which would sit next week.

Criticism of church role draws fire

Business Day Reporter

SA INSTITUTE of Race Relations executive director John Kane-Berman was criticised yesterday for saying that some church leaders had helped to legistimise violence as an instrument of liberation.

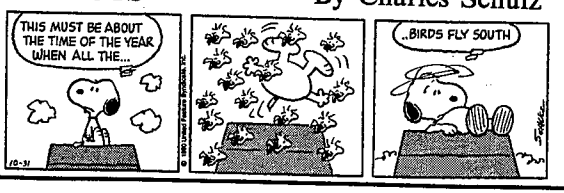
SACC general secretary the Rev Frank Chikane said in a statement the council was "disgusted" by his "vicious and unwarranted attack on the churches".

The ANC Youth League accused the institute of misrepresentation, one-sided research and sweeping generalisations.

The league said Kane-Berman's reference to the 1987 endorsement by church leaders of armed struggle could not be equated with the current township violence.

They were responding to recent remarks by Kane-Berman that township residents were "reaping a whirlwind of violence that the churches helped sow".

PEANUTS By Charles Schulz



Threat to unity

South 7/2-13/2/91

TEACHER unity is on shaky ground following a clash between the Cape Teachers Professional Association (CTPA) and the South African Democratic Teachers Union (Sadtu) over a campaign to reinstate temporary teachers.

The CTPA accused Sadtu of "victimising" its members; Sadtu responded by saying the CTPA was a "bureaucratic" organisation.

The rift between the two organisations is the latest stumbling block in the process of forming a truly representative national teacher body.

For almost three years, distrust and suspicion marred the unity process as national teacher bodies were asked to dissolve and join other organisations.

Effort

The launch of Sadtu in October last year seemed to be the culmination of years of effort. However, there is still not certainty that all teacher organisations welcome the formation of the new union.

The war of words between the CTPA and Sadtu follows a campaign in Bellville for the reinstatement of three temporary teachers at Bellville Senior Secondary School.

The principal of the school, Mr Clarence Africa, is a CTPA member and serves on the association's bursary committee.

An education committee consisting of community organisations, the ANC and concerned teachers was formed in the area and attempted to persuade Africa to meet its demands that he reinstate the teachers.

After meetings, placard demonstrations and delegations of parents to the school, Africa and the Department of Education and Culture brought Supreme Court action to interdict the temporary teachers and the education committee from entering the school premises and from intimidation.

Last week, Africa left the school on "indefinite" sick leave. His car tyres were slashed and he claimed a group of angry parents who had come to the school to see him, threatened him.

Teachers and residents involved in the campaign slated him for involving the Department and the Supreme Court to counter their action.

In a statement issued last week, the CTPA executive committee said it had "strong objections" to the manner in which the temporary teachers campaign was being conducted.

"We cannot support the way in which the campaign is presently being conducted in the Western Cape," the statement read.

"Sadtu members are in direct confrontation with fellow members.

"Prospective Sadtu members are being discouraged, disillusioned and alienated.

"The image of Sadtu is being projected negatively both nationally and abroad, the rifts among the people are widening and true unity in the community is being threatened," the statement said.

CTPA president Mr Archie Vergotine said his organisation was attempting to "solve its problems with Sadtu".

The CTPA had not yet decided what action it would take. In the meantime, the organisation was committed to protecting its members against "outsiders" brought in by Sadtu to victimise them.

"We can't approve of principals being victimised in this way," Vergotine said.

"As a member of the CTPA, Mr Africa is entitled to our protection from the community.

"We have told Sadtu this and told them the system is the root cause of this problem, not individual principals.

"Principals have to work on instructions from the Department, specially regarding temporary teachers."

Vergotine said a "professional organisation" could not condone the action taken against Africa.

Sadtu national president Mr Shepard Mdladlana said, in his opinion, the CTPA did not behave in a professional manner.

He said this was the third time the CTPA had publicly criticised Sadtu in the press.

Dissolve

"If they were so professional, they would speak to us first about their problems, not run to the press," Mdladlana said.

"The CTPA is just a bureaucratic organisation that wants people to merely take instructions from them."

Mdladlana said he believed the CTPA was "heavily divided" on whether to dissolve and join Sadtu.

Meanwhile, the Bellville education committee has vowed to increase its "action" against the Bellville Senior Secondary School.

Members denied that outsiders were brought in to victimise Africa, saying he had refused to meet a delegation of parents which had come to the school and had instead hidden in his office.



ANGRY: Security guards protest outside Sanlam's Golden Acre offices this week PIC: YUNUS MOHAMED

Guards 'sold ou by property gia

By Waghied Misbach

SECURITY workers employed at a giant corporation in Cape Town are up in arms because they claim the giant corporation, Sanlam Properties, to which they were contracted, has given over their contract to a private company which will pay them less. South 7/2-13/2/91

The angry security workers demonstrated outside the Sanlam offices in the Golden Acre in the centre of Cape Town on Wednesday.

Mr Syprian Mgwigwa, who has worked for the company for six years, said he would in future earn present salary. Mgwigwa said rent salary of R1 300 would R550.

According to a Transport and Workers Union spokesperson, Laattoe, some of the workers earn as little as R447, while the wage at Sanlam was R650.

A management spokesperson company would meet the wo Friday morning to discuss the The company had met all the ments of the law in terms of ers' retrenchment.

Sanlam Properties did not kno the workers' wages would private company, the spokesper

Pupils oust (32) headmasters

PRETORIA — Thirty-one headmasters were driven away from their schools in Mamelodi, outside Pretoria, by pupils on Tuesday, a Department of Education and Training (DET) statement said yesterday.

The DET alleged the pupils had acted under the influence of SA Democratic Teachers' Union (Sadtu) members. BDay 7/2/91

"Mindful of the disruption of education in 1990 and the resultant dismally poor examination results, this shocking development bodes ill for the thousands of pupils and the Mamelodi community as a whole," the statement said.

It appealed to community organisations and parents to work towards restoring normality in schools. — Sapa.

Govt admits its ratios of pupils to teachers are unrealistically low

BDay 7/2/91

LESLEY LAMBERT

CAPE TOWN — White schools in metropolitan areas are likely to be even bigger in a future non-racial education system with more pupils per teacher than government estimates have suggested.

National Education Minister Louis Pienaar said earlier this week government aimed to alter the average ratio of teachers from the existing one teacher to 17 students in white schools and 1:40 in black schools to 1:30 in all schools, in its efforts to use up existing space and remove historic disparities.

However, a spokesman in his department confirmed yesterday that the average ratios were probably unrealistically low because they included small rural schools and education personnel other than teachers.

If these two categories were excluded from the calculation, the targeted average ratio of 1:30 would be higher. He declined to give an estimate of what the real figure could be.

Pienaar reiterated in a Parliamentary Press briefing this week that there was unlikely to be an increase in expenditure on education in this year's Budget. Education currently took up 19% of the Budget.

Instead, the removal of disparities and accommodation of growing demands would have to be achieved by the careful use of available funds and streamlining.

To accommodate annual growth of 0,55% in white schools, 5% in black schools and 6,6% in the self-governing homelands, Pienaar said 325 new schools would be needed annually at a cost of R650m a year. Filling up all spare capacity in white classrooms would only accommodate 7% of the annual demand for educational facilities.

To address the backlogs government had allocated an additional R150m during the 1990 financial year and a further R750m for departments in need of new facilities.

As a result, the ratio of per capita spending on white to black education had declined from 5:1 in 1986 to 3,8:1 this year.

Housing Fund (blacks).

Education poised to dominate talks

THE opening of teacher training colleges to all races, an end to the closure of white schools and the allocation of extra emergency funds to education are expected to be discussed by government and an ANC-led delegation in Cape Town on Thursday.

It is understood a memorandum handed by ANC deputy president Nelson Mandela to President F W de Klerk before the opening of Parliament will form the basis of discussions.

Government will be asked to take steps to lay the groundwork for a single education department. This will involve removing all racially based education laws and structures and suspending any new policy initiatives or restructuring plans based on race.

TANIA LEVY

The memorandum suggests that De Klerk allocate money for an emergency fund, in addition to this year's education budget.

Also on Thursday's agenda will be a call for government to provide more schools, especially in rural areas, and to scrap the models which allow white parents to decide whether white schools may open.

The adequate provision of textbooks, stationery, libraries and laboratories will also be discussed as will help for black matric pupils rewriting exams.

Government will be asked to stop closing white schools and to remove racial quotas on enrolment at its private and public schools.

The ANC team will argue that black students should be admitted to white teacher training institutions and no racial quotas should be placed on their enrolment.

Education and Culture Minister Piet Clase will not be part of the government delegation which will be led by De Klerk and will include National Education Minister Louis Pienaar, Education and Training Minister Stoffel van der Merwe, their deputy ministers and directors-general.

Mandela will head the delegation of ANC office-bearers, businessmen, educationists and other interested parties.

A government spokesman said the parties were expected to agree to further meetings.

Osborn said the current level of reserves ... climbed R114,1m to R5,745n while foreign

Mamelodi: inquest

*9. Mr P G SOAL asked the Minister of Justice:

(1) Whether, with reference to his reply to Question No 3 on 23 June 1987, the Attorney-General has reached a decision regarding the inquest into the deaths of the persons killed in Mamelodi on 21 November 1985; if not, (a) why not and (b) when is it anticipated that a decision will be reached; if so,

(2) whether the inquest has been held; if not, why not; if so, (a) when and (b) what were the findings?

Hansard 12/2/91 B15E

The MINISTER OF JUSTICE:

(1) Yes.

(a) and (b) fall away.

(2) Yes.

(a) The inquest commenced on 11 January 1988 and was finalized on 22 June 1989.

(b) The magistrate found that the responsibility for the deaths of the deceased concerned was not determinable.

In view of the magistrate's finding the Attorney-General, Pretoria, has returned the docket to the South African Police with the request that the whereabouts of one of the witnesses who disappeared, be established. This witness has as yet not been traced.

*10. Mr J J Walsh—Finance. [Question standing over.]

*11. Mr J J Walsh—Development Aid. [Question standing over.]

Amending of legislation

*12. Mr S S VAN DER MERWE asked the Minister of Justice: Hansard 12/2/91

Whether any legislation amending the (a) Internal Security Act, No 74 of 1982, and (b) Public Safety Act, No 3 of 1953, will be introduced in Parliament during the current session; if so, when in each case; if not, why not?

B24E

The MINISTER OF JUSTICE: Hansard 12/2/91

Further to the Pretoria Minute the Government has now had the opportunity of considering the repeal, on the one hand, of certain provisions and, on the other hand, the review of other provisions of the Internal Security Act, No 74 of 1982. A further announcement in this regard will soon be made and legislation to amend the said Act will be introduced during the current session of Parliament. The review of all other legislation, which may have a bearing on security matters, is still receiving attention.

Formula funding policy

*13. Mr R M BURROWS asked the Minister of National Education: Hansard 12/2/91

(1) Whether any universities or technikons are to receive in respect of 1991 the full amount which they should receive under the formula funding policy administered by his Department; if not, why not;

(2) whether any of these universities or technikons are to receive less money from the State in real terms in 1991 than they did in 1990 in terms of the amounts determined by his Department, if so, which of these institutions;

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

B29E

The MINISTER OF NATIONAL EDUCATION:

Since the Minister of Finance has not submitted the Draft Budget Bill for the 1991-92 financial year to Parliament yet, the figures are not presently available.

13(1) Falls away.

13(2) Falls away.

13(3) Falls away.

Certain teachers' union: negotiation 321

*14. Mr R M BURROWS asked the Minister of National Education: Hansard 12/2/91

(1) Whether he and/or any education departments in the Republic have recognized for negotiation purposes a certain teachers' union, the name of which has been furnished to the Minister's Department for the purpose of his reply; if not, why not; if so, (a) subject to what conditions and (b) what is the name of this union;

(2) what other national teacher organizations are currently recognized for negotiation purposes in education;

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

Hansard 12/2/91 B30E

The MINISTER OF NATIONAL EDUCATION: 321

(1) No. Discussions are being conducted with all interested parties of which the teachers' union, the name of which has been furnished to my department, is one, in order to formulate criteria with a view to recognition for the purposes of negotiation.

(a) Falls away

(b) Falls away

(2) Falls away

(3) No.

Cape Peninsula: additional teaching posts

*15. Mr K M ANDREW asked the Minister of Education and Training: Hansard 12/2/91

Whether any additional teaching posts have been created at existing (a) primary and (b) secondary schools in the Cape Peninsula in 1991; if so, how many in each case; if not, why not? 321

B46E

The MINISTER OF EDUCATION AND TRAINING:

(a) Yes, 46

(b) Yes, 19

Budget: amount spent

*16. Mr K M ANDREW asked the Minister of Education and Training: Hansard 12/2/91

Whether the non-recurrent sum of R150 million and the education portion of the special sum of R1 billion set aside in the 1990 Budget have been spent; if not, (a) why not and (b) on what items are they to be spent; if so, (i) what total amount has been spent to date, (ii)(aa) on what and (bb) where was it spent and (iii) what persons and/or organizations were consulted prior to spending it?

Hansard 12/2/91 B47E

The MINISTER OF EDUCATION AND TRAINING:

Yes.

The amount of R150 million has been allocated as follows:

To the Department of Education and Training: R73,950 million.

To the six Self-governing Territories on Vote: Development Aid: R76,050 million.

Of the amount of R1 000 million the following amounts have been allocated to education for Black people.

To the Department of Education and Training: R337,500 million.

To the six Self-governing Territories on Vote: Development Aid: R337,500 million.

The amount of R73,950 million as well as R150,009 million of the amount of R337,500 is being spent in the 1990-91 financial year by the Department of Education and Training.

The amount of R337,500 million is being used for the reduction of backlogs in school buildings. The spending of the amount is being distribted over two financial years, namely R150,009 million in the 1990-91 financial year and the balance of R187,491 million in the 1991-92 financial year.

(i) The full amount of R73,950 million was spent in the current financial year.

Of the amount of R337,500 million, R150,009 million is being spent in the current financial year.

(ii) (aa) The amount of R73,950 million was spent as follows:

Operational expenditure R72,713 million

School buildings R1,237 million

The amount of R150,009 million is being spent as follows during the current financial year:

Reduction of backlogs in school buildings: R122,00 million

Replacement and provision of schoolbooks: R28,000 million

Teachers' union denied recognition

THE recognition of the SA Democratic Teachers' Union could not be finalised before membership figures and a teachers' code of conduct were submitted, Mr Louis Pienaar, Minister of National Education, said yesterday.

Earlier, a Sadtu delegation withdrew from talks with Mr Pienaar because other education ministers were not present, the minister's office said.

Expressing his disappointment, Mr Pienaar said Sadtu's request for recognition could not be finalised before the meeting. The union had been told further information was needed to finalise its application for recogntion.

The meeting could have assisted in clarifying these matters. Mr Pienaar said he was willing to meet Sadtu again.

— Sapa, Political Staff

HOUSE OF ASSEMBLY

QUESTIONS

*Indicates translated version.

For written reply:

General Affairs:

National Intelligence Service Civil Medal

14. Mr S S VAN DER MERWE asked the State President:

(1) Whether he will furnish information on the award of the National Intelligence Service Civil Medal, established in terms of section 24 of the Bureau for State Security Act, No 104 of 1978, and published in Government Gazette No 12507 of 8 June 1990; if not, why not; if so,

(2) whether this medal has been awarded to date; if so, (a) to whom, (b) when and (c) in recognition of what specified action;

(3) whether the medal is also awarded posthumously; if no, why not; if so, (a) to whom, (b) when and (c) in recognition of what specified action has it been so awarded?

B28E

The STATE PRESIDENT:

(1) No: In terms of section 1 of the Protection of Information Act, (No 84 of 1982), the Service does not disclose the relationship existing between any person and the Service, but persons to whom it was awarded may disclose it on their own responsibility. With reference to the question a distinction should be drawn between the Civil Medal announced in Government Gazette No 12507 of 8 June 1990, which has not yet been awarded and the Civil Decoration announced in Government Gazette No 7704 of 7 August 1981 which has to date been awarded to twelve people, one of these being posthumously.

(2) Falls away.

(3) Falls away.

Own Affairs:

Permanent/temporary teachers lost

3. Mr R M BURROWS asked the Minister of Education and Culture: (321)

How many (a) permanent and (b) temporary teachers did his Department lose in each province in 1990 (i) on account of (aa) marriage, (bb) retirement, (cc) ill health, (dd) termination of service, (ee) death, (ff) the acceptance of non-teaching posts and (gg) further study and (ii) for other reasons?

Hansard 14/2/91

B36E

The MINISTER OF EDUCATION AND CULTURE:

(a) (i)	(aa)	(bb)	(cc)	(dd)	(ee)	(ff)	(gg)	(ii)
CAPE	91	99	40	0	17	710	32	226
NATAL	10	39	8	7	7	58	10	216
OFS	8	56	14	3	4	108	0	23
TRANSVAAL	127	202	93	75	44	135	40	1 667

(b) (i)	(aa)	(bb)	(cc)	(dd)	(ee)	(ff)	(gg)	(ii)
CAPE	6	8	1	0	2	65	4	168
NATAL	4	22	0	14	1	22	5	128
OFS	5	8	1	80	2	73	0	35
TRANSVAAL	11	2	2	2	2	29	14	436

INTERPELLATIONS UNDER NAME OF MEMBER

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College to receive R2-m from UK

Star 15/7/91

Staff Reporter

South Africa's first independent, open teachers' training college is to receive a R2,5 million donation from the British government, British Minister for Overseas Development, Lynda Chalker announced this week.

Speaking at a function at the Promat College outside Mamelodi, Pretoria, Mrs Chalker said the educational institution had maintained a remarkable record in education.

"The five Promat colleges achieved a superb 84 percent average in the matric pass rate last year," she said.

She said the British government had also been delighted the college extended its activities to include teacher training.

The faith of the British government was an inspiration, the founder and executive director of Promat Colleges, Larry Robertson, said.

"There can be no real democracy or free market system without properly qualified teachers." he said.

(a)(i)	(a)(ii)	(b)(i) %	(b)(ii) %
Fairview Junior School	Model B	84,90	82,80
Pretoria High School for Girls	Model B	87,30	76,50
Mondeor Primary School	Model B	89,12	83,88
Rand Park Primary School	Model B	78,40	77,10
Franklin D Roosevelt Primary School	Model B	85,70	79,20
Athlone Boys' High School	Model B	83,10	76,90
Robin Hills Primary School	Model B	78,40	73,70
Willowridge High School	Model B	85,94	82,33
Emmarentia Primary School	Model B	91,10	82,30
Waverley Girls' High School	Model B	90,70	80,10
Rosebank Primary School	Model B	91,30	85,90
Jeppe High Preparatory School	Model B	84,80	69,80
Lynnwood Ridge Primary School	Model B	82,80	81,60
Bramley Primary School	Model B	94,20	84,70
Wendywood High School	Model B	88,15	85,80
Wendywood Primary School	Model B	95,96	93,05
Parkhurst Primary School	Model B	89,30	85,00
Meredale Primary School	Model B	92,00	81,50
Roseneath Primary School	Model B	90,30	85,80
Fairways Primary School	Model B	93,80	88,80
Linksfield Primary School	Model B	94,40	81,10
Montrose Primary School	Model B	92,60	90,20
Glenvista High School	Model B	84,80	80,80
Laerskool Jan Celliers	Model B	93,30	89,70
Waterkloof Primary School	Model B	83,50	81,20
Houghton Primary School	Model B	73,40	64,40
Mellville Primary School	Model B	77,70	57,10
Hillview High School	Model B	65,60	54,70
Krugersdorp Town School	Model B	70,00	48,70
Thornhill Primary School	Model B	81,50	58,50
Observatory Girls' Primary School	Model B	74,00	59,40
Eastleigh Primary School	Model C	71,50	68,50
Aston Manor Primary School	Model C	88,10	84,50

Teacher : pupil ratio 321

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

What teacher: pupil ratio was applicable in (a) primary and (b) secondary schools in (i) each of the provincial education departments and (ii) his Department as at the latest specified date for which figures are available?

B199E

The MINISTER OF EDUCATION AND CULTURE:

		(a)	(b)
(i)	Cape	1:18,9	1:14,8
	Natal	1:22,4	1:16,3
	Orange Free State	1:21,0	1:16,0
	Transvaal	1:23,2	1:16,8
(ii)		1:21,7	1:16,1

On the first Tuesday of March 1990 for public ordinary schools.

Universities: students registered

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

How many (a) White, (b) Coloured, (c) Asian, (d) Black and (e) other students were registered in 1990 at each university falling under the control of his Department?

Hansard 22/2/'91 B202E

The MINISTER OF EDUCATION AND CULTURE:

UNIVERSITY	(a)	(b)	(c)	(d)	(e)
Orange Free State	8 975	208	—	59	—
Natal	8 163	275	2 547	1 818	—
Rhodes	2 971	132	185	514	—
Rand Afrikaans	8 491	387	16	161	—
Witwatersrand	13 814	308	1 580	2 531	—
Port Elizabeth	4 098	462	66	142	—
Potchefstroom	8 271	111	12	264	—
Pretoria	22 811	77	24	64	—
Cape Town	9 795	1 905	467	1 378	—
Stellnebosch	13 083	687	19	41	—
South Africa	52 497	4 559	8 863	42 097	—

The above provisional statistics were obtained from SAPSE table 2.7 and include both undergraduate and postgraduate students.

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SA's first non-racial teachers training college forges ahead

321

Ned Watson
22/2 - 28/2/91
(Leerny Watson)

South Africa's first non-racial college of education is already functioning in a remote area east of Pretoria. Promat College is the name of the institution, and this is where 130 carefully selected students are receiving teaching lessons provided by 15 teachers chosen from more than 300 applicants. The college has been described by ANC deputy president Nelson Mandela as "a worthwhile cause".

Promat has adopted an international curriculum supervised by the University of the Witwatersrand. Students will take four years to graduate, unlike those in the Department of Education and Training (DET) schools, where the qualifying period is three years. The training emphasis at Promat is on mathematics, science and English.

Example

Educationists consider the college to be an example of what the country requires to uplift the standards of education.

Teachers trained here will qualify to teach at any school anywhere in the world.

However, Promat College's executive director Lerry Robertson complained that the college can only accommodate a few students. Thousands of applications had been turned down. The college aims to admit an average of 140 new students per year.

Robertson, a retired school headmaster and the founder of the project, said the growth and success of the college would depend on funding from donors. Promat is a registered non-profit organisation and accepts no funding from the state.

It is funded by the private sector and by overseas donors. Students pay one-third of the cost of their education. There are no bursaries for the students as yet.

The future of Promat seems promising since the required aid is coming in.

Last week the college received a R2,5-million donation from the British government. The British Overseas Development Minister, Lynda Chalker, who visited the country last week, made the announcement. This was in addition to several other donations from Britain.

In recognition of these donations a square in the new campus will be named after the British ambassador to South Africa, Sir Robin Renwick.

During the first half of this year Promat is sending a team to the United States and Europe to raise funds for the project.

ANC deputy president Nelson Mandela has endorsed Promat's fund raising campaign, urging prospective donors to "donate generously to this worthwhile cause".

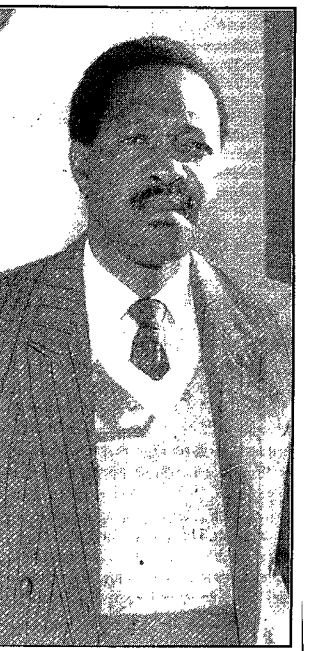
Opening

Mandela is expected to be among the guests at the official opening of the college of education which is scheduled for May 11.

Promat College also runs five schools offering matric studies only. Students with a minimum of standard eight are eligible to register at these schools.

They spend a year doing standards nine and 10. Last year's pass rate was above 80 percent, while at DET's schools it was below 40 percent.

The headmaster of Promat is a Lesotho national, Dr Thekiso Khati.



DR THEKISO KHATI, the first Rector of Promat College.

Not enough jobs for teachers

MORE than half the 8 200 Unisa undergraduates registered at the university's Pietersburg regional campus are student teachers, many of whom will not find jobs in the area.

Degrees

Unisa regional representative Phil Pretorius says most of the student teachers have already obtained their teaching diplomas and are reading for BA degrees.

"We have about 4 100 graduate teachers, but there not enough jobs for them in the area as there are not enough schools," he says.

About 99% of the region's Unisa students are black English speakers, 70% of whom are registered for arts degrees, while the remainder are completing marketing diplomas or reading for B Juris, B Proc or LLB degrees.

Pretorius says the most popular subjects are education, North Sotho and biblical studies.

Pietersburg boasts seven primary and six secondary schools, including Capricorn High School, the only English medium school north of Pretoria under the Transvaal Education Department.

Technical

The town also has a technical college, an arts and music centre and training institutions for the mentally and physically handicapped.

Teachers stage walkout

CAPE TOWN — A delegation of the SA Democratic Teachers' Union (Sadtu) yesterday walked out of a meeting with National Education Minister Louis Pienaar because other Ministers of education were not present.

Pienaar said in a statement the Sadtu delegation withdrew from the discussions at an early stage "because the Ministers responsible for the provision of education were not present, as requested by them. No undertaking was, however, given to Sadtu beforehand that the other Ministers should be present."

Political Staff

He also said Sadtu had been told more information was needed before consideraton of its request for recognition as a teachers' union could be finalised.

"The most important aspects concerned information regarding established membership and the subscribing of members to a code of conduct."

Pienaar said he had expressed his disappointment with Sadtu's actions, and also his willingness to meet Sadtu again.

Massive cash aid for Promat College

THE Promat College of Education, based in Mamelodi near Pretoria, will receive a R2,5-million donation from the British government to upgrade facilities and teaching standards.

This was announced on Wednesday by the British Minister for Overseas Development, Mrs Lynda Chalker, when she visited the institution, which is South Africa's first independent, open teachers' training college.

Support

Making the announcement, Chalker said her government was a strong supporter of Promat, and in particular the new college in Mamelodi - which took in its first 120 student teachers this month.

"Promat has maintained a remarkable record of achievement in education. The British Government was delighted when the board of Promat decided to extend their activities from matric colleges to teacher training and that the new teacher training college should focus on the key subject areas of maths, science and the English language."

Students

The assistance programme will consist of support for 20 students a year over the four years of their study, but this would increase to 80 students a year once the college is fully underway; the development of library facilities and some R220 000 worth of books; and establishing links with a British teacher training institution to encourage staff exchanges and training.

The founder and executive director of Promat Colleges, Mr Larry Robertson, described the donation as an inspiration.

- *Sapa*

Sadtu warns Minister

25/2/91
321

By NKOPANE MAKOBANE

THE South African Democratic Teachers Union has warned that failure by education authorities to officially recognise the union could compel it to seriously consider national and international action.

Mr Shepherd Mdladlana, Sadtu's president, said a delegation from his union met with the new Minister of National Education, Mr Louis Pienaar, last week to discuss the Sadtu application for recognition.

He said the Sadtu delegation walked out of the meeting in protest when the Minister refused to take seriously the question of recognition.

"Sadtu is most disappointed at the lack of progress in this matter.

"It is clear that there is an unwillingness from the Minister to move away from the apartheid base.

"This is in spite of the stated commitment by De Klerk to dismantle apartheid.

"The kind of bureaucratic arrogance we encountered during the interview would compel the union to seriously consider national and international action.

"Our demand is exacerbated by the fact that the union is recognised by the international teacher organisations while not being accorded similar status in its own country.

"We have decided to report back to our constituency and take whatever action we deem necessary in the circumstances," he said.

We also think the court passed down a good judgement; but now the hon member asks whether the people I mentioned here had any interests in the matter. He does not know what he is talking about. All the organisations I mentioned here are people who are part of the community of Hout Bay. [Interjections.]

I think the hon member should check his facts and, as the hon member for Sea Point says, stop trying to suck political venom from this issue. [Interjections.] The hon member says we should have had a referendum. Were we now supposed, amidst the unsavoury circumstances which prevailed and with a pending court decision, to have walked from door to door to ask everyone whether this matter had their approval? I find it very interesting to see that the hon members of the Official Opposition find themselves in the camp of those people who say yes, help the poor; give them a bus stop, but not in front of my door. [Interjections.]

It is that kind of mentality which fails to appreciate the realities of our country and which will cause us to have serious problems here. [Interjections.]

*The ACTING SPEAKER: Order!

*The MINISTER: That hon member's allegation that those people are terrorists, is outrageous. [Interjections.]

*The ACTING SPEAKER: Order!

*The MINISTER: More than 70% of those people are economically active. More than 90% of those people work in Hout Bay. Does that hon member want to say that the inhabitants of Hout Bay are employing terrorists? That is an indictment of that community. [Time expired.]

Mr J J S PRINSLOO: At the outset I want to say that it is very significant that the hon member for Sea Point is openly siding with illegal squatters. [Interjections.]

Illegal squatting is a worldwide problem, as we learnt again during a parliamentary tour in Europe during November of last year. [Interjections.] The way in which the problem is dealt with depends on the true political aims of the responsible government.

Sadly, in our country we cannot establish the true aims of the Government by referring to what it promises during election campaigns, but only by referring to its contradictory actions afterwards. [Interjections.] It promised the voters in the general municipal election in 1988 that strong action would be taken against illegal squatting. Its election manifesto read:

> Squatting is unacceptable and stricter laws to control the problem have already been tabled.

In a personal letter to the voters of Roodepoort city during that election campaign, the hon the Minister of Finance wrote the following:

> We need more stringent legislation to curtail squatting and we are getting it soon.

[Interjections.] In their shortened five-year plan of action for the general election of 6 September 1989, the NP said:

> The NP will within the next five years ensure the prevention of health hazards and poor social conditions caused by overpopulation and illegal squatting through the proper implementation of local by-laws and other applicable measures.

However, now the Hout Bay squatter issue has, in my opinion, clearly exposed the NP aiding the ANC and other non-White radicals in the creeping annexation of White land. I say that that is the true aim of this Government.

*Mr L F STOFBERG: Mr Speaker, the hon the Minister is not going to wiggle himself out of this thing. [Interjections.] He allocates land after the court had said that they are anarchists, it is anarchy, it borders on anarchy—he can read the finding for himself. He cannot allocate White land to them. If he is going to allocate White land in Hout Bay, it will affect the entire community. He cannot find a few people of whom a whole lot do not live there and say that he got their permission. He did not consult the community of Hout Bay on this issue. [Interjections.]

This hon Minister and the hon the State President are talking to Nelson Mandela and Nelson Mandela has in mind the redistribution of land in South Africa and here is one of the patterns according to which this redistribution of land is going to take place. [Interjections.] Here we have now seen that that hon Minister and this Government are prepared to reward people who have squatted for their squatting in a community such as Hout Bay which is, as I have said, a jewel of a community. [Interjections.] It is costing that hon Minister votes. I went visiting in Hout Bay

and I was surprised by the support which is leaning towards the CP in this regard.

This hon Minister is cutting his and the Government's throats with these measures which he is not adopting. As far as I am concerned he can carry on just as he has been, but he will pay the price for that in South Africa.

*The MINISTER OF WELFARE, HOUSING AND WORKS: Mr Speaker, the fact of the matter is that a very large percentage of the squatters who are at present in Hout Bay have been there for more than four years. There are squatter groups who have been living in that area for more than 30 years, but the fact of the matter is that the people are squatting illegally, as the court rightly pointed out. In terms of the law it surely places a responsibility on the landowner, but is also places a responsibility on the local authority, as well as on the Government. [Interjections.] It places a responsibility on the Government, because we cannot simply evict people without anywhere to go. Therefore the intention is for these people to be . . .

*Mr L F STOFBERG: You must evict them! [Interjections.] Hansard 26/2/91

*The MINISTER: Of course, but we must settle these people. [Interjections.] We must uplift these people. Therefore it is the Government's policy that enough land must be identified. Let us be honest with one another today and say that it is true that they did not identify sufficient land in time for these people. Land had to be found to accommodate these people and to give them a worthwhile existence. [Interjections.] I said just now that 70% of these people are economically active in Hout Bay. Does that community not owe them something? Those people also have a right to exist. That is why the Government has a duty to accommodate these people. Surely we must uplift the people and their standard of living. [Interjections.]

*The ACTING SPEAKER: Order!

*The MINISTER: I do not find it strange that the CP and certain other organisations find support there, because there are people in this country who begrudge other people an existence. [Interjections.] This Government's standpoint is, however, that we will look after the interests of the squatters. We will make the necessary arrangements to prevent squatting as much as possible. [Interjections.]

Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Hansard 26/2/91

Model B: teachers of all races

*1. Mr K M ANDREW asked the Minister of Education and Culture: 321

(1) Whether schools that have been given permission to implement Model B are permitted to employ teachers of all races; if not, why not; if so,

(2) whether there are any impediments which, in practice, prevent non-White teachers from qualifying for appointment to posts at Model B schools; if so, what are these impediments?

B183E

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes;

(2) no.

Teaching posts eliminated

*2. Mr R M BURROWS asked the Minister of Education and Culture: 321

(1) Whether any information is available on the number of teaching posts to be eliminated in each of the four provincial education departments in 1991; if not, why not; if so, (a) what is the total number of such posts and (b) what is the reason for their elimination;

(2) whether any persons currently occupying such teaching posts will be made redundant in 1991; if so, (a) what number of persons will lose their employment with his Department and (b) what efforts have been made to keep such persons in the teaching profession;

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

B204E

The MINISTER OF EDUCATION AND CULTURE:

(1) No, information is not available at this stage. It is not as yet possible to determine the number of posts;

(2) given the tendency of decreasing numbers in the school population in my Department it is probable that teaching posts will be abolished;

(a) see (1);

(b) efforts will be made to appoint the teachers concerned to suitable vacant posts in other areas;

(3) no.

School/tuition fees

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

(1) Whether his Department is taking steps to make the collection of school and/or tuition fees compulsory; if so, what steps; if not, why not;

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

B205E

†The MINISTER OF EDUCATION AND CULTURE:

(1) No, although the necessary preparatory steps have been taken the collection of compulsory tuition fees is not being considered for the near future. The financing of education is one of the aspects which is presently being investigated as part of the Education Renewal Strategy and the findings are awaited;

(2) no.

Mr R M BURROWS: Mr Speaker, arising from the reply of the hon the Minister, could he give an indication as to whether his Department permits school management councils to hire or employ additional teachers or to remunerate existing teachers over and above their salary scale?

†The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, officially there is no such policy. I have complete understanding for the fact that there is a particular need in certain schools and also perhaps the financial means to give additional benefits to certain teachers. However, it creates a very large problem within the teaching profession because there are large problems surrounding this issue. The most important thereof is that a particular community can offer teachers better benefits than other schools can as a result of its economically directed composition, and this can really be a problem.

I am aware that teachers are assisted in various ways to teach at a particular shool without a specific amount of money increasing the salary. The whole issue of differentiated salaries is a difficult matter that constantly demands the attention of my department as well as that of the organised profession. it can be that we will really have to pay attention in future to possibly allowing it, but I do not want to commit myself to that at this moment in time.

Certain White areas: permits

*4. Mr J CHIOLÉ asked the Minister of Welfare, Housing and Works:†

(1) How many permits to live in the White residential areas of Erasmia and Christoburg in the Pretoria West constituency have been granted in terms of the Group Areas Act to Indians to date;

(2) whether his Department obtains comment from the relevant city council, member of Parliament and neighbours before permits in terms of the above-mentioned Act are granted; if not,

(3) whether his Department gave the member of Parliament for Umhlatuzana the opportunity to make such comment in respect of Indians who wished to settle in Queensburgh, a suburb of Durban; if so, (a) what was the nature of this member's comment and (b) why was this procedure not followed in respect of Erasmia and Christoburg?

B254E

The MINISTER OF WELFARE, HOUSING AND WORKS:

(1) 140;

(2) Yes; my predecessor at the request of the relevant City Council had discussions with the Chairman of the Management Committee of the Pretoria City Council and

the City Councillor for Erasmia/Christoburg on 24 September 1990. Thereafter they orally indicated, on behalf of the City Council, that there would be no objections to the granting of permits.

On 25 September 1990 officials had discussions with the City Councillor, the Chairman of the Ratepayers Association and others. During a residents meeting on 29 September 1990 it was indicated, on a *pro forma* letter, that most of the residents are prepared to sell properties to Indians. This fact was conveyed to the Department by the City Councillor on 1 October 1990.

On 9 Novemebr 1990 my predecessor had discussions with the hon member on his request during which the hon member again clearly stated his viewpoint against the possible issue of permits.

Applications for permits were accompanied by forms of consent or otherwise from the adjacent neighbours. The information was verified during the consideration of the applications.

(3) Falls away.

Mr S S VAN DER MERWE: Mr Chairman, arising out of the hon the Minister's reply, in respect of the suburbs in the constituency of Pretoria West, were any of the applications received by the Department turned down and, if so, how many?

The MINISTER: Mr Chairman, I do not have that information readily at hand. If the hon member wishes to put that question on the Question Paper I will reply to it.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

State/private schools: amount per child

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

Whether there is any difference in respect of the average amounts spent by the State per child on ordinary State schools as compared to private schools under the control of his Department; if so, (a) what average amount was spent per child in each case during the latest specified financial year for which information is available and (b) what are the reasons for the difference?

B257E

The MINISTER OF EDUCATION AND CULTURE:

Yes, for the 1990/91 financial year

(a) *State schools:* Approximately R3 600 per pupil per year,
Private schools:
Gr i to Std 7: R760 or R253 per pupil per year,
Stds 8 to 10: R1 140 or R380 per pupil per year,

(b) Regulation 5 of the Regulations regarding the Registration of and Financial Grants to Private Schools (No R2281 of 31 October 1986) stipulates inter alia as foliows:

"(1) A registered private school may apply to be considered for one or two categories of financial grants.

(2) The categories referred to in subregulation (1) are either 15% or 45% of an amount calculated in accordance with a standard formula of the Department."

The state accepts greater responsibility for the financing of State schools than for private schools, which have greater autonomy.

Land Tenure Acts: abolition

*6. Mr A P OOSTHUIZEN asked the Minister of Agricultural Development:†

Whether after the abolition of the so-called Land Tenure Acts of 1913 and 1936 the Directorate: Financial Aid of his Department will render financial assistance to non-Whites for the purchase of agricultural land; if not, why not; if so, what steps are contemplated in this connection?

B287E

The MINISTER OF AGRICULTURAL DEVELOPMENT:

The Directorate: Financial Assistance may in accordance with the Republic of South African Constitution Act, 1983, render a service to any population group provided the funds are available for that purpose. The conditions for financial assistance for the purchase of agricultural land will be the same for everyone.

Japan gives Protec a big donation

Sowetan 27/2/91 321

THE Japanese government has presented Protec (Programme for Technological Careers) with more than R100 000 worth of science experimental equipment.

A spokesman for the Japanese government said the donation was the first project of the newly introduced Small-Scale Grant Assistance Plan to South Africa.

The contract was signed by Mr David Kramer, national director of Protec, and Mr Masatoshi Ohta, consul-general of Japan last week.

The spokesman said the Japanese government attached "great importance to the promotion of mathematics and science" in South African black communities.

"The teachings of these two disciplines could be the basis for the future economic development of the post-apartheid society. Protec will undertake the distribution of the programmes.

"The use of science kits has proved to be very successful in promoting mathematics and science education in the community," he said.

According to the spokesman, the Small-Scale Grant Assistance Plan was one of the initiatives taken by Japan with a view to making a positive contribution towards the building of a new South Africa.

He said because of the critical importance of the process of returning exiles to South Africa as well as the ongoing process of dialogue in the country, Japan was to explore the possibility of providing similar assistance to the National Co-ordinating Committee for the Repatriation of South African Exiles.

Meanwhile, construction has begun for the new Mamelodi University campus, near Pretoria, which will cost about R23-million.

The campus will consist of the main building, a registration hall, three lecture blocks, a library, a geography and laboratory block, physics and chemistry laboratories, a temporary cafeteria which will be later converted to a behavioural sciences laboratory, a technical services building, a conference room, an administration block, an office block for lectures and parking areas for staff and students.

It is hoped that the campus will be completed by the end of 1992.

HOUSE OF ASSEMBLY

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

National servicemen placed outside SADF

49. Lt-Gen R H D ROGERS asked the Minister of Defence:

(a) How many national servicemen in the (i) February 1990 and (ii) August 1990 intakes were placed in organisations and institutions outside the South African Defence Force in terms of section 16 of the Defence Act, No 44 of 1957, and (b) in which organisations and institutions were they placed?

B94E

The MINISTER OF DEFENCE:

(a) (i) 65

(ii) 47 (as at 15 February 1991)

(b) Department of Water Affairs and Forestry 2
Department of Trade and Industry and Tourism 4
Department of Mineral and Energy Affairs and Public Enterprises 1
Department of National Health and Population Development 2
Department of Transport 2
Department of Agricultural Development (Administration: House of Assembly) 11
Department of Development Aid 2
Department of Justice 28
Department of Planning, Provincial Affairs and National Housing 1
Cape Provincial Administration 3
Cape Education Department 3
Transvaal Provincial Administration 2
Transvaal Education Department 3
Office of the Auditor-General 3
National Energy Council 1
Bureau for Information 1
Human Sciences Research Council 1
National Monuments Council 1
Natal Parks Board 2
Small Business Development Corporation 5
City Council of Cape Town 2
University of Pretoria (LAE) 5
Bureau for Mechanical Engineering 6
Armaments Corporation of South Africa Ltd 6
Council for Scientific and Industrial Research 5
Mintek 3
STC Components 1
Plessey SA 1
UEC Projects 1
Advanced Technologies Eng Co 1
Electro Magnetic Laboratory (Pty) Ltd 2
Teglogic 1

Craigieburn: SADF members involved

87. Lt-Gen R H D ROGERS asked the Minister of Defence:

(1) Whether any members of the South African Defence Force were involved in an incident during which two policemen were killed at Craigieburn near Umkomaas in Natal on or about 25 January 1991; if so, what was the nature of the incident;

(2) whether any shots were fired on this occasion; if so, (a) how many, (b) by whom and (c) who gave the order to fire;

(3) whether any action has been taken against those responsible for the incident; if so, what action?

B229E

The MINISTER OF DEFENCE:

(1), (2) and (3)

The matter is at present being investigated by the SA Police. It is consequently *sub judice* and the findings of the investigation can therefore not be anticipated.

Own Affairs:

Teacher training: estimated cost

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

What is the estimated cost to the State of training a teacher at a (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?

B43E

The MINISTER OF EDUCATION AND CULTURE:

The information is not available in the format as asked. The answer is based on estimated costs as for 1989.

(a) Approximately R54 160*

(b) (i) Approximately R47 031**

(ii) Approximately R62 708**

* An average for all courses.

** Includes hostel fees in respect of the Cape, Orange Free State and Natal, but not in respect of Transvaal.

Education mess 'costing millions'

Cape Times 1/3/91 (Bill) 324

Political Correspondent

THE government's lack of forward planning was costing taxpayers tens of millions of rands annually in white education alone, the Democratic Party's finance spokesman, Mr Ken Andrew, said yesterday.

Last year 344 teachers were made redundant at a cost of "tens of millions of rands" in redundancy payments and more than R20 million in the cost of training which was no longer being used, he said.

"At the same time, we are spending R31,5 million on bursaries for 9 358 teachers and over R500 million in total to train these new teachers.

"The education forward planning in the white own affairs Department of Education and Culture seems to be chaotic or possibly non-existent," Mr Andrew said.

"We are undoubtedly paying a high price for racist stupidity in education."

The Democratic Party's education spokesman, Mr Roger Burrows, said yesterday that the party was extremely concerned that overall education planning was still proceeding on a racial basis.

Among DP proposals were:

- The immediate cessation of all steps to close schools and terminate teacher services.
- The immediate utilisation of all surplus equipment and vacant shool buildings.

applications. It is the specific community which must in the first place look after itself and its environment. In my opinion a peaceful residential area must not suddenly be confronted with a high-rise office block. Of course there must be a balance, because urbanisation also contributes to new development and requires more community facilities and infrastructure.

From the outset there must be close liaison, co-operation and negotiation between representatives from the relevant residential area or community, the city council and members of the city council from that area, the developers and/or applicants and consultants so that sufficient knowledge and perspective can be exchanged regarding the application and intended development and the nature of objections from the community involved. Many problems which crop up later could probably be resolved in this way. As a matter of fact, in most cases the development can be effected with maximum satisfaction and expensive, lengthy court cases can probably also be curtailed, and I think this will contribute to eliminating misunderstandings, uncertainty and emotion at the end of the day.

Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Potchefstroom: closing of teachers' colleges

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

(1) Whether his Department has investigated or ordered an investigation into the possible closing of the teachers' college at Potchefstroom; if so,

(2) whether this college or staff members of the college have been notified officially or unofficially; if so, what are the relevant particulars?

Hansard 5/3/91

B259E

The MINISTER OF EDUCATION AND CULTURE:

(1) No, the hon member is referred to my media statement of 8 February 1991;

(2) no. Hansard 5/3/91

Private schools: de-registration

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

(1) Whether his Department has advised any private schools registered with the Department that, because their total enrolment does not comply with the requirement of having to be more than one half White, they may be de-registered in terms of Regulation 2(2)(f) (as amended by Government Notice No R1477 of 29 June 1990) of the regulations regarding the registration of and financial grants to private schools; if so, (a) how many schools were so informed and (b) why were they so informed;

(2) what effect does de-registration by his Department have on a private school;

(3) whether the above schools will be able to register with any other education department given the racial composition of their pupil numbers; if so, with which department; Hansard 5/3/91

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

B281E

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) 17;

(b) because these schools do not comply with the first provision of Regulation 2(2)(f) and to grant them the opportunity to provide reasons why the Head of Education should deem them exceptions to the rule according to Regulation 2(2)(f);

(2) if such a school received a subsidy from this Department it cannot be considered for further subsidy by this Department and all children of school-going age who are the responsibility of my Department attending such a school would then attend an institution that cannot be deemed a "school" in terms of the provisions of Act 39 of 1967;

(3) yes, usually the Department that is responsible for the pupils constituting the majority group in the school;

(4) no. Hansard 5/3/91

Teaching staff serving as mayors

*3. Mr A GERBER asked the Minister of Education and Culture:† 321

(1) Whether teaching staff in the service of his Department may serve as mayors in urban city councils; if so,

(2) whether such persons may occupy this position in consecutive years;

(3) whether his Department has any statistics in this regard; if so, what are the relevant details; Hansard 5/3/91

(4) what is his Department's standpoint on the matter?

B298E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, on the condition that it will not inhibit the execution of duties at the departmental institution concerned;

(2) yes;

(3) yes, 10 during the past three years;

(4) it is in accordance with the conditions of section 96(1)(e) of the Education Affairs Act, 1988 (Act 70/1988).

Special education: expenditure cuts

*4. Mr M J ELLIS asked the Minister of Education and Culture:

(1) Whether any cuts in expenditure on special education have taken place during the present financial year; if so, what was the extent of these cuts;

(2) whether further cuts are expected during the course of 1991; if so, (a) why and (b) what will be their effect?

Hansard 5/3/91 · B305E

†The MINISTER OF EDUCATION AND CULTURE:

It is accepted that special school education is referred to.

(1) Yes, in as far as was necessitated by the decrease in my Department's allocation in real terms and which was spread throughout all sectors of the Department;

(2) no.

Vacant school buildings

*5. Mr K M ANDREW asked the Minister of Welfare, Housing and Works:

(1) Whether all school buildings vacated during or at the end of 1990 as a result of the closing of White schools have been offered to other education departments for use as schools; if not, why not; if so, how many are being or are to be used as schools;

(2) what are the school buildings vacated last year currently being used for or to be used for? Hansard 5/3/91

B369E

The MINISTER OF WELFARE, HOUSING AND WORKS:

(1) No. In terms of policy the mentioned school buildings which are not required for other purposes within the Department of Education and Culture in the Administration; House of Assembly, are firstly offered to the other departments in the House of Assembly. Only thereafter are school buildings offered to other education departments for use as schools. School buildings are also made available to private schools and other educational institutions.

(2) At the end of 1990, 34 of the White schools which had closed were transferred to the Department of Local Government, Housing and Works, House of Assembly. Of these schools 7 are already being used by other Departments as schools. A decision regarding the other 27 schools is at present in the process of consideration.

Mr R V CARLISLE: Mr Speaker, arising from the hon the Minister's reply, I would like to know whether it is not his opinion that the best possible use that could be made of these buildings would be for schools.

The MINISTER: Mr Speaker, I fully agree with the hon member. We intend doing that and are applying that policy at present.

It does not matter what population groups are involved, but when we are dealing with education matters, we go about things with great compassion.

Teachers' associations: prohibited

*2. Mr J A RABIE asked the Minister of National Education:† (321)

(1) Whether teachers' associations representing persons from a single ethnic group will be prohibited in the new South Africa;

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

Hansard 6/3/91 . C8E

†The DEPUTY MINISTER OF NATIONAL EDUCATION:

(1) The right to associate freely will undoubtedly be guaranteed under a new constitution which has yet to be negotiated. This right will certainly also be applicable to teachers. Against this background the right to associate freely of persons from a single ethnic group cannot be prohibited. The exact needs of the teaching profession and the outcome of constitutional negotiations make premature announcements in this regard not proper.

(2) No.

SOFIA:

(i) South Africans:
2 Line function posts
2 Administrative posts
(ii) Local Citizens:
7 Administrative posts
4 General posts

WARSAW:

(i) South Africans:
2 Line function posts
2 Administrative posts
(ii) Local Citizens:
7 Administrative posts
4 General posts

ANTANANARIVO:

(i) South Africans:
2 Line function posts
2 Administrative posts
(ii) Local Citizens:
6 Administrative posts
9 General posts

RABAT:

(i) South Africans:
2 Line function posts
2 Administrative posts
(ii) Local Citizens:
7 Administrative posts
4 General posts

(3) Yes.

Saint Denis (Réunion)
La Paz (Bolivia)

Teachers: salaries outstanding

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

(1) Whether the salaries of any teachers employed by his Department have been outstanding for more than one month; if so, (a) how many teachers are involved and (b) for what reasons are these salaries outstanding;

(2) whether he will make a statement on the matter? B230E

The MINISTER OF EDUCATION AND TRAINING:

(1) Yes.

(a) 544.

(b) Continuous endeavour is made to improve the system of payment, in order to limit this type of error to the minimum. Where such cases occur they receive prompt attention.

(2) No.

Blacks: matriculation examinations

97. Mr L F STOFBERG asked the Minister of Education and Training:†

How many Blacks (a) entered for and (b) passed the matriculation examination in 1988, 1989 and 1990, respectively? B265E

The MINISTER OF EDUCATION AND TRAINING:

1988 (a) 41 812 (b) 21 909
1989 (a) 42 729 (b) 17 249
1990 (a) 56 081 (b) 18 946

Note:
This information is as on 7 January 1991 and applies to the candidates of the Department of Education and Training who offered subjects for a senior certificate with matriculation exemption.

Publications Appeal Board

112. Mr A J LEON asked the Minister of Home Affairs:

(1) Who are the members of the Publications Appeal Board;

(2) what, in each case, are the (a) ages, (b) race, (c) sex, (d) educational qualifications and (e) literary and artistic expertise of these members;

(3) in respect of what date is this information furnished? B316E

The MINISTER OF HOME AFFAIRS:

(1) and (2) The honourable member is referred to the accompanying schedule. In regard to (2)(e) it should be noted that section 35(3)(b) of the Publications Act, 1974, requires only "educational qualifications and experience".

(3) 26 February 1991.

(1) Member/Lid	(2)(a) Age/Ouderdom	(2)(b) Race/Ras	(2)(c) Sex/Geslag	(2)(d) Educational qualifications/ Opvoedkundige kwalifikasies
Ramsamy, A	65 years/jaar	Asian /Asiër	Male/Manlik	National Diploma in Commerce/Nasionale Diploma in Handel National Diploma in Accountancy/Nasionale Diploma in Rekeningkunde Natal Teachers' Senior Certificate/Natal Seniorsertifikaat in Onderwys National Commercial Teachers' Diploma/Nasionale Onderwysdiploma in Handel BCom
Pretorius, C E	58 years/jaar	White/Blanke	Female/Vroulik	BA TOD LTCL BA(Hons) MA D.Litt
Mettler, J J F	52 years/jaar	Coloured/ Kleurling	Male/Manlik	Dip Th
Hugo, G	59 years/jaar	White/Blanke	Male/Manlik	BA LLB
Mawasha, A L (Prof)	52 years/jaar	Black/Swarte	Male/Manlik	BA B.ED M.ED MA D.ED
Louw, F C	65 years/jaar	White/Blanke	Male/Manlik	BA MA
Hough, M (Prof)	46 years/jaar	White/Blanke	Male/Manlik	BA BA (Hons) MA DPhill BA (Hons)
Du Preez, J A (Brig)	64 years/jaar	White/Blanke	Male/Manlik	Dip Iuris, Dip Legum
De Jager, J J	51 years/jaar	White/Blanke	Male/Manlik	BA TLB BA(Hons)
Oosthuizen, P (Prof)	55 years/jaar	White/Blanke	Male/Manlik	BA LLB LLD
Van der Merwe, P R	64 years/jaar	White/Blanke	Male/Manlik	BA Dip Th
Grové, A P (Prof)	72 years/jaar	White/Blanke	Male/Manlik	BA MA UOD DLitt

Own Affairs:

Model B schools: cadet activities

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

(1) Whether permission has been granted to all pupils at Model B schools whose parents so request to be excluded from cadet activities; ifnot, why not; if so, when was this permission granted;

(2) whether he will make a statement on the matter? B315E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, to the best of my knowledge;

(2) no.

Training of pharmacists

26. Dr W J SNYMAN asked the Minister of Education and Culture:†

(1) Whether, pursuant to the instruction by the Minister of National Education in July 1986 that the Universities and Technikons Advisory Council (the UTAC) investigate the training of pharmacists in South Africa, the report and recommendations of the UTAC have been submitted to the

Issued by the Ministry of Home Affairs, Cape Town Hansard 19/3/91

Date: 13 March 1991

INTERPELLATION

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

Own Affairs:

Teacher redundancies

1. Mr R M BURROWS asked the Minister of Education and Culture: Hansard 19/3/91

Whether he will take urgent steps to prevent teacher redundancies by *inter alia* (a) increasing the number of pupils in his Department and (b) facilitating the movement of teachers between existing departments of education; if not, why not? 321

B655E.INT

The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the hon member for Pinetown should know that there is no quick-fix for the problems besetting education. The reasons why my department has embarked on its responsible rationalisation programme are well known. The DP, in its insistence on parity in education, should know the implications of equal funding. No government could afford to increase the number of pupils at the current funding levels of my department.

Our financial allocation is based on the pupil numbers of two years ago, which show a declining trend. The main motivation behind the additional models was not to increase the number of pupils in order to prevent teacher redundancy. We have embarked on a course of granting more autonomy to management councils, and the vast majority of those schools which opted for one of the models have acted responsibly in implementing their admissions policy.

I have already stated that we can only render services at affordable levels and that no new posts can be created in the ordinary course of events. A provincial department can only provide additional posts to a specific school by the rearrangement of priorities.

Except in Black education, other education departments have to contend with the problem of teacher redundancy. There is not the slightest legal or administrative impediment to teachers transferring from one education department to another. It happens every day, and there are ample measures to facilitate a smooth and speedy transfer. The service dispensation structure for education, which applies to all teachers in every education department, makes provision for the transfer between departments with retention of full service benefits. Bursary obligations can also be redeemed in any of the education departments. Hansard 19/3/91

If there is a problem, it does not lie on an administrative level, but rather in the fact that not all the teachers of my department are able or willing to transfer to another department, and under present difficult circumstances our teachers are not always certain that they will be welcome at schools of other sister departments. Even if a mass transfer of teachers were to be effected, it would not solve the vast problems that exist. 321

Hon members might also bear in mind the professional rights of teachers in the light of the statement that the transfer of teachers cannot be forced, but remains an option for those concerned. However, teacher redundancy should be seen in perspective. Many teachers who have become redundant prefer to take early retirement, however disruptive it may be. [Time expired.]

Mr R M BURROWS: Mr Speaker, the hon the Minister talks about responsible rationalisation. Is it not true that a directive was sent by his department to the four provincial departments this year stating that more aggressive rationalisation shall take place during 1991? In today's edition of *Die Burger* that rationalisation becomes correct—"Meer as dertig skole in Kaap kan gesluit word." In Natal—I checked the number today—more than 20 schools will be closed at the end of this year.

It is actually going to affect many hon members of Parliament sitting in this House that schools in their constituencies will be closed according to the rationalisation policy of this hon Minister which is entirely ethnocentric. It is viewed within the parameters of a racial department and takes no consideration of the priorities, needs or movements of people across the ground in South

Africa, because if one looks at the numbers, the key parameters for reducing this department's White teaching force in White schools can be met by a movement either of pupils into these schools or of teachers into other areas. If we address this, then we are addressing the key problem.

Let me ask the hon the Minister whether he is prepared to enter into arrangements with the Department of Education and Training that they take over these schools, take over the staff and carry on running them as schools. Is he prepared to do that? The worst possible thing that we are going to go through—here we are talking of figures issued by directors of education—is that 650 teaching posts must be abolished in Natal by the end of this year and the teachers will disappear out of teaching. They will not come back, and the key that we will have to look for is to keep our whole establishment, our whole educational system in this country, working well. I want to ask the hon the Minister whether he agrees with the words of the hon the Minister of National Education in *Die Burger* of 5 February 1991 under the heading "Wit onderwys sal moet opoffer". When asked, he cited the possibility of moving to a ratio of 1:30. He said:

> 'n Mens moet dan onmiddellik toegee dat dit 'n oorskot aan Blanke onderwysers gaan veroorsaak. Daardie kundigheid kan dan heel waarskynlik in oorleg met Swart onderwys daarheen oorgeplaas word.

This is exactly the opposite of what this hon Minister is saying.

We know that there is a dispute about how to handle things, but for heaven's sake, we are talking about teachers and children in schools. Let the Ministers get together and sort this out for the betterment and the establishment of education for a new South Africa that works. We know that it involves money, but we know the formula is going down the drain. [Time expired.]

*Mr A GERBER: Mr Speaker, the DP's obsession with school integration can be seen very clearly in the formulation of this interpellation which has been proposed here this afternoon. The distress of teachers who are going to be out of work in the new South Africa must now be exploited to cram White schools full of Black pupils. [Interjections.]

I want to say at once that the CP has the greatest sympathy for those teachers who run the risk of losing their jobs as a result of the short sighted actions of the present Government. For example, *The Natal Mercury* of 26 February reports that the Government's new South Africa is going to lead to the abolishing of 2 171 of the 5 000 teaching posts in Natal alone. Many left-wing supporters are now upset about that. I now want to ask the hon member for Pinetown whether the DP did not consider the implications of their long struggle for a new South Africa.

We say that the solution to unemployed teachers in a new South Africa does not lie in the throwing open of White schools. The solution lies in the practising of White education in an own fatherland under an own government. [Interjections.] The solution lies in our breaking away from an undivided state in which education for everyone, therefore for Whites as well, is going to be offered at Third World standards.

Both suggestions of the DP are unacceptable to the CP. The throwing open of White schools affects the Christian education of a national character in our schools. The transferring of teachers to other education departments represents an attack on their right to practise their profession within the cultural context and milieu in which and for which they are trained.

The Afrikaner and the White community has built a proud education system. We have established high standards by means of expertise and hard work. We are not going to go along with all kinds of unviable plans for the benefit of a new South Africa. We demand the maintaining of standards for our education. Then an employment crisis will not arise in education ranks.

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, let met state that rationalisation is basically the result of a decrease in the number of White children in the department for which I am responsible. [Interjections.] The decrease in the number of White children, which is not the Government's fault, has also led to a decrease in the demand for teachers and the training of teachers. For that reason, during the past few years—I am not talking of only a decade but of two decades—efforts have been made to curtail bursaries which were available for teachers according to a projection of the number of teachers that would be needed.

The fact of the matter is therefore that now, as a result of the decrease in the number of children,

there are schools which show a lower attendance figure. The lower attendance figure is of such a nature that because we want to administer and operate in a more cost effective way, we simply have to let rationalisation take place which more often than not takes the form of amalgamation. As a result of this facilities are made available. Who do these become available to?

We have said more often than we can remember that when such school buildings become available, they are transferred to the administration of my colleague, the hon the Minister of Local Government and Housing, who can decide on the alienation of such schools. [Interjections.] Many schools have already been transferred to the Department of Education and Training, the House of Representatives and the House of Delegates. [Interjections.]

Over and above that, this department is not unwilling to provide services as far as it can. Within the creation of the models, the opportunity is there, based on parental choice, to provide the necessary services to Black, Coloured or Indian pupils. [Time expired.]

Mr M J ELLIS: Mr Speaker, by way of this interpellation the hon member for Pinetown has proposed two ways in which to keep teachers in the profession at a vital time in our country's educational crisis. He has also given a good reason, from a broad perspective, for not cutting back on teacher numbers, and his argument makes good sense. Quite clearly, my hon colleague from Pinetown has done his homework yet again, while the hon the Minister has failed to answer him logically. [Interjections.]

Unless the hon the Minister takes steps to prevent teacher redundancies, I believe his attitude and that of his colleagues will have serious consequences for the teaching profession and therefore for education in general.

The hon the Minister is getting a portfolio in which the general morale of by far the majority of the people concerned, namely the teachers, has dropped steadily in recent years. If he does not know that, it is because he does not keep his ear close enough to the ground or because he is badly informed.

Let me remind him that the teaching profession is made up of a group of dedicated, motivated, well-educated, qualified people who have been subjected to the most unfortunate treatment over the years. They have been asked to survive one salary crisis after another. They have had to witness a general waning of their own professional standing in the community. Their jobs have been made all the more difficult by the continual financial restrictions the State has placed on their schools, and they have been subjected to an enormous increase in red tape and administrative duties.

In addition, they have had to watch, over the years, as thousands of their colleagues have resigned in frustration or have been made redundant. They have had to stand back as the State has closed school after school—and we heard about this again today—despite the dramatic need for classroom space generally in this country. Now they are faced with the prospect of a major cutback in their numbers, as many more teachers are facing the prospect of being made redundant. It simply is not good enough.

Mr R M BURROWS: Mr Speaker, what the hon the Minister is saying does not measure up to the reality outside.

The hon the Minister says he closes the school and hands it over to his colleague. That is precisely what we do not want to happen. We want to keep the school as a living community. If one has a school in a town—any town, it does not matter where it is—and one closes that school, for the interim that school is dead. The pupils and the teachers leave and go somewhere else.

We want this hon Minister to arrange that there be a living community. A living community gains more pupils, and whether it has to be by way of interdepartmental transfer, I do not care. We are all going to have one Ministry . . . [Interjections] . . . before the end of this year in any case. That hon Minister knows it. That arrangement, we believe, needs to be spelt out to the teachers of South Africa because we believe that the key morale problem is that they are not being told what is going on. [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, it is not necessary for me to ask the hon member for Pinetown whether or not he supports the principle of parental choice, because I know he supports it. [Interjections.] Yes, he is nodding his head. The crux of the matter is that the opportunity is now being given to schools to achieve exactly what the hon member predicts, if the parents are so inclined. It

is there, and once this has happened, the hon member knows that provision may also be made at such schools for teachers of colour to teach there if the community prefers that. The hon member for Pinetown's argument therefore—with all due respect—has no substance, and he knows that.

Allow me to tell the hon member for Durban North that of course I agree with him wholeheartedly that the teachers deserve praise for everything that they are doing and have done in the past. With regard to the transferring, or rather, the surplus of teachers, this is surely not something which is only happening today. Through the years—surely that hon member knows this, because he was a school principal, although I find it hard to believe when I hear him arguing—on the grounds of the pupil teacher ratio which applies in a school, there were teachers who lost their posts in a specific school. This is not something new. Why has this now come to a head? Once again as a result of the drastic decrease in the number of pupils. [Interjections.]

Next I want to refer to the question which appeared in the newspaper about the 30 schools which were possibly going to close in the Cape.

The Director of Education said that he was going to make a recommendation to the Minister that a certain number of schools should be closed, but he extended an invitation to the management boards to make submissions in this regard. Therefore, in the perfectly normal rationalisation programme this closure of schools is to take place in the Transvaal, the Free State, the Cape and Natal. [Time expired.]

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Corporal punishment

*1. Mr A J LEON asked the Minister of Education and Culture:

(1) Whether consideration has been given to abolishing corporal punishment at schools under his control; if so, what steps have been taken to substitute alternative punishment; if not, why not;

(2) whether there are any departmental guidelines concerning the infliction of corporal punishment at such schools; if not, why not; if so, what are these guidelines? Hansard 19/3/91

B408E

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, as part of the Department's policy to look at sensitive issues on a continuous basis. The Department has once more satisfied itself that there are a variety of alternative ways of punishment which can be applied in an accountable manner, with corporal punishment as the last resort in exceptional cases;

(2) yes, as worded in the Regulations promulgated in compliance with the Education Affairs Act, 1988 (Act 70 of 1988) and published in *Government Gazette* 12381 of 30 March 1990.

Aids education programme

*2. Mr M J ELLIS asked the Minister of Education and Culture:

(1) Whether his Department is involved in drawing up an Aids education programme for use in schools under his control; if so, (a) in which categories of education will this programme be used, (b) who will be expected to present it to the pupils and (c) who is responsible for drawing up this programme; Hansard 19/3/91

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

B448E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) junior and senior secondary phases,

(b) either personnel already responsible for the family education programmes of the department or as arranged by each provincial education department and in some cases arranged by local communities;

Better teacher benefits hailed

Staff Reporter (321)

The Teachers Federal Council (TFC) says it welcomes the improvement of service benefits for teachers, as disclosed in the Budget. Star 21/3/91

It adds that although the amount finally allocated to teahers is still to be determined, "it is linked to an agreed-upon allocation formula."

TFC chairman Professor Hennie Maree said the precise scope and impact of the improvements — totalling R3,7 billion for all employees in the Government sector — could be determined only once clarity was obtained regarding the date on which the benefits would start, the consolidation of the 10 percent non-pensionable allowance, and phasing out of the disparity between male and female teachers.

* 86. Sport and Recreation
* 87. Water
* 88. Tourism
* 89. Research and Development
* 90. Religion

* Reprintings from South Africa 1989/90 official Year Book (ENG).

(c) R5 019 384,38

(d)
1. Home Journal Press
2. Republican Press
   Leader Press (Since Nov 1990)
3. Republican Press
   Leader Press (Since Nov 1990)
4. Perskor
5. Ditto
6. NMB Printers
7. Ditto
8. Ditto
9. Ditto
10. Ditto
11. Ditto
12. Ditto
13. Ditto
14. Ditto
15. Ditto
16. Ditto
17. Ditto
18. Ditto
19. Ditto
20. Ditto
21. Ditto
22. Ditto
23. Galvin en Sales (Prop) Ltd.
    Paarl Post (Since Oct 1990)
24. Perskor
25. Ditto
25. Ditto
26. Ditto
27. Ditto
28. Ditto
29. Ditto
30. Ditto
31. Ditto
32. Ditto
33. Ditto
34. Ditto
35. Ditto
36. Ditto
37. Ditto
38. Ditto
39. Ditto
40. Ditto
41. Ditto
42. Ditto
43. Ditto
44. Hoofstad Pers (Aurora Press)
45. Ditto
46. ABC Press
47. Ditto
48. Perskor
49. National Book Printers
50. Ditto
51. CTP Book Printers
52. Perskor
53. Ditto
54. Aurora Drukkery
55. CTP Book Printers
56. Ditto
57. Ditto
58. Ditto
59. Ditto
60. Ditto
61. Ditto
62. Ditto
63. ABC Press
64. CTP Book Printers
65. Ditto

66. Ditto
67. Ditto
68. Ditto
69. Ditto
70. Ditto
71. Ditto
72. Ditto
73. Ditto
74. Ditto
75. Ditto
76. Ditto
77. Ditto
78. Ditto
79. CTP Book Printers
80. Ditto
81. Ditto
82. Ditto
83. Ditto
84. Ditto
85. Ditto
86. Ditto
87. Ditto
88. Ditto
89. Ditto
90. Ditto

(2) Yes. Tenders for printing contracts are dealt with by The Government Printer.

Educational concepts

174. Mr R M BURROWS asked the Minister of National Education:

(1) Whether there are any differences between the concepts (a) teacher/pupil ratio, (b) average class size and (c) pupil density in relation to numbers of pupils in schools; if so, what are the differences;

(2) whether information is available on the average class size in each of the education departments in South Africa; if not, why not; if so,

(3) whether he will make this information public; if so, what are the relevant details;

(4) whether he will make a statement on the matter? B478E

The MINISTER OF NATIONAL EDUCATION:

(1) (a) The concept teacher/pupil ratio is defined by the Department of National Education as being the total number of pupils at public ordinary schools divided by the total number of full-time equivalent educators engaged within the public ordinary school sector (educators engaged in education management and auxiliary services are also included).

(b) The term average class size is defined by the Department of National Education as being the total number of pupils at public ordinary schools divided by the total number of classrooms used for instruction (classrooms and laboratories) in public ordinary schools.

(c) My Department of National Education is not familiar with the term: pupil density.

(2) My Department of National Education does not have such information at its disposal. It is not needed for determining general education policy.

(3) Lapses.

(4) Lapses.

Teachers: equalisation of salary scales

191. Mr R M BURROWS asked the Minister of National Education:

(1) Whether agreement was reached in 1990 to bring about the equalisation of the salary scales payable to male and female teachers of equivalent qualifications; if so, (a) as from what date will payments be made in terms of such scales and (b) what scales will be applied;

(2) whether he will make a statement on the matter? B530E

The MINISTER OF NATIONAL EDUCATION:

(1) With effect from 1 April 1990 a number of steps were implemented in order to reduce the salary disparities in respect of

P. T.O.

female educators in qualification category B and lower. Later in 1990 the Cabinet decided to eliminate all the remaining disparities in two phases. (a) Phase 1 will be implemented during the 1991/92 financial year and Phase 2 during the 1992/93 financial year.

321

With the implementation of Phase 1 the salary disparity which is at present two salary notches in respect of female educators in qualification categories A, B, C and D, will be reduced by one salary notch, while the remaining disparities will be eliminated in Phase 2. A press statement in this regard was issued on 4 October 1990. (b) The prevailing salary scales of male CS educators at the time of the implementation of the respective phases will be applied.

(2) Yes, as and when a decision is made regarding the date of implementation in respect of each of the two phases.

Teachers welcome the bigger Budget slice for education

B10am 22/3/91 (321)

PATRICK BULGER

THE Teachers' Federal Council (TFC) has welcomed education's bigger slice of the national Budget.

Wednesday's Budget pegged education spending at R16bn — a 16% increase on last year. Education's share of the Budget rose 1% to 18,5%.

TFC chairman Hennie Maree noted that R3,735bn had been made available for all employees in the government sector.

He said the exact scope and impact of the improvements could be determined only when clarity had been given about: the date on which improved benefits came into force; the consolidation of last year's 10% non-pensionable allowance; how the further phasing out of disparity between male and female educators would be funded; and how the relative weakening of the salary position of educators would be rectified.

However, a spokesman for the Wits University Education Policy Unit said the legitimacy of the bodies implementing spending changes hampered an otherwise welcome allocation and the unit welcomed the increases in spending.

Spokesman Linda Chisholm said the Budget showed a concern with accommodation, quality of education, unemployment and community participation.

However, the unit believed Du Plessis' decision that the National Education Department would decide how the money would be allocated and that the education renewal strategy would decide how to improve standards, while the community could participate in decisions about the building of schools, pointed to a political problem as the department and the renewal system enjoyed "little legitimacy".

The second problem was that there was not a single education budget.

The third problem concerned the utilisation of resources. Education Policy Unit research suggested that rationalising vacant places at white schools could add at least R1bn to the education budget.

Du Plessis said of the R750m set aside for educational capital projects last year, from the additional R1bn allocated to urgent capital needs in developing communities, R188m had been spent and the remaining R562m would be spent in 1991/92 and would be increased by R212m.

It was also proposed that the special supplementary estimate provide R160m for current expenditure on black education.

Du Plessis said R212m had been earmarked to relieve the pressing shortage of black schools and accompanying infrastructure, while sums of R90m and R75m would be voted to the Houses of Representatives and Delegates as one-off transfers.

Sapa reports from Durban that Education and Culture Minister in the House of Delegates Kisten Rajoo said yesterday the R75m extra allocated for Indian education was still R25m short of the total budget.

He said the projected budget for 1991/92 year was R988m, the bulk of which would be used for building new schools and renovating buildings.

EDUCATION (321)

FM 22/3/91

REMEDIAL STEPS

FM 22/3/91

"White" Education Minister Piet Clase's recent disclosure in parliament that there were 164 000 vacancies in white schools at the beginning of 1991 — while many black schools are hopelessly overcrowded — has again highlighted government's dilemma in trying to extricate education from the apartheid web.

Education renewal strategies referred to by Clase, President F W De Klerk and National Education Minister Louis Pienaar are due for release within a few weeks. Some critics doubt that they will adequately tackle the fundamental issue of racial separation.

DP education spokesman Roger Burrows says that, while his party acknowledges considerable difficulties in normalising education, it believes there are immediate steps that can be taken to ease the situation. "The fairer and better utilisation of the current teaching force will have a staggering effect on schooling," he says.

Burrows quotes the latest available figures on pupil:teacher ratios to show the distortions caused by racial separation of school education into 10 departments — excluding the four "independent" homelands where the situation is believed to be even worse.

Government accepts the need to spread resources as evenly as possible but is apparently divided on the speed at which it should be done. Last month Pienaar said government aimed to achieve a 30:1 pupil:teacher ratio in all schools. This implies bigger classes in white schools and smaller in black ones. This was repudiated by Clase who last week said such a ratio in white schools was not likely in the short term and that speculation along these lines was "not in the interests of education."

Government statistics show that the ratio in white schools is 17,2:1 and in black schools 39,1:1. The highest ratio, 51,5:1, is in KwaZulu. Burrows says a 30:1 ratio based on existing racial departments means the white education department would lose 24 672 teachers, the coloured department 8 321 and the Indian department 3 776. Black departments would gain about 42 000 teachers.

Racially separate ministries make it difficult to achieve a simple redistribution of teachers but Burrows argues strongly for the immediate removal of racial restrictions on admissions, the movement of teachers to schools in need and the appropriate use of every facility that can be used as a school building.

Other issues to be addressed include political tension and criminal threats in some areas, inadequate infrastructure in rural areas and a shortage of schools.

Burrows says government's use of formula funding, to divide the financial cake for education while retaining racial departments, is exacerbating the problem. The formula — used for the past five years but never officially disclosed — includes factors such as number of teachers, qualifications, pupil numbers and equipment costs. Burrows says that, in terms of the formula, of the R12,4bn available for school education in the current financial year, R4,2bn went to white education, R2,1bn to coloured, R790m to Indian and R6,7bn to black education including the homelands.

He says even the National Party is now aware that there is something wrong with a system in which the white education department — with 11% of the pupils and 22% of the teachers — gets 36% of the money.

In an attempt to achieve greater equity in the formula structure, but without abandoning racially separate education departments, government is effectively forcing white provincial education departments to cut spending. But because 80% of their budgets go on teachers' salaries, the departments are being forced to lay off teachers and close schools. This, together with a decreasing white pupil population, caused the closure of 47 white schools last year and the loss of teaching posts.

Burrows says government should immediately stop closing schools and laying off teachers; issue broad guidelines for the distribution of teachers and financial resources; immediately use all surplus equipment and vacant school buildings for whichever department needs them; if necessary provide subsidised transport; and reveal its education renewal strategies. ■

Wynberg	1
Stanger	1
Alberton	1
Durban	3
Benoni	1
Mtunzini	1
Krugersdorp	1
Greytown	1
Moutse	1
Kimberley	1
Vanderbijlpark	1
Empangeni	1
Witbank	1
Potgietersrus	1
(c) *Prosecutor (Regional Court)*	
(ii) Cape Town	1
Wynberg	4
Worcester	1
Port Elizabeth	4
Vanderbijlpark	1
(District Court)	
Cape Town	2
Bellville	2
Wynberg	19
Paarl	2
Worcester	1
Port Elizabeth	5
Witbank	1
Johannesburg	6
Springbok	1
Evander	2
King William's Town	1
East London	1
Goodwood	4
Grahamstown	1
Malmesbury	1
Kuilsriver	2
Relief Staff	
Randburg	
(c) *Prosecutor (Regional Court)*	
(iii) Durban	
Port Shepstone	
(District Court)	
Verulam	
Chatsworth	
Durban	
Scottburgh	
Pietermaritzburg	
Pinetown	
Johannesburg	
Wynberg	
Queenstown	
Kimberley	

Whippings

144. Mr A J LEON asked the Minister of Justice:

(1) How many persons were sentenced in South Africa in 1990 to a whipping (a) with and (b) without the option of a fine or imprisonment by (i) regional magistrates' courts and (ii) Divisions of the Supreme Court;

(2) how many (a) such whippings were carried out in 1990 and (b) cuts were administered in each case?

Hansard 27/3/91 B409E

The MINISTER OF JUSTICE:

(1) The required information is not readily available. In an effort to be of assistance to the Honourable Member, the following statistics for the period July 1989 until June 1990 were obtained from the Central Statistical Services:

Total number of persons sentenced to whipping only	31 647
Total number of persons sentenced to whipping and imprisonment (not suspended)	84
Total number of persons sentenced to whipping and imprisonment (partially suspended)	4 975

(2) The required information is not readily available.

Income tax written off

6. Mr K M ANDREW asked the Minister of Finance:

Whether any income tax was written off in the 1989-90 financial year as irrecoverable; if so, (a) in respect of how many (i) individuals and (ii) companies and (b) what was the amount of tax written off in each category?

Hansard 27/3/91 B413E

The MINISTER OF FINANCE:

Yes.

(a) (i) 7 923

(ii) 436

(b) Amount written off in respect of individuals: R20 697 164,24

Amount written off in respect of companies: R9 738 049,97

Teacher/pupil ratio

53. Mr R M BURROWS asked the Minister of Education and Training: Hansard 27/3/91

(1) (a) What is the teacher/pupil ratio in his Department for (i) primary and (ii) secondary schools and (b) in respect of what date is this information furnished;

(2) whether his Department has statistics on the teacher/pupil ratio in the education departments of the self-governing territories; if so, what are the relevant ratios?

321 B428E

The MINISTER OF EDUCATION AND TRAINING:

(1) (a) (i) Primary Farm School :1:37,77
Other Primary Schools :1:41,19
Total :1:40,17

(ii) Secondary Farm School :1:32,26
Other Secondary Schools:1:34,17
Total :1:34,13

(b) 4 March 1990

(2) Yes

	Primary	*Secondary*
QwaQwa	1:32,11	1:33,31
Lebowa	1:41,35	1:35,60
Gazankulu	1:42,35	1:35,49
KwaZulu	1:53,39	1:41,87
KwaNdebele	1:36,57	1:36,63
KaNgwane	1:39,62	1:36,68

321

Note: Hansard 27/3/91

All teaching staff at schools (ES Educators) including principals, are regarded as "teachers" for purposes calculating the teacher/pupil ratio.

Transcription of court proceedings: contracts

175. Mr R V CARLISLE asked the Minister of Justice: Hansard 27/3/91

(1) Whether, during the latest specified 24-month period for which information is available, any contracts for the transcription of court proceedings were awarded to certain bodies and persons, whose names have been furnished to the Minister's Department for the purpose of his reply; if not, who was awarded such contracts during the above period; if so, (a) what are the names of these bodies and persons and (b) in respect of what courts and areas were contracts awarded to each such body or person;

(2) whether, in respect of the contracts so awarded, he will furnish the House with the names of the shareholders and directors in the case of companies and the names of the members in the case of close corporations or partnerships; if not, why not; if so, what are the relevant particulars?

B483E

The MINISTER OF JUSTICE:

(1) Contracts for the transcription of court proceedings were, *inter alia*, awarded to the following bodies and persons with effect from 1 September 1989 for a period of 4 years:

(a) *Names of Bodies and Persons*	(b) *Areas of contract awarded to Bodies and Persons*
(i) Mrs H Maré	Magistrates' Court Worcester
(ii) Paarl Tikdienste	Magistrates' Courts Paarl Stellenbosch Wellington

Teachers' plea to FW on recognition

South 414-10/4/91

THE South African Democratic Teachers Union (Sadtu) is seeking an urgent meeting with President FW De Klerk, in a bid to address the issue of the union's official recognition by education authorities.

This follows a breakdown of recognition agreement talks between a Sadtu delegation and the Minister of National Education, Mr Louis Pienaar, earlier this year.

Sadtu has also raised the issue with the Joint Working Group on education, which was set up by the government and a broad delegation of political, comunity and education organisations. The delegation was led by ANC deputy president, Mr Nelson Mandela.

According to Sadtu's general secretary, Mr Randall van den Heever, the union has experienced several problems around the question of official recognition.

Grievances

"He said the own affairs department and the Department of Education and Training was "instituting a campaign of victimisation against Sadtu members and attempting to destabilise the union's efforts at redressing the grievances of teachers."

"We are also considering launching a campaign of mass action around the question of recognition of the union," he said.

(321)

Meanwhile, the teacher union is busy launching branches and signing up members across the country.

The Western Cape region, with 3 500 members, will be launched on April 20 at the University of Western Cape, said Van den Heever.

Among other regions recently launched were Northern Transvaal, with 4 000 members, Transkei and Soweto.

Sadtu was busy drafting a Teacher Bill of Rights, following a series of "intensive workshops" on evaluation and inspection procedures at schools.

QUESTIONS

*Indicates translated version.

For written reply:

General Affairs:

Judges/magistrates: visits to prisons

5. Mr P R E DA GAMA asked the Minister of Correctional Services:

On how many occasions in 1990 did (a) judges and (b) magistrates inspect or pay visits to prisons in connection with persons awaiting trial? C39E

The MINISTER OF CORRECTIONAL SERVICES:

The available statistics unfortunately do not distinguish between visits to sentenced and unsentenced prisoners.

(a) and (b)

Judges and magistrates visited prisons 87 and 605 times respectively during 1990 and in accordance with Prisons Regulation 104 they have access to all sections of prisons which include awaiting trial sections. In this regard I also refer the hon member to my written reply to question number 126 on 19 March 1991 in the House of Assembly which dealt with visits by judges and magistrates to prisons in general (see cols 634-651).

QUESTIONS

*Indicates translated version.

For written reply:

General Affairs:

Teacher/pupil ratio

1. Mr A SINGH asked the Minister of Education and Culture:

(1) (a) What is the teacher/pupil ratio in his Department for (i) primary and (ii) secondary schools and (b) in respect of what date is this information furnished;

(2) whether his Department has statistics on the teacher/pupil ratio in other education departments of the Republic; if so, what are the relevant ratios? D45E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) 1:23

(ii) 1:17

(b) 1990-03-31.

(2) Yes.

For 1989:

House of Assembly	1:17,6
House of Representatives	1:23,5
Education and Training	1:36,3
Self-governing territories	1:41,0

Schools: average class size

12. Mr A SINGH asked the Minister of Education and Culture:

(1) What is the average class size in (a) primary and (b) secondary schools in each specified region of his Department;

(2) what is the class size required by his Department for supplying a class teacher in (a) primary and (b) secondary schools;

(3) what is his Department's policy in regard to the supply of additional teachers to schools? D57E

The MINISTER OF EDUCATION AND CULTURE:

(1) My Department is not subdivided into regions and according to latest available figures the average class size is as follows:

Primary Schools	23
Secondary Schools	20

(2)

Primary Schools	30
Junior Secondary Schools	30
Senior Secondary Schools	25

(3) The supply of additional teachers to schools is based on the needs of the school concerned weighed against Departmental norms so as to ensure standardisation and uniformity.

Teacher-training institutions: admission refused

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

(1) How many persons were refused admission to teacher-training institutions under the control of his Department in respect of the current academic year;

(2) (a) what policy is being applied at present in regard to the acceptance of a specific number of prospective students into his Department's teacher-training institutions and (b) on what demographic projection and school admissions is the current acceptance policy into such institutions based;

(3) whether his Department is experiencing a shortage of teachers; if so, (a) what is this shortage and (b) in what categories of skills are these shortages found? D39E

The MINISTER OF EDUCATION AND CULTURE:

(1) 2 384.

(2) (a) In the first instance, admission of students for pre-service teacher education is determined by the projected needs of the Department, based on pupil population and subject specialisations.

In the second instance, with effect from this year, Black students are being admitted for pre-service teacher education in subject speciali-

sations that are already on offer to Indian students. The admission of Black students is based on the principle of opening educational institutions to all race groups.

(b) A further intake into the colleges has been accepted in order to bring the first-year student capacity to full to meet the anticipated demands of the new South Africa by training as many teachers as possible.

(3) Yes.

(a) 277

(b) Junior Primary
Sciences
Physical Education (Girls)
Afrikaans (Senior Secondary)
Mathematics (Senior Secondary)
Computer Science
Typing
Industrial Arts

HOUSE OF ASSEMBLY

INTERPELLATIONS

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

General Affairs:

SACP: criminal investigation

*1. Adv J J S PRINSLOO asked the Minister of Law and Order:

Whether, with reference to his reply to Question No 5 on 5 March 1991, the South African Police intend conducting a criminal investigation into generally known pronouncements and actions of office-bearers of the South African Communist Party that constitute *prima facie* contraventions of section 55 of the Internal Security Act, No 74 of 1982, without a member of the public lodging a complaint about them with the Police?

B725E.INT

*The DEPUTY MINISTER OF LAW AND ORDER: Mr Speaker, in answering this question one or two matters first have to be placed in perspective. Because the SA Communist Party leaders are not making any statements and no one is performing any acts which obviously comprise the elements set out in section 55, read together with the definition of "communism" in the Internal Security Act, Act 74 of 1982, no criminal investigation in this regard is envisaged at present.

It must be borne in mind that the essential characteristics of communism have changed, whilst the doctrine of this ideology, as embodied in South African legislation, is linked to the obsolete view of this doctrine.

Communism, as applied in the Eastern Bloc countries, is outmoded and/or has crumbled. The present modernised ideology is therefore no longer applicable to the provisions embodied in section 55 of the Act.

Even in statements by SACP leaders there is a move away from the pure form of socialism, communal ownership and despotism indicated as an offence in the aforementioned section. Furthermore, it could hardly be argued that the SACP is still intent on establishing any doctrine, ideology or plan aimed at bringing about political, economic and industrial or social change in the RSA under the leadership of a foreign government, to which reference is made in the definition of "communism".

In order to normalise the political situation in South Africa, the ban applying to organisations such as the ANC and the SACP was lifted on 3 February 1990. In this way the aforementioned organisations were therefore legalised.

Because negotiation is the key to reconciliation, peace and a new and just dispensation in South Africa, the Government has decided to remove all obstacles standing in the way of negotiation. The emphasis has therefore shifted to a debate and a discussion on political and economic standpoints.

The unconditional lifting of the ban on the SACP and other organisations has now placed everyone in a position to practise politics freely in South Africa.

Consequently, the Government has committed itself to reviewing security legislation as well and for this reason section 55 of the Act will be reviewed through to the hon the Minister of Justice. Aside from this, the Government has also committed itself in paragraph 7 of the Pretoria Minute to giving immediate consideration to the repeal of all those provisions of the Internal Security Act of 1982 which refer to communism or the promotion thereof.

The SA Police have also taken cognisance of the Government's standpoint on this matter. For this reason the focus as far as the police are concerned is shifting from offences committed on the grounds of ideological convictions, to normal crimes, that is to say the prevention of crime in all its manifestations.

The Government continues to reject the communist ideology in the strongest terms and will continue to combat it in a democratic manner.

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*Mr J J S PRINSLOO: Mr Speaker, I want to discuss the third point in the hon the Deputy Minister's reply first. He placed the emphasis on

(4) whether he will make a statement on the matter? B680E

The MINISTER OF ENVIRONMENT AFFAIRS:

(1) No reports had been made by the National Parks Board to the Department of Environment Affairs of copper poisoning in animals in the vicinity of Phalaborwa, but, following the submission of the question, enquiries were made, and an occurrence of possible copper poisoning during the early part of 1989 has now been reported.

(2) In the investigation carried out by consultants on behalf of Phalaborwa Mining Company, the National Parks Board, the Department of Mineral and Energy Affairs, the Department of Health as well as Onderstepoort were consulted. The investigation proved inconclusive in determining the exact area of the occurrence.

(3) Steps have been taken by the Phalaborwa Mining Company to avoid dust distribution during repairs to dust control equipment, which might have been a contributing factor.

(4) Since 1989 there has been no further evidence of copper poisoning in the area concerned.

Principal specialist: representations

*26. Miss M SMUTS asked the Minister of National Health:

(1) Whether she has received any representations on the implementation of the post of principal specialist; if so, for whom;

(2) whether she intends to allow appointments to the post; if not, why not; if so, when? B686E

The MINISTER OF NATIONAL HEALTH:

(1) Yes, The Medical Association of South Africa, The Committee of Deans: Medicine and The Public Servants Association of South Africa;

(2) yes, as from a date not before 1 July 1991.

Mr Joe Verster: SADF

*27. Lt-Gen R H D ROGERS asked the Minister of Defence:

(1) Whether Mr Joe Verster has been re-employed by the South African Defence Force; if so, (a) why and (b) in what capacity;

(2) whether Mr Verster was instructed by his superiors to co-operate with investigations into the activities of the Civil Co-operation Bureau; if so, what are the relevant details;

(3) whether any disciplinary or criminal action is envisaged against Mr Verster as a result of his refusal to co-operate with investigations into the activities of the Bureau or for any other reasons; if so, (a) what action and (b) for what reasons? B688E

The MINISTER OF DEFENCE:

(1) Mr Joe Verster was reinstated in service in terms of his original contract of service.

(a) It was done on legal advice.

(b) As an employee.

(2) Yes, he was instructed to co-operate.

(3) (a) and (b) Yes. Civil proceedings have been instituted against him. The taking of criminal action rests with the Attorney-General.

Life orientation

*28. Mr A GERBER asked the Minister of National Education:†

(1) Whether a policy proposal has been made in his Department in terms of which *inter alia* Biblical instruction and Biblical science are to be replaced by a field of study called life orientation; if so, what are the relevant details;

(2) whether he will make the document concerned available to members of Parliament; if not, why not; if so, (a) in what way and (b) when;

(3) whether he will make a statement on the matter? B690E

The MINISTER OF NATIONAL EDUCATION:

(1) No. The press report according to which Bible Education and Biblical Studies would be phased out, was incorrect. Biblical Studies remains an optional examination subject and Bible Education remains a subject within the Life Orientation field for learners whose parents so desire.

(2) No. The working documents applicable to the revision of the policy regarding curricula for school and college education and from which wrong deductions were made, cannot be made available at present. A full statement will be made in the near future regarding school and college curricula.

(a) Lapses

(b) Lapses

(3) A media statement was released on 28 March 1991 and is attached.

MEDIA RELEASE BY ADV LOUIS PIENAAR, MP, MINISTER OF NATIONAL EDUCATION, ON 28 MARCH 1991 CONCERNING THE FUTURE OF BIBLICAL STUDIES AND RELIGIOUS INSTRUCTION AS SCHOOL SUBJECTS

According to the Minister of National Education, Adv Louis Pienaar, there is no basis to speculation that Biblical Studies and Religious Instruction may be omitted from a revised broad curriculum that is being developed for primary and secondary schools. He emphasised that these allegations derive from unjustified conclusions that were drawn from working documents of a technical committee and that no decisions on this matter have been taken by him or his department.

Mr Pienaar pointed out that more than three quarters of all South Africans are of Christian persuasion and that parents' preferences concerning Religious Instruction will be fully respected in the development of a revised broad curriculum. Religious freedom will likewise be respected.

According to him, pupils will also be free to offer Biblical Studies as an academic subject for matric.

A new dispensation will therefore accommodate both Biblical Studies and Religious Instruction, and the continued presentation of these subjects is in no sense threatened. He indicated that announcements concerning a proposed revised broad curriculum for schools will be made in the near future.

*29. Mr J van Eck — Law and Order. [Question standing over.]

CCB: disciplinary codes

*30. Mr S S VAN DER MERWE asked the Minister of Defence:

Whether members of the Civil Co-operation Bureau were subject to (a) the Military Disciplinary Code and (b) any other disciplinary codes applicable to servants of the State; if not, why not; if so, (i) to which disciplinary codes and (ii) to what extent? B708E

The MINISTER OF DEFENCE:

(a) No, because they did not belong to any of the categories of persons referred to in sections 77(3) or 104(5) of the Defence Act, 1957 or Section 2(1) to the First Schedule of that Act.

(b) No, because they were not "officers" as defined in the Public Service Act, 1984. (i) and (ii) fall away.

Ratio of educators to administrators

*31. Mr K M ANDREW asked the Minister of National Education:

(a) What is the ratio of educators to administrators in the education departments in the Republic and (b) what categories are defined as (i) educators and (ii) administrators in calculating this ratio? 321 B709E

The MINISTER OF NATIONAL EDUCATION:

(a) The ratio of educators to administrators in the education Departments in the Republic in 1990 was:

Educators:	78,4%
Administrators	21,6%

(b) (i) Educators on post level 1 to 5 were calculated as educators. These educators occupy ranks up to the level of Principal.

(ii) On the grounds that administrators do not stand in a direct teaching relation to learners: Educators on post level 6 and 7, other personnel than educators, and service workers.

on a National Environment Management System; Hansard 9/4/91

(2) (a) and (b) fall away.

Expenditure on personnel

*19. Mr K M ANDREW asked the Minister of Education and Training: (321)

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

Hansard 9/4/91 B661E

The MINISTER OF EDUCATION AND TRAINING:

(a) 1,2%
Note: Includes all educators on post levels 6 and 7.

(b) 1,6%
Note: Includes all staff above the level of Deputy-Director (Admin) and post level 5.

Teachers: salaries outstanding

*20. Mr R M BURROWS asked the Minister of Education and Training: (321)

(1) Whether, further to his reply to Question No 91 on 8 March 1991, the teachers whose salaries were outstanding for longer than one month have been paid; if not, why not; Hansard 9/4/91

(2) whether any teachers at the Masiyile Senior Secondary School had salaries outstanding for longer than one month; if so, for what reasons were they outstanding;

(3) whether these teachers' salaries have been paid; if so, when; if not, (a) why not and (b) when is it anticipated that they will be paid;

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

B665E

The MINISTER OF EDUCATION AND TRAINING:

(1) Yes.

(2) Yes.
Appointment documents were not submitted timeously to the regional office.

(3) Yes—15 March 1991.

(4) No.

Dr Nelson R Mandela High School

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

(1) Whether he has, in accordance with the applicable quotas, supplied the number of teachers required to staff fully the Dr Nelson R Mandela High School in Crossroads; if not, why not; if so, (a) how many teachers have been suppl ied, (b) what is the average class size at the school and (c) in respect of what date is this information furnished; Hansard 9/4/91

(2) whether the necessary school desks, chairs and laboratory equipment have been supplied to the school; if not, why not;

(3) whether he will make a statement on the matter? B666E

The MINISTER OF EDUCATION AND TRAINING:

(1) Yes.

(a) 35 Teachers.
A quota of 1 225 pupils was allocated to this school, for which number 35 teachers are sufficient. The quota was exceeded due to the influx of 640 pupils. Funds are not available for the creation of a further 18 teaching posts for the pupils by which the quota has been exceeded.

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

(c) 21 March 1991.

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

(3) No.

Pipeline effluent

*22. Mr M J ELLIS asked the Minister of Water Affairs and Forestry: Hansard 9/4/91

(1) Whether the effluent from the pipeline referred to in his reply to Question No 7 on 12 March 1991 is being monitored; if not, why not; if so, (a) what is the frequency of this monitoring and (b) by whom is it being monitored;

(2) whether the results of the monitoring will be made known to the public; if not, why not; if so, (a) in what manner and (b) when? B668E

The MINISTER OF WATER AFFAIRS AND FORESTRY:

(1) Yes. Hansard 9/4/91

(a) and (b) Samples are taken on a daily basis by the Company concerned, while grab sampling is conducted on monthly basis by the Department of Water Affairs and Forestry as a control measure.

(2) Yes.

(a) The results are made available by the Department during meetings of the Joint Co-operation Committee on Environment Pollution of the Mandini Town Board, which Committee can then make the information public.

(b) The Committee meets three to four times per annum, but particulars can be obtained on an *ad hoc* basis at any time by the Committee.

SABC: educational television service

*23. Mrs C H CHARLEWOOD asked the Minister of Education and Training:

(1) Whether his Department has taken any steps to establish,. through the South African Broadcasting Corporation, an educational television service to Black schools throughout the country; if not, why not; if so, (a) what steps and (b) when is it anticipated that this service will commence; Hansard 9/4/91

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

B670E

The MINISTER OF EDUCATION AND TRAINING:

(1) Yes.

(a) The Department participates in an interdepartmental pilot project in co-operation with the SABC, through which an educational TV-programme series is planned.

(b) It is planned that broadcasts of the programmes will commence on Monday 1 July 1991. Hansard 9/4/91

(2) Not at this stage.

Anti-Aids advertisements

*24. Mr M J ELLIS asked the Minister of National Health: Hansard 9/4/91

(1) Whether she has approached the Minister of Home Affairs with a request for free air time on radio and television for anti-Aids advertisements of any form and/or Aids information or education programmes; if so, what was the response; if not,

(2) whether she intends making such a request; if not, why not?

B671E

The MINISTER OF NATIONAL HEALTH:

(1) No.

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

Kruger National Park: copper poisoning in animals

*25. Mr E K MOORCROFT asked the Minister of Environment Affairs: Hansard 9/4/91

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

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

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

(a)	(b)(i)	(b)(ii)(aa)	(b)(ii)(bb)
VISITING SCHOOL	STANDARDS PLATOONING	NUMBERS OF PUPILS PLATOONING	NUMBERS OF CLASS GROUPS INVOLVED
Khulile	A, B, 1, 2, 3, 4, 5	1 076	18
Masangwana	3, 4, 5, 6	803	16
Sophakama	6, 7, 8, 9, 10	1 135	20
Gqebera	6, 7, 8, 9	962	24
Tyhilulwazi	6, 7, 8, 9, 10	956	23
Phakama	A, B, 1, 2	766	19
Sakhisizwe	6, 7, 8	1 013	19
Phakamisa	6, 7, 8, 9, 10	875	18
Spencer Mabija	A, B, 1, 2, 3, 4, 5	643	16
Ben Nyati	2	144	3
Ilitha	2	100	2
Daniels	A, B, 1, 2	495	12
Emsengeni	2	300	7
Funimfundo	1, 2	270	6
Charles Duna	1, 2	440	9
Lamani	1	147	3
Phakama	1, 2	75	2
Tubelihle	7, 8, 9, 10	1 165	18
New Brighton	3, 4, 5	654	19
Molefe	3, 4, 5	663	13
26		20 267	405

1 Military Hospital: doctors resigned

256. Mr P J GROENEWALD asked the Minister of Defence:†

(a) How many doctors resigned at 1 Military Hospital in Voortrekkerhoogte in 1988, 1989 and 1990, respectively, and (b) what were the reasons for resignation?

B681E

The MINISTER OF DEFENCE:

(a) 1988 : 23
1989 : 15
1990 : 28

(b) Numerous reasons but mainly the fact that serving doctors may not run private practices after hours, a lack of specialisation opportunities in the SA Defence Force and better earnings in private practice.

SADF: doctors resigned

257. Mr P J GROENEWALD asked the Minister of Defence:†

(a) How many doctors resigned from the South African Defence Force in 1988, 1989 and 1990, respectively, and (b) what were the reasons for resignation?

B682E

The MINISTER OF DEFENCE:

(a) 1988 : 75
1989 : 65
1990 : 72

(b) Numerous reasons but mainly the fact that serving doctors may not run private practices after hours, a lack of specialisation opportunities in the SA Defence Force and better earnings in private practice.

Registration of all teachers

269. Mr R M BURROWS asked the Minister of National Education:

(1) Whether any progress has been made in the registration of all teachers in South Africa; if not, why not; if so, what progress;

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

B743E

The MINISTER OF NATIONAL EDUCATION:

(1) No. The State President, during the opening of the present session of Parliament indicated that work is being done on the political and educational levels to reform the present education system. It is therefore desirable not to proceed with the establishment of a general registration body for teachers until a new statutory structure of education acceptable to all South Africans has been negotiated.

(2) No.

Own Affairs:

Colleges of education: utilisation

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

(1) Whether all student places in colleges of education falling under the control of his Department are filled; if so, how many such places are there; if not, (a) how many places are vacant and (b) why are they vacant;

(2) whether any arrangements have been made with any other departments of education for the utilisation of any colleges of education, or parts thereof, falling under the control of his Department; if so, what arrangements;

(3) whether any colleges of education, or parts thereof, have been disposed of in any way to any other Government Department or organisation; if so, (a) which colleges and (b) to which Government Department or organisation in each case?

B628E

The MINISTER OF EDUCATION AND CULTURE:

(1) No,

(a) 4 180,

(b) the annual intake is determined by the projected need for teachers in four years' time;

(2) no, but there is a formal agreement with the Department of Education and Culture: House of Representatives and the Kwa Zulu Education Department for a number of their teachers to undergo further training at the distance teaching college, the Natal College of Education. In addition to this and in accordance with an informal agreement B Prim Ed Courses are offered at Edgewood College of Education and Johannesburg College of Education which students of other groups enrolled at the University of Natal and Witwatersrand may follow. At Edgewood College of Education a further Diploma in Education (General Science) is offered to Black teachers.

(3) this information may be obtained from the hon the Minister of Welfare, Housing and Works.

Natal: closure/amalgamation of schools

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

(1) Whether the Executive Director of the Natal Education Department has instituted planning programmes for the (a) closure and/or (b) amalgamation of schools and other education institutions falling under his control; if so, (i) what are the names of the (aa) schools and (bb) other institutions involved in each case and (ii) when will the intended or suggested action be taken;

HOUSE OF REPRESENTATIVES

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

Group Areas: persons moved

1. Mr P A C HENDRICKSE asked the Minister of Planning, Provincial Affairs and National Housing:

(1) (a) How many (i) Coloured, (ii) Indian, (iii) African and (iv) White persons have been moved under the Group Areas Act, No 36 of 1966, since its inception and (b) in respect of what date is this information furnished;

(2) (a) how and (b) by whom or what body was the value of property to be evacuated under the said Act determined;

(3) whether sellers who received more than the official value of such property were required to surrender part of the excess amount; if so, (a) to what Government Department or body was this amount to be surrendered and (b) what was the percentage involved;

(4) whether sellers who received less than the official value of such property received a reimbursement in respect of the difference; if not, why not; if so, (a) from which Government Department or body and (b) what was the percentage involved?

C10E

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

(1) (a) and (b) No records have been kept in this regard and this information therefore cannot be provided.

(2) (a) Sworn appraisements and (b) valuators appointed by the responsible Minister.

(3) Yes.

(a) Community Development Board.

(b) 50%. Since 1967 certain legal concessions in this regard have from time to time been made to disqualified sellers to the effect that if their properties were disposed of before the periods mentioned in the Act, they need only pay an appreciation contribution of 25% to the said Board. This requirement of the Act was totally abolished in 1987.

(4) Yes.

(a) Community Development Board.

(b) 80%.

HOUSE OF ASSEMBLY

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

321

Teachers: training institutions

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

(1) How many persons were refused admission to teacher-training institutions under the control of his Department in respect of the current academic year;

(2) (a) what policy is being applied at present in regard to the acceptance of a specific number of persons into his department's teacher-training institutions and (b) on what demographic projection and school admissions is the current acceptance policy into such institutions based;

(3) whether his Department is experiencing a shortage of teachers; if so, (a) what is this shortage and (b) in what categories of skills are these shortages found?

B426E

The MINISTER OF EDUCATION AND TRAINING:

(1) Approximately 78 000 applications were refused admission. Since a large number of persons applied to more than one college, it is impossible to say exactly how many persons were refused admission.

(2) (a) The Department annually determines the maximum number of students who may be enrolled at each college of education, as well as the intake of first year students. Ideal classgroup sizes, the subjects to be offered, the current teacher/pupil ratio in schools, the ideal teacher/pupil ratio (1:40 (primary) and 1:35 (secondary)), the projected increase in pupil numbers, the availability of classrooms, the number and qualifications of serving teachers as well as the facilities available at each college of education must be considered.

(b) Projections made by the Department itself are based on studies done by the Department of National Education and the Research Institute for Education Planning of the University of the Orange Free State.

(3) No. There is no general shortage of teachers, but there is a shortage of posts and specified categories of teachers, for example teachers in Mathematics, Physical Science, Accountancy, etc.

Average school class size: additional teachers

152. Mr R M BURROWS to ask the Minister of Education and Training:

(1) What is the average class size in (a) primary and (b) secondary schools in each specified region of his Department;

(2) what is the class size required by his Department for supplying a class teacher in (a) primary and (b) secondary schools;

(3) what is his Department's policy in regard to the supply of additional teachers to schools?

B427E

The MINISTER OF EDUCATION AND TRAINING: Hansard 12/4/91

(1)

	N-TVL	H/VELD	J/BURG	ORANGE-VAAL	OFS	NATAL	CAPE	D/FIELD
(a) Primary	39,28	43,61	34,9	44,34	45,61	40,93	46,52	42,8
(b) Secondary	41,06	46,15	34,95	46,92	41,62	36,59	45,69	41,94

Teachers disagree over new body

Sowetan 15/4/91

FOURTEEN teacher organisations have called for the formation of a new national body at a meeting in Cape Town.

A spokesman for the proposed new body, Mr Leepile Taunyane, said this organisation would be founded on three principles which are: the right of every child to quality education; the improvement of teachers working conditions; and, a high level of professionalism from teachers.

He said in order to achieve these principles, the organisation should be non-racial, independent, autonomous and politically non-aligned.

Taunyane did not say when it would get off the ground.

But the South African Democratic Teachers Union yesterday rejected the establishment of another national teachers organisation. *Sapa*

HOUSE OF ASSEMBLY

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

Teacher/pupil ratio: effect

173. Mr R M BURROWS asked the Minister of National Education: Hansard 17/4/91

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

(2) whether he will make a statement on the matter? (321)

B477E

The MINISTER OF NATIONAL EDUCATION:

(1) The formula for ordinary school education which is currently being used as a guide-line for the distribution of funds for education (excluding universities, technikons, and private ordinary school education), assumes a pupil-teacher ratio of 30:1 for primary and junior secondary education and 20:1 for senior secondary education. Provision scales for CS educators are, however, determined by each Department of State responsible for education, taking into account the norms for the post level ratios which are determined as general policy by me and which have been set out in the report NATED 02-142(90/04). In view of the above-mentioned my Department has not yet determined the probable effect that the application of a ratio of 1 CS educator to 30 pupils will have on the CS educators, as such calculations are not needed for general policy purposes. These are the typical calculations linked to the management function of Departments of State responsible for education and to whom this question should be directed.

(a) Lapses Hansard 17/4/91

(b) Lapses (321)

(2) No.

Insurance association: amounts voted

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

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

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

B514E

The MINISTER OF FINANCE: Hansard 17/4/91

(1) No;

(a) and (b) fall away;

(2) (a) R2 520 066 850;

(b) R176 322 589;

(c) (i) R346 112 480;

(ii) R1 987 761 974;

(d) R977 868 038;

(e) 31 December 1990.

HOUSE OF REPRESENTATIVES

QUESTIONS

†Indicates translated version.

For oral reply:

General Affairs:

Death of member for Alra Park: investigation

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

(1) Whether, since his reply to Question No 2 on 18 April 1990, any progress has been made in regard to the police investigation into the death of the late member for Alra Park; if not, why not;

(2) whether any persons have been charged with offences relating to the late member's death; if so, what are the relevant details;

(3) whether any other steps have been taken in regard to this matter; if so, what steps;

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

C53E

†The DEPUTY MINISTER OF LAW AND ORDER:

(1) and (2)

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

(3) No.

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

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

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

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

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

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

†The DEPUTY MINISTER: Mr Chairman, if it should prove that the possibility exists that evidence in the matter could be obtained, it would be expedient, by way of the appeal which I made this afternoon, to bring such evidence to light. If it transpires that no evidence is available, neither an appeal nor a reward will serve any purpose.

However, I will keep an eye on the case and if it appears that a reward will be the only manner in which to obtain such information, it will be considered.

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

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

†The DEPUTY MINISTER: Yes, Sir.

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

†The DEPUTY MINISTER: Mr Chairman, it is not known to me who is handling the case at present, but the normal procedure is that the case is referred to the section head of the relevant branch as soon as the Attorney-General has taken the decision that he refuses to prosecute, as in this case. Of course when new evidence comes to light, it is probable that the

HOUSE OF ASSEMBLY

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

CS educators: conditions of service

285. Mr R M BURROWS asked the Minister of National Education:

(1) Whether improved conditions of service of college/school (CS) educators will be granted during the 1991-92 financial year; if so, (a) what are the improved conditions and (b) from what date will they come into effect;

(2) whether any improvements have recently been made to the salary scales for CS educators; if so, (a) what improvements and (b) when?

B751E

The MINISTER OF NATIONAL EDUCATION:

(1) Yes, salary adjustments will be made during 1991/92. Details of the adjustments as well as the date on which they will take effect are still being investigated by my advisory bodies and are therefore not yet available.

(2) No improvements have been made since 1 April 1990 to the salary scales for CS educators.

Own Affairs:

NED: reduction of teaching staff

53. Mr A GERBER asked the Minister of Education and Culture:†

(1) Whether a meeting took place in Pietermaritzburg on or about 26 February 1991 between the Natal Education Department and representatives of the Natal Teachers' Society; if so,

(2) whether any particulars were furnished on this occasion on the reduction of teaching staff in the Natal Education Department; if so, what are the relevant details;

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

B677E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes;

(2) yes, information was given on the possible extent of the reduction of teaching staff with regard to ordinary schools, music schools, remedial teaching, pre-primary education, the Psychological Service and Head Office (NED);

(3) no.

HOUSE OF REPRESENTATIVES

QUESTIONS

†Indicates translated version.

For written reply:

Own Affairs:

Riverlea areas: additional land

14. Mr T R GEORGE asked the Minister of Housing:

(1) Whether his Department has entered into negotiations with the Mining Commissioner in regard to additional land for the Riverlea areas in Johannesburg; if not, why not; if so, (a) when and (b) with what results;

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

C74E

The MINISTER OF HOUSING:

(1) No, due to physical limitations on the land (a) and (b) Fall away.

(2) No.

Mining company: extension of Riverlea area

16. Mr T R GEORGE asked the Minister of Housing:

Whether he has conducted any negotiations with a certain mining company, the name of which has been furnished to the Minister's Department for the purpose of his reply, in regard to the extension of the area available to Riverlea in Johannesburg for development; if not, why not; if so, (a) when, (b) what was the outcome and (c) what is the name of the company concerned?

C77E

The MINISTER OF HOUSING:

No, due to physical limitations on the land (a), (b) and (c) Fall away.

Teachers' salary disparities to go

CAPE Times 19/4/91 321

Political Staff

THE elimination of disparities between men and women teachers' salaries is one step away, Minister of National Education Louis Pienaar announced yesterday.

He said the penultimate step in this process would be taken on July 1.

Mr Pienaar confirmed that "improvement funds" had been allocated for maternity leave for teachers, which would take effect on April 1.

It was also revealed yesterday that a "differentiated general salary adjustment" would be introduced for the public sector and teachers.

Mr Amie Venter, the Minister of State Expenditure and Regional Development, and Mr Pienaar explained that the percentage adjustments at the highest salary level would be "significantly lower" than the percentage adjustments at the lowest levels.

Details of the public service and teaching increases have yet to be revealed. Mr Venter said yesterday the Commission for Administration was busy with the calculations, "particularly regarding the elimination of disparities in salary structures".

MPs get 11%

CABINET Ministers and Members of Parliament are to get average increases of 11% this year.

The Minister for Economic Co-ordination and Public Enterprises, Dr Dawie de Villiers, said yesterday the increases, effective from July 1, would be in terms of a differentiated scale.

"Those earning the highest salaries will receive the lowest increments ... between six and seven percent."

In a statement, Dr De Villiers said agreement had been reached after consultation with all parliamentary parties and "the total salary account for political office-bearers will be 11%".

This is less than the anticipated inflation rate.

Last year MPs' salaries went up by nearly 28%.

"The salary adjustments which individual officials and employees will receive, will be conveyed to them by departments through the normal channels at a later stage," said Mr Venter.

He revealed that after discussions between the Commission and various employee associations — excluding teachers — certain agreements had been reached on improvement of service benefits for 1991/92.

They included use of available funds for "the incorporation of the 10% non-pensionable allowance in the basic salary", and "the partial elimination of disparities in the salary structure among certain occupational classes".

Mr Venter pointed out that the discussions took place against the background of a new system "where the funds available for improvement of service benefits are divided between educators and the remainder of the public sector according to a specific formula".

Mr Pienaar announced that the non-pensionable allowance would also be consolidated for teachers and that an additional promotion level — "namely management posts at post level eight (at the level of director)" — would be introduced.

He said the elimination of disparities between male and female teachers "means that the salaries of female civil service educators in post level one in qualification categories A, B, C and D will be increased by one notch".

Development Centre (ADC) because of staff concerns that language was the most serious obstacle facing students in their work.

EDUCATION BRIEF

AT its first national congress in Johannesburg last weekend, the South African Democratic Teachers' Union dissociated itself from the "defiance campaign" of some of its members, and acknowledged the need for evaluation in schools as long as teachers were consulted.

The organisation also committed itself to negotiating interim agreements about conditions of service with education departments, while campaigning for a unitary system and national collective bargaining.

According to general secretary Randall van den Heever, resolutions were also passed on teacher unity, victimisation, gender issues and education policy.

Cutting from Sunday Times 18/10 - 24/10/91

(321)

Discrimination in pay for teachers 'almost eliminated'

CAPE TOWN — The elimination of disparities between men and women teachers was in sight with the latest improvements in benefits effective from July 1, National Education Minister Louis Pienaar said yesterday.

Pienaar said funds voted in the Budget for improvements of the conditions of employment allowed the department to introduce differentiated salary adjustments favouring those at lower pay rates.

BILLY PADDOCK

Maternity leave benefits had been introduced as of April 1. The 10% non-pensionable allowance for educators would be consolidated with effect from July 1.

The subsidies of universities and technikons would be increased in line with the current subsidy basis to compensate for improvements in these sectors.

In a separate announcement State Expenditure Minister Amie Venter said government was using a new approach to improving service benefits, whereby the available funds were divided between educators and the rest of the public sector according to a formula.

He said that in consultation with representatives of employee associations it was decided that for the public sector (excluding educators):

- ☐ The available funds should be used to incorporate the 10% non-pensionable allowance in the basic salary;
- ☐ There would be partial elimination of disparities in the salary structure among certain occupational classes; and
- ☐ There would be a differentiated general salary adjustment (with the percentage adjustment at the highest salary level significantly lower than the percentage adjustment at the lowest salary level).

Pay parity for women teachers welcomed

Star 23/4/91

321

By Phil Molefe
Education Reporter

The last vestiges of sexism in education may soon fade away following last week's announcement by National Education Minister Louis Pienaar that women teachers will move closer to pay parity with their male counterparts when salary increases are implemented on July 1 this year.

Discrimination on the basis of sex characterised outdated practices in education, showing its ugly head in the form of salaries, appointments, promotion, and fringe benefits such as housing schemes and unpaid maternity leave.

In a statement issued in Cape Town, Mr Pienaar said money voted for service benefit improvements for the public sector had been divided between educators and other civil servants for the first time this year and his department was able to formulate its own improvement package within the limits of the amount allocated.

The salary increase will range from 14,6 percent at the lower post levels to 12,1 percent up to level seven.

Educationists countrywide welcomed the decision of the Minister to finally introduce parity between female and male teachers.

The campaign for equal pay between men and women educators, who had the same qualification, had been waged vociferously over the years by various institutions and teachers' organisations.

Parity among educators of various racial groups was achieved a few years ago as the Government started selling its policy of "improving" the quality of education and ending racial discrimination in education.

The chairman of the Teachers' Federal Council, Professor Hennie Maree, said although the details of the general salary adjustments were not yet known, the council was convinced, considering the present financial situation of the country, that the adjustment would be fair and acceptable.

He said parity in salaries, and the additional amount on maternity benefit, would place women educators in a position equal to those in the rest of the public sector.

A Department of National Education spokesman said parity had been achieved in all senior teaching posts, ranging from heads of department and principals to school inspectors.

He said post level one, which covers classroom teachers, was the only area where parity had still to be achieved.

Post level one is divided in accordance to teachers' qualifications into A, B, C and D categories. Category A is for teachers with one year post matric teacher training and B, C and D for those with two, three and four years post matric training.

On average a female teacher in category A earned R18 230 a year, while her male counterpart received R20 000.

In category B women earn R20 000, men R21 170; category C females earned R21 170, males R23 540; females in D earned R23 540, while men got R25 540.

He said the disparity between male and female teachers was only one notch, an average of about R1 170 a year.

Mr Pienaar said: "The increase for women teachers would be the second last stage of working towards parity."

Teachers' benefits include:

- The consolidation of the 10 percent non-pensionable allowance.
- A differentiated salary adjustment for educators in which the highest increases are to go to the lower levels.
- The introduction of an additional promotion notch at the level of director.

Mr Pienaar said the bulk of the increases would concentrate on the lower levels of teaching, particularly post level one, in a move to improve the standard and well-being of educators.

Admission policy for colleges eased

LESLEY LAMBERT

CAPE TOWN — Government has eased its admissions policy for white technical and teachers' training colleges by granting them the power to decide on the admission of black students from May 1.

Education and Culture Minister Piet Clase announced in Parliament yesterday, during debate on his department's budget vote, that the admission of students to technical colleges, their hostels and teachers' colleges would be devolved to college councils.

Clase said the admission of black students should be limited only by accommodation and finding constraints and warned that further rationalisation of teachers' colleges would be announced soon.

The authority to grant admission to schools for specialised education, childcare and reform schools would be devolved to the management bodies and councils of these institutions. The only criteria for admission would be those applicable to disabled or handicapped children.

Special schools — distinguishable from schools for specialised education — would be treated in the same manner as ordinary public schools. This meant they would be entitled to determine favoured education models by putting them to the vote.

DP education spokesman Roger Burrows welcomed the decision to delegate admissions authority to technical and teachers' colleges and schools for specialised education, child care and reform. But, he was concerned that special schools still would have to "proceed through the cumbersome process of voting procedures".

"We have rejected this process and believe that such schools should admit on a colour-blind basis," he said.

The DP trusted that councils of the colleges would seize this opportunity to widen their student base on a non-racial basis.

Sapa reports Burrows also said the DP strongly objected to government's plan to further rationalise colleges of education and would resist any closures.

Earlier, in debate on the education and culture vote in the House of Assembly Clase said that after the amendment of the National Education Policy Act and Education Affairs (House of Assembly) Act last night, it would be possible for a school to become a model C school from July 1.

More colleges to be closed

321

Political Staff 25-1-1991 25/1/91

CAPE TOWN — Closure of further teacher training colleges is imminent, and fears are that the Pretoria College of Education and Goudstadse Onderwyskollege in Johannesburg top the list.

The Minister in charge of white education, Piet Clase, told Parliament he would make an announcement within weeks. Further rationalisation had to take place because of financial considerations, he said.

Roger Burrows, Democratic Party spokesman on education, said today that PCE, Goudstad, Edgewood (Pinetown) and Durbanse Onderwyskollege were most under threat.

Their closure would be "totally insensitive to the crying need for more teachers in this country," he said.

"The Minister must know that the Education Renewal Strategy proposals may well contain recommendations that all existing colleges be used fully to train all teachers for the new South Africa." He said the DP would lodge the strongest objection to closure of any college.

Another announcement by Mr Clase yesterday means that colleges of education, technikons and specialised schools will be able from Wednesday to open their doors to all races.

He said entry to childcare, reform schools and schools for specialised education (for the handicapped) would be determined by their management bodies from May 1.

Mr Clase noted that schools for special education (learning disabilities) would be decided by parents' votes.

He said any extra pupils and students would have to be accommodated in existing facilities, depending on the availability of funds.

Conservative Party spokesman on education Andrew Gerber said the Government had effectively opened these institutions to all races: "The Government has with this step eradicated what remained of white education. The Government has collapsed the final pillar of own (volkseie) education."

Sadtu slams moves to form new teacher body

(225) (321)

New Nation (Weekly Nation) 26/4 - 2/5/91

THE South African Democratic Teachers' Union (Sadtu) has slammed moves to form a new teacher body in opposition to the organisation.

According to Sadtu assistant general secretary, Thulas Nxesi, the Teachers' Federal Council (TFC), which had an exclusively white membership, has been involved in unity talks with the Transvaal United African Teachers' Association (Tuata) and other bodies who have refused to join forces with Sadtu.

Tuata, an affiliate of the African Teachers Association of South Africa (Atasa) has refused to follow its mother body into Sadtu, accusing the new organisation of lacking professionalism.

The TFC has decided to become non-racial, and a new body emanating from the unity of the TFC, Tuata and other teacher organisations is expected sometime this year. According to unofficial reports, the organisations involved are currently discussing a draft constitution.

Sadtu fears that the authorities might be delaying recognition of their union to give the TFC-led body an opportunity to be broadened and properly constituted.

Delaying

Nxesi said the department of national education was "playing delaying tactics" by not recognising Sadtu.

"They asked us to present details of our membership and our code of conduct. But we feel that recognition should come first, so that we can have stop orders and they can see how many members Sadtu represents," said Nxesi.

Nxesi said it was ironic that some of the organisations that formed Sadtu were individually recognised by various education departments who were were now refusing to recognise Sadtu.

He said the education departments' failure to recognise Sadtu would result in a crisis, since there were issues that needed to be negotiated as soon as recognition had been finalised.

"We have the issue of inspectors who, in some areas, are not being allowed to visit schools. We agreed with the department that the role of inspectors and subject advisers needs to be redefined jointly with the department, so as to address the confrontation between them and teachers," he said.

Instead, he said, when teachers refused to submit to the inspectors and subject advisers, they were suspended and charged with misconduct.

Nxesi said: "We are not saying that inspectors should cease to exist. All we want is a clear definition of their tasks. We have seen, in the past, inspectors being used by the department to harass teachers who were against some of the teaching methods of the department.

"We do not want this to continue. We want to ensure that the new conditions in the country are felt in the teaching profession as well."



Thulas Nxesi, Sadtu assistant general secretary: "We want to ensure that the new conditions in the country are felt in the teaching profession as well."

Education information centre to open soon

The Soweto Education Co-ordinating Committee (SECC) is planning to open an information centre within the next six weeks to help the community with education matters.

SECC spokesperson David Maepa told NEW NATION that the establishment of the centre will be made possible by the donation of a computer.

Data on private schools, institutions offering bursaries, addresses of tertiary institutions and career guidance will be stored in the computer.

Tuata in bid for non-political teachers' body

By SOPHIE TEMA (321)

A NEW national professional teachers' body based on commitment to a non-aligned and non-discriminatory system of education has been proposed by educationists and academics. Cl Pres 28/4/91.

The proposal was made at a meeting held in Cape Town recently, attended by representatives of 14 associations – including the Transvaal United African Teachers Association (Tuata).

The associations from throughout South Africa represented about 14 000 teachers of all races and including teachers from Afrikaans and English schools.

A spokesman for the associations said after the meeting: "Recognising that the development of our country is fundamentally dependent upon the quality of education provided to our citizens, the associations that were represented believe they should unite in their efforts to contribute effectively to the quality of the present education system and the profession of teachers."

He said the associations had therefore proposed the formation of a national body based on commitment to a non-aligned and non-discriminatory system of education.

The body will embrace the following principles:

- The inalienable right of every child to quality education within an equitable and non-discriminatory system of education.
- A high level of professionalism from all teachers.
- The enhancement of all aspects of the working life of the teacher.

In order to achieve the above this national body shall be:

- Non-racial, independent, autonomous, non-aligned politically, and prepared to work with parents, communities and other bodies in the quest for excellence in education.
- Committed to effective negotiations with the authorities on conditions of service, and involved in the development of all aspects of education policy and planning.

(b) No White member of staff with a permanent appointment would be compelled to work under a Black person. In the case where Black members of staff would be appointed in higher posts, subordinate White members of staff so affected would be given a choice to accept another post or to be withdrawn.

Pensions benefits of White persons whose services are terminated under certain circumstances, are guaranteed on certain conditions in terms of section 20 of the General Pensions Act, 1979 (Act 29 of 1979).

(2) (a) and (b)

Since 1 January 1974 all White candidates for appointment had to be informed of the possibility that they could work under a Black person.

On 31 August 1984 section 15 of the University of the North Act, 1969 (Act 47 of 1969), which determined that the salaries and conditions of service of personnel shall be determined by the council of the University with the approval of the Minister, was amended by the omission of the requirement that the Minister's approval was necessary. That ended the State's legal authority to guarantee previous undertakings. At present the conditions of service of staff of the University of the North are prescribed by the Council of the University in terms of section 13 of the Universities Act, 1955 (Act 61 of 1955). The conditions of service of the University do not contain any provision which guarantees job security of White persons over that of other persons.

Pension benefits of White persons whose services are terminated in certain circumstances, are still guaranteed under certain conditions in terms of section 20 of the General Pensions Act, 1979 (Act 29 of 1979).

(3) No.

(4) No.

Legislation is public information and the conditions of service of the University are available to all members of staff.

Squatter camps

234. Mr H D K VAN DER MERWE asked the Minister of Planning, Provincial Affairs and National Housing:†

(a) How many squatter camps were there in South Africa as at the latest specified date for which figures are available, (b) where are they situated and (c) what is the estimated number of inhabitants of each?

B604E

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

Reply bound in Annexures of House—*see* M246.

Home of Solomon T Plaatje: national monument

268. Mr E K MOORCROFT asked the Minister of National Education:

(1) Whether a request has been made to the National Monuments Council to have the home of Solomon T Plaatje in Kimberley declared a national monument; if not, why not; if so,(a) (i) by whom and (ii) when was the request made and (b) what was the Council's response thereto;

(2) whether it is the Council's policy to encourage applications from all members of the South African community for the declaration of national monuments; if not, why not?

B729E

The MINISTER OF NATIONAL EDUCATION:

(1) No. Although the National Monuments Council received no verbal or written request for the declaration of the house of Solomon T Plaatje as a national monument, the initiative in this regard emanated from Mr A Lillie, former Regional Representative: Northern Cape of the National Monuments Council.

(a) (i) falls away

(ii) falls away

(b) The Northern Cape Regional Committee of the Council recommended on 22 February 1990 that the dwelling house together with 2,5 m of land to the sides and the rear of the house, be provisionally declared a national monument. At an *ad hoc* meeting on 12 March 1990 the Executive Committee approved this recommendation. The owner of the property was informed in writing on 15 March 1990 of the intent of the Council to provisionally declare the dwelling house and a portion of land a national monument. When no reaction had been received within the prescribed period of thirty days, the National Monuments Council proceeded with the declaration procedures. The provisional declaration was published in the *Gazette* of 28 September 1990 under Government Notice No 2261.

Mr M J Labuschagne, the owner of the house, lodged an objection through his attorney against the provisional declaration of the property as a national monument, the reason being that at the time that the notice of intent to declare the property a national monument was served on him, he was seriously ill and unable to raise objections. For this reason the property was deproclaimed by Government Notice on 28 March 1991. This was possible as at present there is no imminent threat of demolition, as was the case in the previous instance where a provisional declaration was necessitated. In terms of section 12(2A)(f) of the National Monuments Act the property is protected as a historic structure older than 50 years, which can only be demolished by permit issued by the NMC.

(2) It is indeed part of the policy of the Council to encourage applications from all members of the South African community for the declaration of monuments.

Colleges of Education: principals withdrawn

300. Mr A GERBER asked the Minister of Education and Training:†

(1) Whether the principals of certain colleges of education under the control of his Department, particulars of which have been furnished to the Minister's Department for the purpose of his reply, have been withdrawn from these colleges since 2 February 1990; if so, (a) what colleges are involved and (b) what, in each case, (i) was the period of and (ii) were the reasons for the withdrawal;

(2) whether he proposes to reinstate in their posts any of the principals who are at present still withdrawn from service at the colleges concerned; if not, why not; if so, (a) what principals, and (b) when, in each case;

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

B780E

The MINISTER OF EDUCATION AND TRAINING:

(1) Yes

(a) Phatsimang, Kimberley
Kagisanong, Bloemfontein
Mphohadi, Kroonstad

(b) (i) Permanently.

(ii) In each case there were specific reasons for the withdrawal of the rectors. In essence it boils down to the fact that the persons were withdrawn because their personal safety was in question and because their continued presence could permanently impede the activities of the institutions.

(2) No, for reasons mentioned in (b)(ii).

(3) No.

Former principals employed in departmental offices

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

(1) (a) How many (i) White and (ii) Black former principals of schools under the control of his Department are currently employed in the Western Cape offices of his Department and (b) how many such (i) White and (ii) Black principals left the schools where they were employed because of tension and/or conflict between themselves and the parent, teacher and/or student bodies at such schools;

(2) in respect of what date is this information furnished? (321) B819E

The MINISTER OF EDUCATION AND TRAINING:

(1) (a) (i) Five
(ii) One
(b) (i) Five
(ii) One

(2) 22 April 1991.

Note:

Some of these persons are not utilised at the Area Office but elsewhere in the Department.

Own Affairs:

Reply substituting reply to Question No 66 on 29 April 1991, put by Mr K M Andrew (col 1216):

*1989-90: (a)(i) and (ii) R3 561
(b)(i) and (ii) R3 407

*1990-91: (a)(i) and (ii) R4 103
(b)(i) and (ii) R3 960

*the SANEP system provides this data in connection with primary and secondary schools, concurrently.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Questions standing over from Tuesday, 23 April 1991:

Eldorado Park: teacher-training college

*1. Mr T R GEORGE asked the Minister of Education and Culture: (321)

(1) Whether his Department intends establishing a teacher-training college in Eldorado Park; if so, what are the relevant details; if not, why not;

(2) whether he will make a statement on the matter? C83E

The MINISTER OF EDUCATION AND CULTURE:

(1) No.

It has initially been planned to build a college of education in Nancefield, adjacent to Eldorado Park, in replacement of the Rand College of Education of which the facilities are unsuitable for teacher-training. In the vicinity of this feeder area, however, there are five colleges of education under the control of the Administration: House of Assembly with a capacity of 7 300 of which only 59,7% is occupied at present. The provision of another college of education in the area concerned, can thus not justify the investment of an enormous amount of more than R40 million at this stage.

(2) No.

A statement is not deemed necessary.

Rand College of Education: upgrading

*2. Mr T R GEORGE asked the Minister of Education and Culture:

(1) Whether it is the intention to upgrade the Rand College of Education; if so, what are the relevant details; if not, why not;

(2) whether he will make a statement on the matter? (321) C84E

The MINISTER OF EDUCATION AND CULTURE:

(1) No.

For the reasons mentioned in question 1, it is at present not the intention to upgrade the Rand College of Education.

(2) No.

A statement is not deemed necessary.

New question:

Bridgeway House: floor covering

*1. Mr W J DIETRICH asked the Minister of Housing:

(1) Whether, with reference to his reply to Question No 6 on 27 March 1991, all the floors of Bridgeway House are covered with either carpeting or vinyl tiles; if not, what are the relevant details;

(2) what area of Bridgeway House is covered with (a) carpeting and (b) vinyl tiles;

(3) whether any reports on the state of this building have been submitted to him or his Department; if so, (a) when, and (b) what was the purport of these reports, in each case? C87E

The MINISTER OF HOUSING:

(1) The entire office area of 1165,47 m^2 on the ground and first floor has a floor covering of vinyl tiles and in some areas vinyl sheeting whilst the floors of the storage area consist either of concrete or wood.

(2) (a) No area is covered with carpeting.
(b) An area of 1165,47 m^2 is either covered with vinyl tiles or vinyl sheeting.

(3) Yes. The customary planning investigations in order to facilitate the conversion of the building to comply with Depart-

Hansard 30/4/91

Prima Bank Nominees (Pty) Limited
Rand Merchant Bank Limited
Saambou Bank Limited
The Board of Executors Merchant Bank Limited
Volkskas Bank Limited

(ii) The Office of the Auditor-General is at present conducting an investigation into the investments made by the SARCC and I am therefore not prepared to comment about the matter at this stage.

(2) I am not in a position to comment on this question before the findings of the Auditor-General as well as the findings of the investigation which I requested have been finalised and considered.

Specialised education: staff

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

(1) Whether his Department has a policy dealing specifically with the allocation of staff to schools for specialised education; if not, why not; if so, (a) what is this policy and (b) what number of pupils is required before an additional teacher is supplied;

(2) whether teachers in specialised education receive remuneraion on the same basis as do teachers in ordinary schools falling under his Department; if not, why not;

(3) what is his Department's policy in respect of the provision of specialised education for physically disabled children?

321 B872E

The MINISTER OF EDUCATION AND TRAINING: Hansard 30/4/91

(1) Yes.

(a) The policy is outlined in a staffing formula developed for the different types of handicapped. This formula boils down to one teaching post for every ten pupils.

(b) For each additional ten pupils a further teaching post is provided.

(2) Teachers in special education are remunerated according to the same salary scales as those applying to teachers in ordinary schools, but they also receive an allowance equal to one notch on the relevant scale. Hansard 30/4/91 321

(3) Special schools for the physically disabled are erected and maintained in co-operation with churches and other welfare organisations with the aid of departmental subsidies. Experts of the Department provide guidance with regard to the management of schools and the educational programmes followed by physically disabled children. The Department devotes the biggest possible share of its budget to the programme: Education of handicapped children.

Alleged Natal police bias: investigation

*10. Mr P C CRONJÉ asked the Minister of Law and Order:

(1) Whether a senior police officer has been appointed to investigate complaints of alleged police bias in Natal; if so, (a) (i) what is the rank and/or name of the officer so appointed and (ii) on what date was the appointment made, (b) what are the circumstances surrounding the matter and (c) what progress has been made in the investigation;

(2) whether a report on the findings of this investigation will be published; if not, why not; if so, when?

Hansard 30/4/91 B873E

The MINISTER OF LAW AND ORDER:

(1) Yes.

(a) (i) Lieutenant-General S H Schutte.

(ii) 5 September 1989.

(b) The officer was appointed to co-ordinate the investigation of, *inter alia*, allegations of police bias against members of the South African Police, and which arose from the unrest situation which was prevailing at that stage. He had, furthermore, to serve the Regional Commissioner of the South African Police in the Natal Region with advice and counsel as regards the handling of those cases.

Hansard 30/4/91

Lieutenant-General Schutte was withdrawn from that specific duty on 2 January 1991. The task with which he was charged is still being carried out and a permanent member of the South African Police is charged therewith.

(c) Numerous cases of alleged police bias, of which the investigations were co-ordinated by the officer, were dealt with and the necessary steps were taken in this regard.

(2) No, the appointment of a co-ordinating officer in Natal is an internal departmental matter and I am not prepared to make known the reports which the officer and his successor published, and are still publishing. All the evidence that comes to the fore and which may indicate that members of the Force in Natal are guilty of partial conduct or behaviour which amounts to criminal or departmental misdemeanours, is without exception submitted to the Attorney-General or otherwise dealt with thorough means of a departmental trial.

Planning of education: gathering of data

*11. Mr R M BURROWS asked the Minister of National Education: Hansard 30/4/91

(1) Whether he or his Department undertakes the gathering of education data for planning purposes; if so,

(2) whether this information (a) is available on a geographical or magisterial basis and (b) is utilised or could be utilised for planning for education in specific geographic areas on a non-racial basis;

(3) whether his Department has made a calculation of the number of children who will be eligible to attend school in the event of compulsory education covering the first 7 school levels or the ages 6 to 13; if not, why not; if so, (a) what is the relevant figure and (b) how many pupils falling into the category referred to above are at school at present? B876E

The MINISTER OF NATIONAL EDUCATION:

(1) Yes, in terms of general education policy every Government department responsible for education annually supplies the Department of National Education with information pertaining to all the college and school education sectors for the previous financial year as set out in the SANEP information system.

(2) (a) The information on the school sectors is available on a geographical basis, according to 73 statistical regions. Hansard 30/4/91

(b) The information is used within the education sector for financing purposes, as well as for planning purposes from time to time. Although the information is available according to population group, it is not used on a racial basis within the education sector. The information has on occasion also been used for planning purposes by institutions outside education.

(3) No, it is not possible, by using the SANEP information system, to calculate what the number of children attending school would be were compulsory education to be implemented for the first 7 school levels, or for the age group 6 to 13 years.

(a) Estimates show that in 1988 there would have been approximately 5 930 000 children in the first 7 school levels in the RSA had compulsory education been in effect.

(b) In 1988, there were 5 068 926 children from Gr 1 to Std 5 in the RSA.

Right-wing violence: complaints/charges

*12. Mr L FUCHS asked the Minister of Law and Order: Hansard 30/4/91

(1) Whether, with reference to certain information furnished to the South African Police for the purpose of the Minister's reply, any complaints have been received, charges have been laid and/or action has been taken against any persons following an explosion and threats of right-wing violence at planned anti-apartheid marches on prisons on 6 April 1991; if not, why not; if so, (a) what was the nature of these complaints and charges, (b) against whom were they laid and (c) what action has been taken against the persons concerned;

Skills vital for growth – MD

CIPRO 5/5/91



Ton Vosloo ... "skewed skills relationship".

SOUTH Africa's challenge is not only to bring literacy and numeracy to the population, but also to supply people with the relevant skills, knowledge and understanding necessary to maintain economic stability and growth, said Nasionale Pers managing director Ton Vosloo.

Speaking at the Sebokeng Teacher Training College's Diploma Day yesterday, Vosloo said the stability of any future government would depend on sound economic growth – despite what occurs in terms of social and political reform.

In future, he said, increasing numbers of students would apply to study at tertiary institutions.

But South Africa had a "skewed skills relationship" at this education level, with an average of three people studying at university for every one studying at a technikon.

"Overloading universities will not result in the acquisition of skills that our country needs," Vosloo said.

He added there were shortages of medical personnel, accountants, computer technicians, engineers, teachers and health workers.

The education system would have to be structured to deliver personnel that match up to technical, economic, social and educational demands.

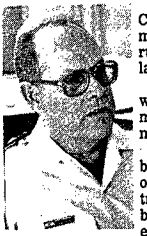
May's township toll rises to 126

JONATHON REES

FIFTEEN people were reported killed in Reef townships and Natal yesterday, bringing the death toll in township violence this month to 126, of whom 71 died in Soweto, police said yesterday.

Five bodies were found in Soweto yesterday. Three were found at Chicken Farm squatter camp, one in the veld nearby, and another in Jabulani hostel.

Four men were shot dead after leaping from a bakkie in an ambush in Krugerdorp's Kagiso township on Monday night. Another was burnt to death inside the vehicle.



● DE VRIES

Witwatersrand SAP spokesman Capt Eugene Opperman said a sixth man escaped to alert police, who rushed to the scene but were too late to apprehend the attackers.

Spent .22, .32 and .38 cartridges were found. Opperman said these might have been fired from home-made weapons.

Patrolling Soweto police used birdshot on Monday night to ward off a group of about 150 people who tried to steal their minibus by piling boulders in the road in an attempted ambush, said Soweto SAP spokesman Col Jac de Vries.

He said police would continue to use the SADF in a support role to guard or cordon off unrest areas when required. Police spokesman Capt Joseph Ngobeni said the army assisted police with patrols last night.

The police unrest report yesterday said a body was found with stab and hack wounds at Bekkersdal, near Westonaria, and another with stab wounds in Kagiso.

100 headmasters forced out

LESLEY LAMBERT

CAPE TOWN — More than 100 headmasters have been forced to leave their schools this year because of conflict which has threatened their personal safety.

Replying to a question in Parliament yesterday by DP MP Roger Burrows, Education and Training Minister Stoffel van der Merwe said headmasters at 95 black schools in the Transvaal and other parts of the country had been refused entry to their schools by pupils.

Last week, Van der Merwe reported in response to a similar question that the principals of six Western Cape schools — five white and one black — had been forced to leave under similar circumstances.

All had left the schools because of tension or conflict between themselves and parent, teacher or student bodies. They had been employed elsewhere in the department, Van der Merwe said.

Since February 2 last year, the principals of three colleges of eduction in Kimberley, Bloemfontein and Kroonstad had been withdrawn permanently.

Whether 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; if not, why not; if so, (a) on what date, (b) what is the (i) number and (ii) purport of the circular in terms of which it was withdrawn and (c) to whom was it addressed?

C98E

The MINISTER OF EDUCATION AND CULTURE:

Yes.

(a) 25 March 1991.

(b) Up to the publication of the main Education Bulletin for the advertisement of teaching posts in May 1990, the Department's policy pertaining to the appointment of persons other than Coloured persons (as stipulated in the Education Act No 47 of 1963), has pertinently been referred to under the heading "Appointment of persons other than those that are served by this Department". After the decision taken on 25 March 1991, this particular clause has been omitted from the Education Bulletin in which teaching posts are advertised. In this regard reference can be had to Education Bulletin No OP 1/91 of 28 March 1991 in which no fewer than 2 170 promotion posts for CS-Educators have been advertised.

(c) The Education Bulletin is issued to all education institutions and other interested parties including for example the library.

For written reply:

Own Affairs:

Certain areas: houses for Coloureds

12. Mr A ESSOP asked the Minister of Housing:†

(1) Whether his Department built any houses for Coloureds in (a) Beaufort West, (b) Laingsburg, (c) Merweville, (d) Sutherland and (e) Matjiesfontein in the financial years 1985-86, 1986-87, 1987-88, 1988-89, 1989-90 and 1990-91, respectively; if so, what amount was spent in each of these financial years on the building of such houses in each of the abovementioned places; if not, (i) in what financial years was money not so spent and (ii) why not, in each case;

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

C61E

The MINISTER OF HOUSING:

(1) No.

The Department does not build houses. Local authorities may however apply for loans to the Department for this purpose.

(i) During recent years the following loans were approved by the Housing Board, administered by the Department, for housing purposes:

Beaufort West	*Approved*	*Drawn*
houses	R5 176 518,00	R4 993 192,77
30 self-help houses	R440 500,25	R291 718,12
Laingsburg		
70 houses	R876 532,44	R847 657,00
Sutherland		
22 self-help houses	R209 000,00	R180 000,00
Matjiesfontein		
upgrading	R27 945,00	0

(2) No statement.

Transvaal teachers: grievances

15. Mr T R GEORGE asked the Minister of Education and Culture:

(1) Whether teachers at schools under his control in the Transvaal recently raised any grievances with his Department; if so, (a) when and (b) what was the nature of the grievances;

(2) whether any settlement has been reached in regard to these grievances; if not, why not; if so, what were the terms of the settlement?

C76E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, but only one school was involved.

(a) On 4 March 1991.

(b) Control as executed from within the principal's office with regard to current affairs and general human relations problems arising from disunity among the staff.

(2) Yes. The Regional Chief Inspector concerned conducted an inspection at the school for two days in order to investigate the grievances. His findings were discussed with the entire staff and specific misperceptions on which the grievances were founded have been eradicated. Guidance was also given to the principal pertaining to modern control practices and feedback received from the school thus far has been positive and encouraging.

Riverlea Senior Secondary School: posts

19. Mr T R GEORGE asked the Minister of Education and Culture:

(1) Whether his Department received any applications for the (a) Biology and (b) English head of department posts at the Riverlea Senior Secondary School in 1990; if so, (i) who were the applicants, and (ii) what were their academic qualifications, in each case;

(2) whether any of these applicants were appointed to the said posts; if so, (a) who were the successful applicants in each case and (b) for how long had each post been vacant; if not; for what reasons;

(3) whether these posts are still vacant; if so, for how long has each been vacant?

C89E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) *Head of Department (Biology)*	(b) *Head of Department (English)*
(i) and (ii) Mr N Pillay (BSc degree in Education)	Miss S D Gallon (Higher Education Diploma plus BA degree)

Mr A N Paulsen (Matric plus Primary Education Diploma)
Mr M A Petersen (Matric plus Primary Education Diploma)
Miss J P Timothy (Student)

(2) No.

It has been decided to readvertise the posts.

(3) Yes.

Since 1 October 1984 in both cases.

Juvenile offenders: institutions in Tvl

23. Mr T R GEORGE asked the Minister of Education and Culture:

(a) How many (i) schools of industry, (ii) reform schools and (iii) other institutions for juvenile offenders falling under the control of his Department are there in the Transvaal, (b) what is the name of each of these schools or institutions, (c) where is each situated, (d) how many pupils (i) are and (ii) can be accommodated in each of them and (e) in respect of what date is this information furnished?

C96E

The MINISTER OF EDUCATION AND CULTURE:

(a) (i) None.

(ii) None.

(iii) None.

(b), (c), (d) and (e) Not applicable.

Riverlea Extension 2: primary school

24. Mr T R GEORGE asked the Minister of Education and Culture:

(1) Whether, with reference to his reply to Question No 14 on 20 May 1988, it is still the intention to build a primary school in Riverlea Extension 2; if not, why not; if so, (a) when and (b) where;

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

C97E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) and (b) In spite of several attempts made by the Department, problems are still experienced in locating a suitable site for the erection of a school building because of the fact that Riverlea is situated in a mining area.

(2) A statement is not deemed necessary.

The fight for right in education crisis

(321)

MR Randell van den Heever was only a year in the teaching field when all hell broke loose in the schools.

By PHANGISILE MTSHALI

Mr Randell van den Heever...torn between pupils and duties.

He remained with his chosen profession; torn between the increasing militancy of his pupils and his duties as a teacher and a supplier of "inferior" education he so hated.

Today he is the first general-secretary of the newly-formed South African Democratic Teachers Union (Sadtu).

For this position, he sacrificed his home and family in the Cape, and his principalship at Spes Bona High School on a year's unpaid leave, to "build up our union".

Confident

This amicable father of two looked relaxed and confident when *Sowetan* spoke to him at his spacious newly furnished office in downtown Johannesburg.

"My objective in this office is to gain the official recognition with education authorities and to build firm and accountable grassroot structures," he said.

His transformation from just another oppressed and frustrated teacher to the anti-Government activist has been slow but irreversible.

Members

His involvement with Government-approved teachers' organisations prepared him for his present post as the general secretary of an organisation that boasts a membership of more than 30 000.

When the rest of South Africa caught the cold after Soweto sneezed on June 16 1976, Van den Heever, a University of Western Cape graduate, responded.

"In 1976 Cape schools were more of followers into the great events than initiators. When the schools violence erupted again in 1980 it was a different experience for me.

"My school was at the centre of the conflict. I pleaded with pupils against the protest because I feared for their safety."

But Van den Heever's pacificist attitude changed the day his pupils were badly beaten by the police during a protest march.

As he recounted police actions on that day his eyes roamed the office and clouded as they rested on the picture opposite his desk.

Brutal

It was headlined - "Battle rages on at Athlone" and showed a policeman throwing a teargas canister into the crowds and a pupil throwing a rock at the Casspir behind the officer.

"This, to me, demonstrates two faces of South African violence," he said.

"After my pupils were brutally assaulted I decided that if my pupils engage in a protest action, I will always be on their side, if only to protect them from the humiliation of police brutality."

Active

Although he supported pupils, Van den Heever said he strove for discipline to prevent mindless violence inside the schools and for the upkeep of good academic standards.

"These principles should not be compromised in the waging of the struggle," he said.

"The pupils active participation in the liberation struggle although laudable and noble; we have lost something in the process.

"It has also shaken parents, teachers and the community at large. Universally it is not the role of a teenager to liberate the country."

He was first introduced to politics in 1969 under the banner of South African Student Organisation (Saso).

"It was a dynamic time for me," he mused.

"It was an era where I began to identify myself. My people have always had an identity crisis and it was through Saso that this came about. Its Black Consciousness ideology identified me, a so-called Coloured with the broader black community."

Sowetan Schools head wins top teachers' prize

321

Sowetan 22/5/91

By PHANGISILE MTSHALI

THE head of the *Sowetan* Schools, Mr William Smith is South Africa's most innovative teacher of 1991.

Smith walked away with R50 000, South Africa's highest professional prize at a prestigious banquet held in Pretoria at the weekend.

The competition, sponsored by Barlow Rand, was open to all high school teachers. The prize was awarded to Smith by Technotron after six months of screening by a panel of judges drawn from Pretoria University, various education department and from the private sector.

His most innovative educational development was the pioneering of a world-first TV studio. This unique facility enables educational television programmes to be produced at five percent of the normal costs. It is believed to be key to solving education crisis in South Africa.

Smith told the gathering that television education was the only practical avenue available to educating South Africans.

"If we do not educate, people will be non-productive, there will be no economy and no future for the country," he said.

"If we took all the money currently available for primary, secondary and tertiary education and used it to educate all youngsters, it would run out during their Standard 4 year." he said.

Smith said his prize-money would be used for more television programmes "as sponsors are still needed to come forward".



Write to win ... Cynthia Hugo (far right) yesterday received a R100 000 donation on behalf of READ from Nthato Motlana (fifth from right), a trustee of the Southern Foundation, to fund a new competition for teachers. Look on are teachers from various schools in the townships. Picture: Alf Kum

R100 000 for READ contest

A donation of R100 000 to fund an exciting new competition for teachers was yesterday handed to READ (the Read, Educate and Develop organisation) by Dr Nthato Motlana, a trustee of the Southern Foundation.

Following on the success of an earlier Southern project, READ has gone on to develop several similar read-aloud packs, which provide models of practical language teaching based on a story. The contest, launched yesterday, asks teachers to design their own read-aloud packs.

Workshops will be run to demonstrate to teachers how to design a successful pack. There will be 10 regional prizes of R500 each. The national winning entry will earn its creator R1 000 and will be published. — Staff Reporter.

Sadtu refuses to attend De Klerk's 'peace conference'

Nav Natal (learning Natal)

THE South African Democratic Teachers Union (Sadtu) has turned down an invitation to attend the "peace conference" called by state president FW de Klerk.

Sadtu secretary general, Randell van den Heever, said in a statement that while his organisation was concerned about the violence in the country, the union was of the opinion that the government has not "displayed a consistent commitment to fundamentally resolve the points of conflict in South African society".

Sadtu used the opportunity made available by De Klerk's invitation to once more express its dissatisfaction concerning the state's attitude towards the education crisis.

"Sadtu is dissatisfied with the serious lack of progress made with the demands of the education fraternity concerning the education crisis," Van den Heever said.

He added: "There is still a serious shortage of books and stationery in schools which fall under the Department of Education and Training (DET) and government departments are harassing and victimising teachers in the most autocratic manner possible."



General secretary of Sadtu, Randell Van den Heever

Van den Heever slammed the government for its delay in finalising the recognition of Sadtu. "Sadtu is of the opinion that it is such insensitive and undemocratic actions which breed an atmosphere of instability, conflict and violence in the country.

"The union therefore does not see its way clear to participate in the government's conference on violence."

Meanwhile, the DET has lifted the suspension of 16 Katlehong teachers who had been kicked out last month for alleged misconduct.

Sadtu welcomed the move and commended the DET's decision saying that it would help find a solution to problems of dissension, "which could lead to a situation of conflict and violence in Katlehong".

US expert warns on education

By GRACE RAPHOLO

UNLESS teachers are trained for multi-cultural education, desegregation will bring racial conflict, the executive director of the American Chamber of Commerce in South Africa has said.

Mr Wayne Mitchell gave the warning at the launch of an educational foundation linked to Amcham's Policy Research Unit.

Trouble

The unit has for the past 16 months been involved in a drive aimed at facilitating the desegregation of public education.

Mitchell said the shortage of experienced teachers would mean trouble when more black pupils entered white schools.

Neither provincial authorities nor the Government had attempted to equip teachers with the skills and training necessary to deal with nonracial classes, Mitchell said.

to be released from their posts at the end of this year, it will be a travesty of justice and this hon Minister will have to be censured for that, because the pre-primary phase, as my colleague, the hon member for Pinetown, and the hon the Minister himself have said, will grow in importance in this country. It will not diminish. Its importance is absolutely critical.

Mr R M BURROWS: Mr Chairman, I just want to refer to the hon the Minister of Finance's Budget Speech, in which he quoted an investigation which had identified the really vulnerable segments of South African society. The first two listed were pre-school children and children in the age group six to twelve. He provided an additional R220 million for that particular group. This hon Minister and the other education Ministers must go and knock on that door again about pre-schooling. [Interjections.]

One must also take into account the fact that at that stage, in 1986, it was perfectly obvious that the hon the Minister of Education and Culture had not read the report entitled *Providing Services for Pre-school Children in South Africa*, which deals with catering to every child for one pre-school year and the fact that we have to have a structure-free school learning environment. The fact that it is not compulsory at the moment does not mean that it will not become compulsory in the future.

What we should be looking at is at using every single resource, human, voluntary or charitable, to get pre-schooling going. As far as the developing countries of the world and the World Bank recommendations are concerned, they do not say money has to be put into universities. They say it has to be put into pre-primary and primary schooling. Do we not believe the World Bank? [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, allow me to begin by saying that I have taken cognisance of the fact that the hon member for Potgiersrus also made a contribution. [Interjections.]

I wish to say only the following in respect of the hon member for Durban North and pre-primary education and the problems in Natal. It is true that in the past we also had the provincial councils which made a contribution to education from their budget. In the case of Natal, too, a considerable contribution came from the budget of the provincial council. They made a much larger contribution in respect of their pre-primary education than the other provinces did.

In 1984 we came forward with the new dispensation, and the standpoint was that justice should be done to the four provinces as far as possible. The province of Natal, therefore, by virtue of its budget, should provide education without receiving additional funds. On that basis it is necessary that special work be done in this connection in Natal, which at present has an oversupply in comparison with that of the other provinces. Unfortunately, there is nothing we can do about that.

I thank the hon member for Pinetown for his support in saying this is an extremely important facet and that we should talk to the hon the Minister of Finance. We also need the support of this hon Minister—not that he is not sympathetic with regard to the problem, but the fact is that he has to keep a very careful eye on his purse. The crux of the matter is that we do not have sufficient funds for that purpose.

I want to conclude by saying that the idea of bringing in the five years, possibly in a bridging period, is a very sound idea which is receiving attention. It is possible that we may move in that direction, but I think we should await the recommendations contained in the educational strategy.

Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Retrenched/redundant teachers

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

Whether teachers retrenched or made redundant are eligible for appointment to other teaching posts after having made application successfully; if not, why not; if so, under what conditions?

B1023E

†The MINISTER OF EDUCATION AND CULTURE:

Yes, the conditions contained in the "Regulations relating to the Appointment and Conditions of Service of Teachers employed at Departmental Institutions" promulgated under the Education Affairs Act (House of Assembly), 1988.

Mr K M ANDREW: Mr Chairman, arising from the hon the Minister's reply, I should like to ask him whether there is any time delay after a teacher has been made redundant or retrenched before that teacher becomes eligible or potentially eligible for a new appointment.

The MINISTER: No, definitely not.

Rembrandt Park Primary: vote for models

*2. Mr D J DALLING asked the Minister of Education and Culture:

(1) Whether the Rembrandt Park Primary School recently held a poll of parents to vote for one of the proposed models for the admission of pupils of all races; if so, (a) on what date, (b) what percentage poll was recorded and (c) what was the result of the poll;

(2) whether he has authorised the school to proceed on the basis of the said result; if not, why not; if so, with effect from what date may the school proceed on this basis?

B1027E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) 13 March 1991,

(b) 95,21%,

(c) 90,82% in favour of Model B;

(2) yes, with effect from 16 April 1991.

†Dr W J SNYMAN: Mr Chairman, arising out of the hon the Minister's reply, I would like to ask him whether it is his Department's policy and whether it indeed happened that an executive director of his Department propagated Model B in public?

†The MINISTER: Mr Chairman, firstly, it is not my policy that a director of education, a school or a teacher propagate a certain model. It is not my policy. I have no knowledge that any director of education propagated a certain model. What is indeed true, is that directors of education, principals and even teachers are of course within their rights if they give the facts surrounding the various models and if they convey the knowledge as it is contained in the background document. I think it will be a great help if they do it, but I am not in favour of their propagating one or two or three models. That is the policy.

†Dr W J SNYMAN: Mr Chairman, further arising out of the hon the Minister's reply, is he aware that a regional office of his Department under a regional letterhead informs parents to come and vote, whereby the impression is created that they must vote for Model B?

†The MINISTER: Mr Chairman, I am not aware of that but if the hon member has such documentation I invite him to send it through to me. Then we will look at it and judge it reasonably and fairly.

Schools: staff not paid by State

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

(1) Whether management councils of schools may employ teaching and other staff over and above the number of staff allowed and paid by the State; if not, why not; if so, what conditions pertain to such employment;

(2) whether such teachers may be remunerated at rates different from those pertaining to persons paid by the State; if not, why not; if so,

(3) whether any conditions have been laid down regarding the remuneration to be paid by a management council; if not, why not; if so, what conditions;

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

B1056E

†The MINISTER OF EDUCATION AND CULTURE:

(1) No. However, although such practice is not currently approved policy, the Department is aware that at certain schools such appointments have been made. At present all aspects of the matter are being

looked into with a view to reformulating policy in this regard;

(2) and (3) where such appointments have been made, service conditions are laid down in a contract between the management council and the teacher;

(4) no.

Mr R M BURROWS: Mr Chairman, arising from the hon the Minister's reply, could he give us an indication as to when he is likely to formulate the recommendations to legalise or end the existing situation? [Interjections.]

†The MINISTER: Mr Chairman, as soon as possible! [Interjections.] The reason for my saying as soon as possible is that I cannot tell the hon member that it will happen on this or that date.

The important matter is that I think we should look into it in depth, because it is not good enough for us to say on our part that we do not have money, and when the community is prepared to pump in additional money, to tell them again that they cannot do it. I want to inform the House immediately that it is not that simple, because the question is whose responsibility that education is, if disciplinary steps have to be taken. Must the Department take these steps, or who must do it? There is the question of the pension. Who contributes towards the pension? There is also the medical fund and so on. Therefore it looks simple to do it, but it is not that simple. [Interjections.] This does not remove the fact that we must look at this in depth, and therefore I want to tell the hon member that it is not possible to furnish an exact date. We shall look at it as soon as possible.

Closure of schools

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

(1) Whether any schools are to be or have been closed in the first six calendar months of 1991; if so, (a) which schools and (b) when are they to be or were they closed;

(2) how long does a school which is vacant remain under the control of his Department?

B1057E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a)	(b)
Copperton Primary School	31 January 1991
Golden Valley Primary School	28 February 1991
Verlorevlei Primary School	30 June 1991
Laerskool Albertskroon	31 January 1991
Laerskool Brakkloof	27 March 1991
Laerskool Geluk	21 January 1991
Junior Skool Trap der Jeugd	27 March 1991
Laerskool Jubileum	27 March 1991
Laerskool Melkrivier	30 April 1991
Laerskool Bloedrivier	25 April 1991
Afrikaans Junior Primêre Skool	30 March 1991
Forest Hill Junior Primary School	30 June 1991
Soutpan Primêre Skool	25 January 1991;

(2) It is handed over to the Department of Local Government, Housing and Works, immediately after it is vacated, unless it is required by the Department for other educational purposes.

For written reply:

General Affairs:

Edendale hospital: staff/beds

347. Mr R F HASWELL asked the Minister of National Health:

(1) Whether any of the staff working at the Edendale Hospital in Natal are paid by her Department; if so, (a) how many and (b) in what categories;

(2) (a) how many beds was this hospital designed to accommodate and (b) (i) how many beds are there in the hospital at present and (ii) in respect of what date is this information furnished;

(3) whether she will make a statement on conditions at the hospital?

B925E

The MINISTER OF NATIONAL HEALTH:

(1) No,

(2) and (3) seeing that the Edendale Hospital falls under the jurisdiction of KwaZulu, information cannot be supplied by the Department of National Health and Population Development.

AIDS: statistics

350. Mr L F STOFBERG asked the Minister of National Health:†

(a) How many cases of AIDS were notified in South Africa in 1986, 1987, 1988, 1989 and 1990, respectively and (b) in how many cases in each of these years were the persons concerned (i) White and (ii) non-White?

B934E

The MINISTER OF NATIONAL HEALTH:

(a) Reported South African AIDS cases according to year of diagnosis for the years 1986 to 1990 (Information as at 6 May 1991)

Year	*AIDS cases*
1986	24
1987	39
1988	88
1989	173
1990	297
Total	621 and

(b) Reported White and non-White AIDS cases according to the year of diagnosis for the years 1986 to 1990 (Information as at 6 May 1991)

Year	*AIDS cases* (i) White	(ii) non-White
1986	23	1
1987	31	8
1988	63	25
1989	97	76
1990	79	218
Total	293	328

Own Affairs:

Cape School Board area: school capacity/enrolment

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

(a) What is the (i) capacity of and (ii) enrolment at (aa) schools in the Cape School Board area, in total, and (bb) each such school and (b) in respect of what date in 1991 is this information furnished?

B1035E

The MINISTER OF EDUCATION AND CULTURE:

(a) (aa) (i) 46 480.

(ii) 35 857

(bb)	(i)	(ii)
Batavia Special School	500	345
Bergvliet High School	850	778
Bergvliet Primary School	700	614
Blouberg Ridge Primary School	450	256
Camps Bay High School	450	592
Camps Bay Preparatory School	150	79
Camps Bay Primary School	400	211
Cape Town High School	650	326
Claremont Primary School	400	221
De Grendel Special School	500	463
Ellerton Primary School	350	284
Laerskool Ferndale	350	329
Fish Hoek Middle School	550	418
Fish Hoek Preparatory School	120	165
Fish Hoek Primary School	700	552
Fish Hoek Senior High School	700	485
Gardens Commercial School	500	288
Golden Grove Primary School	650	346
Good Hope Seminary Girls' High School	450	203
Good Hope Seminary Junior-School	400	238
Greenfield Girls' Primary School	300	250

Open colleges are a drop in the ocean

W/Mail 30/5 – 6/6/91 (321)

Alleviating the chronic shortage of teachers in black schools requires more imaginative solutions than opening the doors of white training colleges, reports

PORTIA MAURICE

THE recent move to open white colleges of education has been hailed as a positive step by educationists, but it is a drop in the ocean in alleviating the huge shortage of teachers in black schools.

In parliament last month, Education and Culture Minister Piet Clase announced that white colleges of education, technical colleges and special schools would be given the power to enrol all students from May 1. Power has been vested in the hands of individual college councils — which comprise representatives from universities, the teaching profession and edu-cation departments, as well as rectors and ministerial appointees — to make the decision.

The disparities are immense. Clase himself said a few months ago that there were over 4 000 empty places at white colleges, and that about 78 000 potential students had been turned away from black colleges.

The announcement has been a long time in coming. In January 1989, the Transvaal Teachers' Association submitted a recommendation that the empty places be filled by students otherwise classified. But sources interviewed by *The Weekly Mail* this week said much more was needed to address the crisis.

According to the latest SA Institute of Race Relations' annual survey, there are 177 057 teachers in African schools (including those in the 10 homelands), 35 665 in coloured schools, 12 015 in Indian schools and some 56 000 in white schools. Besides the 10 000-odd education students who qualify at universities annually and large numbers of under-qualified teachers in practice, most teachers emerge from the 19 white, 13 coloured, two Indian and 15 African colleges of education.

By far the greatest number of black colleges — 34, according to the Department of Education and Training's 1990 annual report — fall within the "self-governing territories". Last year, the DET was training 9 393 students teachers.

"Opening the white colleges is an important step towards a unified schooling system, but even if all those empty places were given to blacks it would not be sufficient to cope with the huge demand for qualified teachers," said University of the Western Cape educationist Wally Morrow.

"There are probably more than five million South Africans between the ages of six and 16 who are not in school at all, and in the existing black schools the teacher:student ratios and overcrowding are very high."

In kwaZulu alone, at least 32 000 teachers are needed, said Edgewood College of Education deputy rector Dr Terry Dachs.

The figures are startling, yet reports abound of black colleges — most of them strictly controlled "own affairs" institutions — being suspended or closed for periods because of student dissatisfaction and protest. Under indefinite suspension at present are the Tivhumbeni College of Education in Gazankulu, as well as the kwaNdebele and Soshanguve colleges of education.

In most cases, suspension is a punitive measure against students campaigning about issues like exclusions policies, allegedly racist lecturers, campus conditions or the restriction of political activity.

"Teacher training colleges have been integral to perpetuating apartheid education," commented general secretary of the SA National Students' Congress, Moss Sekhu. "Because they are not autonomous and the administrations are largely conservative, the authorities react with strong-arm tactics to increasing student challenges for more democracy."

Sporadic disruptions do little to aid progress. In the Departments of Education and Culture (Indian and coloured), rationalisation and cost-cutting is taking place, but the situation is more stable.

White college councils are likely to decide by the end of June whether or not to open their doors, sources say. They still await official notification, but some — particularly in the Cape and Natal — have already decided in principle to amend their admissions policies. Even the Afrikaans colleges are likely to take this route, though motivations may differ.

"It's similar to choosing the Model B option for open schools," said Dachs. "College councils will probably accept control over admissions, but they won't necessarily accept black students. The decision made is not as important as its effects — which we will only see from the beginning of next year."

Funding for teacher training will have to break from the racial mode and become more like the university model, though, if the announcement is to bear any fruit.

Individual white students are presently funded from the House of Assembly education budget, and other students entering white colleges will have to be funded by their "own affairs" departments — a recipe for administrative chaos, if nothing else. "The financial structure will have to change so that money is voted for colleges by central government," said Dachs.

In other senses too, the package retains its "own affairs" wrapping. Black teachers trained with their white counterparts will still have to go back to DET schools, where conditions, standards and syllabi are radically different.

For a number of reasons teacher unemployment is high, yet there are too few to meet the demand. There is also a dire need for more structures — schools, colleges, training facilities — to accommodate them and their charges.

"The chronic shortages will have to be addressed imaginatively in the future," said the UWC's Morrow, who is part of the National Education Policy investigation team researching teacher training. "In-service training will need much more emphasis — perhaps a five-year course, with teachers in the classroom for four years. The challenge is an enormous one."

New education strategy a farce

New Nation (Learning Nation) 7/6 – 13/6/91. (321)

The recently released Education Renewal Strategy (ERS) discussion document appears to be nothing less than one designed to silence the demand for a single education system.

The document recommended that the education of the future be geographically and non-racially based. However, the document qualifies this by arguing for the "accommodation of diversity" based on language, religion and culture.

"This means that distinctive or autogenous education will still be possible," the document says.

This, in practical terms, means that homeland education departments; for example, would be maintained on the premise that they serve a particular group of people who share the same culture and religion.

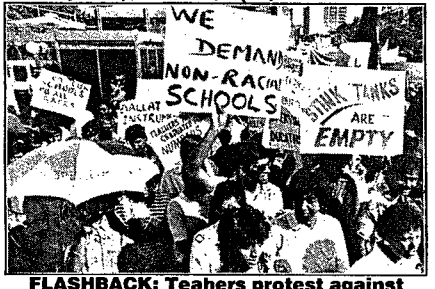
By the same token whites, Indians and coloureds of the same "geographical region" would have their own education departments for the preservation of their cultures and religions. This represents no change from the present system.

Drafting

Quite striking in the report is the fact that no black mass-based organisation was involved in drafting it. A few teacher organisations were briefed – after the recommendations were collated.

Ironically, the Teachers Federal Council (TFC), which has a strictly white membership, participated in the drafting of the document.

During the press conference to introduce the draft, the director general of the Department of Education and Training (DET), Dr Barnard Louw, conceded that none of the black teacher organisations was involved and argued that organisations like the African Teachers Association of South Africa (Atasa) were no longer in existence.



FLASHBACK: Teahers protest against racist education during a Tasa march last year

However, Louw's arguments did not seem convincing, since organisations like the Transvaal United African Teachers Association (Tuata) are fully functioning and are still recognised by his department.

Tuata executive officer, Noel Huntingford, said his organisation was not consulted and heard about the ERS for the first time last month.

Forum

He said, however, that his organisation, together with others that recently merged to form The National Professional Teachers Organisation of South Africa (NPTOSA), would make recommendations to the Department of National Education (DNE) through an education forum which was being arranged by the DNE and the DET.

A teacher from the Natal African Teachers Union criticised the the document, saying it was drafted by "people who are only in management positions and not familiar with the 'bread and butter' issues of education".

Also alarming is the fact that the Joint Working Group on education, composed of members of the government and educationists from extra-parliamentary organisations, was only briefed on the document last weekend – a few days before it was made public. According to Dr J G Garbers of the Department of National Education, the members of the group did not comment on the draft.

The fact that the DNE indicated that even if suggestions came forward now, the final draft would wait for the new political dispensation is also cause for concern.

The National Education Co-ordinating Committee said it felt that the ERS proposals were "thoroughly inadequate and in no way represented an attempt to restructure education in South Africa".

Teacher argues for new schools system

Sowetan 101691.

321

THE country's education crisis is likely to persist until a new system is found, a speaker at a Nation Building seminar in Mamelodi, Pretoria, said at the weekend.

Teacher Mrs Lilly Boshogoa agreed with educationalist Mr Franklin Sonn that "the problems are not problems of education but rather of education's response to the problems of the society".

"Our education is presently operating in a highly hostile and unstable climate and this situation has profound implications for educational management.

"It is against this background that we should understand the rise of militancy among teachers' unions."

The seminar, attended by about 600 people and sponsored by Pick 'n Pay and *Sowetan*, focused on youth, parenting and the impact of violence on education and children.



Nation Building
The Power is in Your Hands

By SONTI MASEKO

Challenge

Boshogoa said the challenge for teachers was to manage the conflict in such a manner that it was possible for education to continue.

She called for teachers to be given greater professional autonomy.

But as professionals, teachers should not fight for their rights at the expense of the pupils, she said.

Relationships between parents, pupils and teachers had weakened "to the extent that one is unable to tell whether there is progress or retrogression".

"Even if our new generation is partly to blame, the author of our calamities is the Government by introducing apartheid," she said.

Bleak

A youth, Iris Moche, told the seminar that a recent study involving 160 teenagers in Atteridgeville and Mamelodi aged between 14 and 18 revealed that 92 percent believed they had a bleak future.

About 81 percent felt parents were not socialising with their children properly and were not cooperative.

"This will always be the case until we depend on each other for guidance and until the educators realise their role as socialising agents," Moche said.

less of the race classification of the pupils concerned;

(a) and (b) fall away;

(2) see (1);

(3) every year the Department receives less funds in real terms. The formula would only reflect any addition to the total number of pupils after the second year. However, this year there are 10 538 pupils fewer than in 1989;

(4) no.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, may I ask whether, in the light of the reply that he has given, the same situation will arise when students of colour are admitted to teacher colleges?

*The MINISTER: Mr Speaker, in a certain sense it will be so, but not altogether, because the formula that is applied there and the procedure differ somewhat. At the moment we are in a process of negotiation with the receiving departments and with certain bodies in respect of the services rendered at education colleges, as the hon member will have noticed in the statement I issued in this regard. We are engaged in such negotiations.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Provincial departments: non-White teachers employed (321)

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

Whether any provincial department of education has taken into employment any teacher who is not classified as White; if so, (a) which provincial departments and (b) how many teachers in total?

B1157E

The MINISTER OF EDUCATION AND CULTURE:

Yes,

(a) Cape Education Department,

(b) two part-time music teachers.

HOUSE OF ASSEMBLY

For written reply:

General Affairs:

Sexual abuse: cases

282. Mr B B GOODALL asked the Minister of Law and Order:

(1) Whether any cases of sexual abuse of (a) boys and (b) girls were reported in 1989 and 1990, respectively; if so, how many in each case;

(2) in respect of these cases, how many (a) men and (b) women were (i) charged with and (ii) convicted of sexual abuse;

(3) how many of the (a) men and (b) women accused of sexual abuse were (i) related to and (ii) strangers to their victims?

B746E

The MINISTER OF LAW AND ORDER:

(1) Yes.

For the purpose of the answer no distinction is made between boys and girls as statistics in these two categories are not kept separately.

The particulars in respect of boys and girls are as follows:

	1989	*1990*
Rape	2 133	2 623
Sodomy	417	475
Incest	354	251
Indecent Assault	1 690	1 553
Sexual Offences Act	991	1 209

(2) and (3)

No statistics are kept of these particulars.

To acquire the information which the hon member desires, would be extremely time-consuming and would take place to the detriment of other more important police duties. I can therefore unfortunately not furnish this information.

AK47 weapons used in armed robbery

354. Mr J CHIOLÉ asked the Minister of Law and Order:†

How many cases of armed robbery of institutions and/or business undertakings in White areas in which AK47 automatic weapons were used occurred in (a) the first quarter of 1991, (b) 1990 and (c) 1989? B949E

The MINISTER OF LAW AND ORDER:

(a) 63.

(b) 53.

(c) 9.

NOTE

From 4 January 1991 until 31 May 1991 the South African Police, in co-operation with the public, seized a total of 582 AK47 rifles.

This illustrates the vigilance and determination of the Police to rid South Africa of the curse of the AK47, which has caused so much bloodshed and misery in our society. Persons smuggling fire-arms into the country and using these arms to enrich themselves in a quick and easy manner, care little about the loss of life which these arms could cause.

Their deeds are abhorrent and are rejected by all peace-loving South Africans. For this reason the South African Police receives a great measure of co-operation from the public in general to trace this type of arm.

This curse in the South African society must be condemned in the strongest possible terms. Those who illegally have arms of this nature in their possession and sow death and destruction amongst innocent persons, are cowardly murderers who do not respect the freedom of movement, rights and safety of others. They will not be accepted in the South African society.

Consequently I emphasise a standpoint which I took previously, that the South African Police will not rest before this curse has been totally eradicated. In this regard I make an urgent and serious appeal to all South Africans to assist and support the South African Police in this respect. There are ample rewards, and the allocation thereof to persons who lead to the tracking down of this type of arm, will be applied consistently.

Violence: deaths of Blacks

357. Mr L F STOFBERG asked the Minister of Law and Order:†

(1) How many Blacks died in Black townships in (a) the Transvaal, (b) the Orange Free State, (c) Natal and (d) the Cape Province in the 1990 calendar year as a result of violent clashes between (i) Blacks among themselves and (ii) Blacks and the South African Police;

(2) how many members of the South African Police were (a) injured and (b) killed in each province in that year during or as a result of such clashes in Black townships?

B935E

The MINISTER OF LAW AND ORDER:

(1)	(a)	(i)	1 196
		(ii)	69
	(b)	(i)	51
		(ii)	48
	(c)	(i)	1 050
		(ii)	37
	(d)	(i)	97
		(ii)	31
(2)	(a)	Transvaal	204
		Orange Free State	82
		Natal	80
		Cape Province	268
		Total	634
	(b)	Transvaal	25
		Orange Free State	2
		Natal	28
		Cape Province	13
		Total	68

Old-age homes: waiting lists

375. Mrs C H CHARLEWOOD asked the Minister of Planning, Provincial Affairs and National Housing:

Whether there are waiting lists at any of the old-age homes falling under the control of the provincial administrations; if so, in respect of each provincial administration, (a) at which homes, (b) what is the capacity of each of these homes, (c) how many names are there on each corresponding waiting list and (d) in respect of what date is this information furnished?

B1007E

HOUSE OF ASSEMBLY

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

Transvaal

There are no old-age homes in the Transvaal under the control of the Transvaal Provincial Administration.

(a) to (d) Fall away.

Natal

Yes.

(a) Ethembeni Old Age Home— Plessislaer, Zibambeleni Old Age Home— Clernaville.

(b) Ethembeni—9 beds.
Zimbabeleni—160 beds.

(c) Ethembeni—5.
Zibambeleni—25.

(d) 16 May 1991.

Cape Province

There are no old-age homes in the Cape Province under the control of the Cape Provincial Administration.

(a) to (d) Fall away.

Orange Free State

No.

(a) to (d) Fall away.

Black housing: backlog

383. Mr P G SOAL asked the Minister of Planning, Provincial Affairs and National Housing:

(a) What is the extent of the housing backlog for Blacks in respect of each of the nine development areas in the Republic of South Africa and (b) in respect of what date is this information furnished? B1012E

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

(a) *Development area and backlog*	(b) *Date on which the information is furnished*
Cape Province	
A — 133 433	30 April 1991
B — 25 221	31 March 1991
D — 100 101	30 April 1991
Natal	
E — 210 867	30 April 1991
Orange Free State	
C — 68 378	30 April 1991
Transvaal	
F — 63 960	31 March 1991
G — 2 816	31 March 1991
H — 244 583	31 March 1991
J — 181 627	31 March 1991

Leasehold/freehold schemes: applications

392. Mr P G SOAL asked the Minister of Planning, Provincial Affairs and National Housing:

(1) (a) How many persons in each specified region of his Department applied in 1990 for (i) leases in terms of the 99-year leasehold scheme and (ii) leave to purchase property under freehold title and (b) how many such applications had been granted as at the latest specified date for which figures are available;

(2) whether the figures in respect of each such area represent an increase or decrease in comparison with the relevant figures for 1989? B1032E

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

Cape Province

		Region A	*Region B*	*Region D*
(1) (a)	(i)	1 121	1 313	3 548
	(ii)	659	None	None
(b)		1 780	1 313	3 548
(2)		Increase	Increase	Decrease

Transvaal

		Region F	*Region G*	*Region H*	*Region J*
(1) (a)	(i)	2 240	314	38 607	2 952
	(ii)	460	None	1 742	None
(b)		806	None	35 665	None
(2)		Increase	Increase	Decrease	Increase

Orange Free State
Region C

(1) (a) (i) 5 689
(ii) 4

(b) 5 693

(2) Increase

Natal
Region E

(1) (a) (i) 1 044
(ii) None

(b) 1 044

(2) Decrease

Teacher/pupil ratio

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

(a) What was the teacher/pupil ratio in (i) primary and (ii) secondary schools under the control of his Department as at the latest specified date in 1991 for which figures are available and (b) what were the equivalent ratios in 1988, 1989 and 1990, respectively? B1036E

The MINISTER OF EDUCATION AND TRAINING:

(a) (i) 1:39,73
(ii) 1:36,36

NOTE:

These calculations are based on preliminary statistics as at 5 February 1991 and do not include combined and intermediate schools.

		1988	*1989*	*1990*
(b)	(i)	1:39,65	1:40,68	1:40,17
	(ii)	1:32,65	1:34,19	1:34,13

NOTE

These calculations are based on information collected on the first Tuesday in March of the respective years.

Classroom/pupil ratio

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

(a) What was the classroom/pupil ratio in (i) primary and (ii) secondary schools under the control of his Department as at the latest specified date in 1991 for which figures are available and (b) what were the equivalent ratios in 1988, 1989 and 1990, respectively? B1037E

The MINISTER OF EDUCATION AND TRAINING:

(a) (i) 1:42,18
(ii) 1:46,78

NOTE:

These calculations are based on preliminary statistics as at 5 February 1991.

		1988	*1989*	*1990*
(b)	(i)	1:42,93	1:42,26	1:42,48
	(ii)	1:39,01	1:39,77	1:41,96

NOTE

These calculations are based on information collected on the first Tuesday in March of the respective years.

Tvl Townships Board members

395. Mr D J DALLING asked the Minister of Planning, Provincial Affairs and National Housing:

(a) Who were the members of the Transvaal Townships Board as at 1 May 1991 and (b) what, in each case, are the (i) names, (ii) ages, (iii) dates of appointment, (iv) academic qualifications, (v) past employment experience and (vi) cities of residence of these members? B1054E

The MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

(a) Mr S J Schoeman
Mr J N P du Plessis
Mr M A Jaffer
Mr D P Kirstein
Adv P G W Grobler
Mr C Kuun
Mr C C C van Eeden
Mr E Naudé
Mr G Hugo
Mr W Arends
Mr D J L Kamfer
Mr J S van der Walt
Mr D P Wilcocks
Mr D G Raath
Mr G Visser

The MINISTER OF NATIONAL HEALTH:

(1) The amount of R28,317 million was spent during the 1990/91 financial year;

(2)

1984/85	R 2 780 000
1985/86	R 4 255 000
1986/87	R 6 430 000
1987/88	R14 461 000
1988/89	R18 054 000
1989/90	R26 539 000
1990/91	R28 317 000
1991/92	R31 317 000*

*Since the financial year 1982/83 The Rural Foundation has been subsidised which subsidy during 1991/92 amounts to R10 981 million;

(3) progress with the Population Development Programme is monitored on an on-going basis with the aid of indicators of progress, the aim being to determine which aspects of the Programme and in which geographical areas priority attention is warranted. Particular attention will be given to the deep rural and squatter areas where fertility is relatively high and the quality of life is poor.

The Department must be seen as the "overall manager" of the Population Development Programme while all government institutions responsible for conducting programmes on especially the areas of primary health care, which includes family planning, education, manpower development, the economy and housing should be regarded as role players in the Population Development Programme. These programmes consequently support the Population Development Programme. Deliberations with these role players take place continually. Similarly there are several role players in the private sector. In the future, however, greater accent will be placed on the co-operation with private organisations such as women's organisations, the business sector, organised agriculture and churches.

The emphasis will not be on socio-economic development only, but also on information, education and communication programmes aimed at changing the perceptions of people in favour of a small family norm.

Co-operation in the field of population development with the TBVC states, the selfgoverning areas and other African countries, especially in Southern Africa, will be further extended. Such enhanced co-operation will also include contact with the United Nations Fund for Population Activities (UNFPA).

All endeavours will be made to ensure that the Population Development Programme is not politicised. In any possible new dispensation for South Africa, demographic realities will still have to be treated responsibly, irrespective of which government is in power.

Own Affairs:

Amounts spent (321)

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

(a) What was the amount spent by his Department in 1990 in respect of (i) the Republic, (ii) the Orange Free State and (iii) Natal on (aa) salaries of teachers and principals, (bb) salaries of administrative staff, (cc) salaries of inspectorate and executive officials, (dd) salaries of any other specified staff, (ee) capital expenditure, (ff) supplies and services, (gg) equipment and (hh) other items and (b) what percentage of the total education expenditure by his Department in 1990 does each of the above amounts constitute? B1112E

The MINISTER OF EDUCATION AND CULTURE:

(a) (i) (aa) R2 755,8 million
(bb) R 223,6 million
(cc) included in (aa)
(dd) R 183,2 million
general service assistants (service workers)
(ee) R 132,3 million
(ff) R 455,6 million
(gg) R 51,0 million
(hh) included in (gg)
(ii) (aa) R 235,5 million
(bb) R 21,2 million

(cc) included in (aa)
(dd) R 16,0 million
general service assistants (service workers)
(ee) R 30,5 million
(ff) R 23,7 million
(gg) R 4,5 million
(hh) included in (gg)
(iii) (aa) R 305,1 million
(bb) R 40,0 million
(cc) included in (aa)
(dd) R 32,6 million
general service assistants (service workers)
(ee) R 14,0 million
(ff) R 43,8 million
(gg) R 2,0 million
(hh) included in (gg)

(b) (i) (aa) 72,4
(bb) 5,9
(cc) included in (aa)
(dd) 4,8
(ee) 3,5
(ff) 12,0
(gg) 1,3
(hh) included in (gg)
*(ii) (aa) 8,5
(bb) 9,5
(cc) included in (aa)
(dd) 8,7
(ee) 23,1
(ff) 5,2
(gg) 8,8
(hh) included in (gg)
*(iii) (aa) 11,1
(bb) 17,9
(cc) included in (aa)
(dd) 17,8
(ee) 10,6
(ff) 9,6
(gg) 3,9
(hh) included in (gg)

*Percentages calculated in terms of the total expenditure for each item in the Republic.

Information for Public Ordinary School Education according to the SANEP system.

'Find ways to attract quality teachers'

Political Staff

ALTHOUGH teacher salaries take up 70% to 75% of the education budget, new ways of attracting high-quality teachers with salary structures reflecting market forces will have to be found, says the Education Renewal Strategy report.

Other recommendations were:

● Universities should tighten up their admission policies, rationalise their study programmes, and lay down formal study goals to maintain standards.

● Technikons should be given the power to set additional admission requirements for students and to limit student intakes.

Student numbers at universities and technikons had grown by up to 17% in the past few years, and this trend could be expected to continue.

In view of the high cost of university and technikon studies, it was imperative that only students who had a realistic chance of completing their studies should be admitted.

● The setting up "Educons" as colleges to bridge the gap between secondary schooling and universities or technikons should be investigated.

The report also said that government spending on education decreased in real terms by 6% between 1987 and 1990 despite increasing pupil numbers.

	Population Group		
Orange Free State	12	41 552	2 312 7 910
Transvaal	3 672	154 277	7 654 38 566

Lung cancer: deaths

426. Mr M J ELLIS asked the Minister of National Health:

How many persons in each race group in each province died of lung cancer in 1990? B1110E

The MINISTER OF NATIONAL HEALTH:

As of 15 December 1989 lung cancer has no longer been listed as a notifiable medical condition. There are therefore no notifications of deaths because of this disease available for 1990.

Amounts spent

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

(a) What was the amount spent by his Department on (i) salaries of teachers and principles, (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? B1113E

The MINISTER OF EDUCATION AND TRAINING:

The information as requested in a(i) to (iv) is not readily available and a total amount for personnel expenditure is supplied:

	(a)	(b)
(i)—(iv)	R2 089 420 423	71,38%
(v)	R316 283 686	10,80%
(vi)	R172 270 023	5,88%
(vii)	R29 384 570	1,00%
(viii)	R320 231 776	10,94%

Note:

The accounts for the 1990/91 financial year have not been finally closed. The information is therefore based on the estimated expenditure.

Vote: Finance

431. Mr C UYS asked the Minister of Finance:†

(1) Whether, with regard to Vote No 12—Finance, he will furnish further information on the amount in interest of R12 738 512 000 appearing under the item "Commitments in respect of the State debts"; if not, why not; if so, what are the details of the (a) capital sum to which the interest relates and (b) amounts per foreign exchange unit;

(2) whether in respect of the above-mentioned vote he will furnish further information on the amount of R2 741 000 000 appearing under the item "Commitments in respect of loans by community councils"; if not, why not; if so, what are the details of the (a) capital sum to which the cost of concluding loans relates and (b) amounts per foreign exchange unit? B1136E

The MINISTER OF FINANCE:

(1) (a) The capital amount to which the interest relates to is as follows:

— State debt as at 31 March 1991:	R94 283 439 560,51
— Expected increase in State debt to finance the deficit before borrowing during the 1991/92 financial year:	R11 740 000 000,00
— Expected State debt as 31 March 1992:	R106 023 439 560,51

(b) The amounts per exchange unit are as follows:

— Internal debt:		R105 302 090 351,12
— Foreign debt at book value:		
USA Dollars	256 303 483 = R381 735 446,30	
German Mark	250 000 000 = R148 782 955,42	
Swiss Franc	141 349 065 = R168 850 756,15	
European Currency Units (ECU)	20 946 000 = R21 980 051,52	
	R721 349 209,39	R721 349 209,39
		R106 023 439 560,51

(2) (a) and (b) The amount of R2 741 000 000 does not appear under the Main division "Commitments in respect of loans by community councils". Abovementioned amount represents the estimated amount of the discount with which the gross amount to be borrowed by means of Government Stock issues will be reduced during the 1991/92 financial year. In accordance with section 20 of the Exchequer Act, 1975 (Act 66 of 1975) discount costs shall be deemed to be expenditure chargeable to the State Revenue Account and the nett amount so borrowed shall be increased by the amount of such costs in the State Revenue Account. Since the discount therefore realizes as an expenditure as well as an income in the State Revenue Account during a financial year, it is, for the sake of completeness, shown as expenditure under the item "Cost of raising loans" and deducted under the item "Discount" so that only the nett amount to be borrowed is eventually budgeted for in the State Revenue Account.

Commitments in respect of loans by community councils therefore only amounts to R73 496 000 whilst the capital amount to which this cost relates to will amount to R16 891 000 000 during the 1991/92 financial year. Seeing that the amounts will be borrowed locally the exchange unit will only be that applicable to the Rand Monetary area, i.e. Rand.

Vote: Manpower

435. Mr P J PAULUS asked the Minister of Manpower:†

Whether, with regard to Vote No 15—Manpower, he will subdivide the amount of R110 607 000 under Main Division 4—"Training", according to aims; if not, why not; if so, what are the relevant details? B1141E

The MINISTER OF MANPOWER:

Yes.

OBJECTIVE	BUDGET
National Training Board:	
Administration	R566 000
Internal Research	R782 000
External Research	R301 000
Regulation and promotion of training:	
Centres and schemes	R1 446 000
Financial assistance to certain schemes:	
South African Agricultural Union	R1 500 000
Cash Allowances	R3 350 000
Training in Labour Relations	R650 000
Rebate Training	R4 500 000
Manpower Development Fund	R1 000
Regulation of apprenticeship training	R4 392 000
Regulation of artisan training	R4 317 000
Training of workseekers:	
Establishment and regulation	R3 719 000
Contributions to fund for training of unemployed persons	R75 000 000
Training in certain occupations	R1 000
Central Organisation for Trade Testing	R9 505 000
Administrative auxiliary services	R568 000
Training and development of personnel	R9 000
Total	R110 607 000

Special Defence Account: details of budget

450. Adv J J S PRINSLOO asked the Minister of Defence:†

Whether, with regard to Vote No 6—Defence Force, he will subdivide according to aims the amount of R4 173 538 under Main Division 7—"Special Defence Account" for the financial year ending 31 March 1992; if not, why not; if so, what are the relevant details? B1165E

SCHOOLS

321

ARGUS 18/6/91

Disinvestment in teacher education

by E E PRATT
Chairman of the Western Province Council of Rectors of Colleges of Education, Deans of Faculties of Education and Directors of Technikon Schools of Teacher Education and Rector: Hewat College of Education

THE announcement by the Minister of Education and Culture, Administration: House of Assembly of the closure of five teachers' colleges under the guise of rationalisation, has evinced a whole array of reactions, ranging from total disbelief, through frustration to anger.

That a step as drastic and far-reaching in its implications as closure can be taken at this stage in the history of the country flies in the face of all logic. That it can be done hurriedly, unilaterally and seemingly without regard to wider issues does not augur well for future long-term developments in education. The step is akin to the disposal of family heirlooms by the custodians shortly before the entry of the heir into an unwanted marriage!

Once again South Africa is burdened with an educational decision taken for political reasons or within political parameters.

It is possible, no doubt, to point to stable or even declining birth rates and hence, school enrolments; to under-utilised school buildings with low occupancy-rates; to uneconomic pupil-to-teacher ratios; to the need for education to be more cost-effective and affordable at all levels.

These all have a ring of educational validity about them, but suffer the fatal flaw of being valid in a narrow and sectional sense only, in this case pertaining to whites.

If closure is perceived as a response to the need for cost-cutting, it is cost-cutting by the administration of a single house, namely, the House of Assembly. If it is portrayed as intending to address the issue of an over-supply of teachers, or is shown to be determined by demographic data, then such data is reflective of 'white' South Africa, and cannot mirror the overall South African spectrum.

The decision to close colleges, therefore, is located squarely within the existing political framework, and its rationale indicates an 'own-affairs' mind set. A political constituency has been identified and a responsibility to this constituency has been discharged.

But what of the other South Africa, the broader constituency? What is the message derived from other demographic data?

In the week preceeding the announcement of closure, a working document entitled Education Renewal Strategy (ERS) was issued. It represented the fruits of a year-long study of aspects of the present educational scene and presented what are essentially management solutions to identifiable problems in the short and medium term. It should not therefore, be scanned for any long term objectives of any new and enticing philosophical underpinning.

However, the announcement of closure and phasing out of college pre-empts the proper discussion and evaluation of proposals contained in the document, especially those pertaining to teacher education.

In this respect it was stated that existing colleges could provide for national needs up to the year 2000. It would seem as though some of the recommendations have been unilaterally acted upon, thus giving a status to the report which it does not rightfully enjoy.

Hence the offering of the soon-to-be-vacated college premises to technikons and career-orientated institutions is in line with the recommendation that these areas of education be given priority rating – a view not yet endorsed not legitimised through normal discourse.

But other data, contained in the same report, and conveying a powerful message of need and a bleak prospect of fulfilment, appears not to have enjoyed any credence.

Thus in black education, whether in schools of the Department of Education and Training (DET) or 'self-governing states', the picture presented is one of high pupil-to-teacher ratios (1:51); low retention-rates from sub-standard A to standard 10 (16 percent); burgeoning numbers in the secondary schools (175 963 senior certificates awarded in 1990); an annual rate of increase of secondary enrolments in excess of 10 percent since 1987, a relatively low level of teacher qualifications (in 1989, 45 percent of teachers held a qualification lower than the basic matric plus three year diploma), inter alia.

Beside the need for increasingly large numbers of well-qualified teachers implicit in these statistics, is the need for upgrading and refresher courses. And the introduction of compulsory education has not been brought into the equation!

How can there be talk of spare capacity, of underutilised facilities, of excess of supply over demand in respect of teachers, of retrenchments and the like, in the face of such a daunting challenge? Or is there justification for the view that decisions are motivated by a blinkered view of sectional interests above short-and-long-term national needs?

The ERS document posits the view that more extensive use can be made of distance-education or training by correspondence and the Minister's announcement endorses the recommendation by consolidating and expanding the functions of such an institution in Pretoria.

While distance-training is not a new feature in teacher-education, the working document acknowledges its role in the upgrading of qualifications of in-service teachers, but projects it also as a strategy for initial training. This holds far-reaching consequences for the profession, which is essentially a contact profession.

The training of teachers has as much to do with the transmission of human and societal values as it has to do with the absorption of factual information. The contact element requires facilities, infrastructure and human resources. It is an open question whether the country can divest itself of these resources where they already exist.

The colleges which have been earmarked for closure were erected according to specified norms of space and cost, generously applied. Their recent history is one of under-utilisation, in the face of severe shortages, backlogs and financial constraints in other sectors. Replacement facilities in the short-term can only be provided at an unaffordable cost, according to lowered norms and following a still-to-be-determined priority status.

On the other hand human resources, exemplified in expertise, experience and commitment, cannot so easily be garnered where closure is accompanied by early retirements, transfers to other sectors of education and even other occupations. It can be argued that the new-found fervour for technical and career-education is being promoted at the expense of teacher education, with disinvestment in the latter being implemented to make possible a reinvestment in the former. And this is the face of severe shortages and quantified demands for additional places in teacher education!

What is the road ahead for colleges of education? Before answering this vexed question, let it be said that the road does not lead to previously white colleges utilising spare capacity for training teachers of other race groups on an agency basis.

The idea is redolent of 'own-affairs' attitudes and has no place in current thinking. Nor does the road lead to granting college councils autonomy over admissions policy while ensuring that very little spare capacity will be available for non-traditional users. Autonomy as a concept and a policy is to be welcomed, but should also extend to ensuring a continued existence for institutions with perhaps a different clientele and a transformed ethos. There is nothing sacrosanct about an ethos that could have evolved under artificial nurturing. On the other hand, why avoid the promise of new and dynamic entities emerging?

The way ahead does indicate the most effective use of educational facilities in accordance with national needs, where national applies to the entire nation. In the hiatus period preceding constitutional and political settlement and probable educational renewal, there is need for a co-ordinated approach to teacher-education, that is, a policy and programme agreed upon by all and implemented in the interests of all.

This should include a pooling of resources and a sharing of management and accountability. In this way the historical imbalances of the past and the pressing needs of the present can be drawn towards a position of balance. Cross-departmental structures already exist and perhaps where the focus is presently placed upon consultation it should be extended to implementation. There should be a cessation of any unilateral actions which have consequences far beyond the narrow definition of legal jurisdiction.

It is for these reasons, and because the call has been made frequently in the past, that another call goes out for a halt to closure.

It is injudicious, does not concur with the evidence and is potentially destabilising across the educational spectrum. It cannot be construed as a legitimate excercise in rationalisation and should not be represented in this context.

The actions already taken should be frozen while every endeavour is made to renegotiate the retention of teacher-education facilities and resources for the purposes for which they are best suited and sorely needed.

By George!

Stoffel's claims nonsense — DP

Political Staff

CLAIMS by Education and Culture Minister Dr Stoffel van der Merwe that his department had enough teachers were "nonsensical", the DP's education spokesman, Mr Roger Burrows, said yesterday.

He said that to reach the required 1:30 teacher-to-pupil ratio in black schools the DET required another 13 000 teachers and the national states 30 000. In 1990 the department trained 7 500.

"So much for having enough teachers," he commented.

"Then, the Education Renewal Strategy is recommending seven years of compulsory education for all our children.

"No doubt the Department of National Education or the DET have calculated the number of additional primary school teachers required.

"Since there are up to 2 000 000 children in South Africa out of school in the ages of six to 13, at least 65 000 more teachers are required,' said Mr Burrows.

Referring to the recent announcement that white training colleges would be closed as part of a rationalisation programme instead of opening them to other races, Mr Burrows said: "Surely this is the most ridiculous decision for our educational future.

"Every present college needs to be used to train teachers for all South Africa's schools — not for any racial group but for all our children," said Mr Burrows.

(ii) 1 681
(iii) 1 573

(b) (i) 21
(ii) 22
(iii) 78

Bryanston: offences committed

470. Mr R J LORIMER asked the Minister of Law and Order:

(a) How many instances of (i) theft of vehicles, (ii) theft from vehicles and (iii) housebreaking and theft occurred in the area covered by the Bryanston constituency during the latest specified 12-month period for which figures are available and (b) how many convictions resulted in each category?

B1230E

The MINISTER OF LAW AND ORDER:

(a) (i) 1 027
(ii) 1 171
(iii) 2 309

(b) (i) 36
(ii) 38
(iii) 169

The figures are furnished for the period 1 April 1990 to 31 March 1991.

SADF: certain persons on payroll

471. Mr A J LEON asked the Minister of Defence:

Whether he will disclose whether certain persons (the names, ranks and numbers of whom have been furnished to the South African Defence Force for the purpose of the Minister's reply) are on the payroll of the Defence Force; if not, why not; if so, (a) for how long has each been on this payroll and (b) how much is each being paid on an annual basis?

B1231E

The MINISTER OF DEFENCE:

No, the persons are not on the SA Defence Force's permanent payroll. Some of them, however, have military service commitments in the Citizen Force and Commandos, whilst others are volunteers. Each is paid a daily tariff, coupled to rank, for each day of service rendered. The pay of rank, per day, for each of the ranks involved, is as follows:

Lieutenant	= R30,15
Warrant Officer (Second class)	= R46,46
Staff Sergeant	= R37,46
Sergeant	= R28,82
Private	= R16,32

(a) and (b) fall away.

White man assaults Black man: SAP action

473. Mr J VAN ECK asked the Minister of Law and Order:

(1) Whether he or the South African Police have been informed of an incident in which a Black man was allegedly beaten unconscious by a White man for urinating in public; if so, (a) when and (b) where did this incident take place;

(2) whether an investigation into this incident is taking place; if not, why not; if so, (a) what progress has been made in this investigation and (b) what have been the findings so far;

(3) whether any (a) arrests have been made and (b) charges have been laid in connection with this incident; if not, why not; if so, (i) how many arrests and (ii) what is the nature of these charges;

(4) whether local Whites threatened to beat up a certain journalist, whose name has been furnished to the Police for the purpose of the Minister's reply, while he was tending to the said Black man's injuries; if so, what is the name of this journalist;

(5) whether an investigation is being conducted into the incident involving the journalist; if not, why not; if so, (a) what progress has been made in this investigation and (b) what have been the findings so far?

B1233E

The MINISTER OF LAW AND ORDER:

(1) Yes.

(a) At 19:10 on 6 June 1991.

(b) In Florida, Johannesburg.

(2) Yes, one charge of alleged assault with intent to do grievous bodily harm.

(a) Statements have been obtained from all the witnesses. Since the victim is still unconscious a statement could not yet be obtained from him. On conclusion of the investigation the case docket will be submitted to the Public Prosecutor for a decision in respect of prosecution.

(b) I do not regard it to be in the interest of the judicial process to speculate at this stage on any possible findings.

(3) (a) No.
(b) No.
(i) and (ii) Fall away.

(4) No.

(5) No, but his involvement in the incident is part of the investigation of the alleged assault on the victim.

SADF: weapons financed/supplied to Inkatha

474. Mr J VAN ECK asked the Minister of Defence:

(1) Whether he or the South African Defence Force has been informed of the allegations made by a certain person, whose name has been furnished to the Defence Force for the purpose of the Minister's reply, that the Defence Force has in recent months (a) deliberately inflamed township violence and (b) financed and supplied weapons to the Inkatha Freedom Party; if not, why not; if so, what is this person's name;

(2) whether an investigation is being made into these allegations; if not, why not; if so, (a) what progress has been made in this investigation and (b) what have been the findings so far;

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

B1234E

The MINISTER OF DEFENCE:

(1) I have taken cognisance through the Press. The name supplied by the hon member.

(2) No, because it is devoid of all truth.

(3) No.

Teacher/pupil ratio: teachers required

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

(1) Whether his Department or any other body advising his Department has calculated the number of additional teachers required for the (a) attainment of a 1 to 30 teacher/pupil ratio within the Department of Education and Training and the self-governing territories and (b) introduction of compulsory education for the first seven school years; if not, why not; if so, what additional number of teachers is required in each case;

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

B1239E

The MINISTER OF EDUCATION AND TRAINING:

(1) Yes.

(a) 16 205 for the Department of Education and Training.

Information concerning the Self-Governing Territories is not readily available.

(b) Approximately 18 059 for the Department of Education and Training and the Self-Governing Territories.

(2) No.

MPs: additional police protection

477. Mr P H P GASTROW asked the Minister of Law and Order:

(1) Whether, since 5 June 1991, the Government has assigned any additional policemen to the task of protecting members of Parliament; if so, (a) what is the nature of the protection provided and (b) what equipment are these policemen issued with;

(2) whether all members of Parliament receive the same protection; if not, (a) why not, (b) what is the basis used for deciding what protection each member of Parliament is to receive and (c) in what respects does this protection differ;

(a) Approximately R247 million.

(b) A total of 34 separate investments were made during the period, which has been investigated by the Auditor-General. Each investment has its own conditions in terms of different investment amounts, investment periods and market rates which were in force on the day on which the transaction was concluded.

(c) The South African Rail Commuter Corporation Ltd, in terms of the Legal Succession to the South African Transport Services Act, 1989.

(d) Cape Investment Bank Ltd.

(2) No specific steps are currently being taken.

(3) An interim report was made available on 8 May 1991 by the Auditor-General. A final report is expected within the near future.

(4) No, not at this stage.

Toll roads: agreements with two companies

494. Mr W U NEL asked the Minister of Transport:†

(1) Whether, with reference to his reply to Question No 345 on 21 May 1991, his Department and/or the South African Roads Board has entered into any agreements with two companies, the names of which have been furnished to the Minister's Department for the purpose of his reply, in regard to past and future construction work on, maintenance of and/or management of toll roads; if so, what are the names of the companies concerned;

(2) whether any loans have been taken over in terms of the above-mentioned agreements; if so, (a) what loans, (b) what did these loans amount to and (c) what are the relevant provisions in respect of repayment and interest on the loans;

(3) whether these companies will be responsible for any further construction work on or maintenance of the toll roads concerned; if not, why not; if so, how will such future construction work and/or maintenance be financed;

(4) whether he will make known the terms and conditions of the management agreements with the said companies; if so, (a) when and (b) in what way;

(5) whether any other companies will be afforded the opportunity to make offers for the management of the toll roads concerned; if not, why not; if so, what are the relevant details?

B1259E

The MINISTER OF TRANSPORT:

(1) The South African Roads Board had agreements with Toll Highway Development Company (Pty) Ltd and Toll Road Concessionaires (Pty) Ltd which have now terminated. In terms of the these agreements, the two companies concerned, constructed certain roads and managed the route and operation thereof. Under new arrangements the companies will, until July 1991, manage as agents, the maintenance and operations on certain toll roads. The present expenditure is controlled by approved budgets.

No agreements have been entered into for any future construction or maintenance work.

(2) Yes.

(a) The South African Roads Board took over short term loans previously arranged by the two companies to cover the cost of construction undertaken by them and the shortfall in income available to cover interest which was capitalised.

(b) R964,5 million.

(c) The loans taken over have all been refinanced in the money market. A capital market funding programme to reduce the interest burden has been scheduled and will commence in July 1991. Interest is being met out of net toll income as far as possible and the balance is being capitalised. Over time, the net toll income will cover the full cost of interest and will enable these loans to be repaid.

(3) The future arrangements regarding construction and maintenance of the toll roads presently managed by the two companies are the subject of a review currently being undertaken.

(4) and (5) I will only be in a position to reply to these questions when the review mentioned above is completed.

Own Affairs

Grey Schools: judgement regarding works contracts

87. Mr E W TRENT asked the Minister of Welfare, Housing and Works:

(1) Whether, with reference to his reply to Question No 47 on 25 April 1991 in regard to contracts for works awarded in respect of the Grey Schools in Port Elizabeth, he will make details available of summary judgement in Case No 2997 handed down by Mr Justice Jansen in the Port Elizabeth Supreme Court on 12 December 1990; if not, why not; if so, (a) who was the (i) plaintiff and (ii) defendant, (b) what was the amount involved and (c) in connection with what contract was the judgement given.

(2) whether he has information on whether certain companies, the names of which have been furnished to the Minister's Department for the purpose of his reply, have been declared insolvent at any time; if so, what are the relevant details in respect of each such company?

B1187E

The MINISTER OF WELFARE, HOUSING AND WORKS:

(1) Although the Department of Local Government, Housing and Works was not involved in the said Court Case and the Case does not concern the Grey Schools in Port Elizabeth the following details were obtained from the Registrar of the Port Elizabeth Supreme Court.

(a) (i) Messrs Frankipile South Africa (Pty) Ltd

(ii) Messrs Koen's Executive Contractors C.C.

(b) R93 573

(c) Uitenhage, Bergsig High School

(2) All the names of the companies which have tendered for the two contracts have been cleared with the Master of the Supreme Court in Grahamstown. It was confirmed that none of the contractors is or was at any stage declared insolvent.

Teaching posts: number to be disestablished

90. Mr R M BURROWS asked the Minister of Education and Culture: (321)

(1) Whether he or his Department has made any calculations regarding the number of teaching posts that will have to be disestablished in 1992; if not, why not; if so, what is this number;

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

B1236E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, this matter is receiving continuous attention. However, it is not possible to finalise calculations of this nature at this stage;

(2) no.

School chess championship: withdrawal of school

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

(1) Whether he or his Department has been informed of an incident in which an English primary school was forced to withdraw from a chess championship hosted by another primary school, the names of which have been furnished to the Minister's Department for the purpose of his reply, allegedly because the former school had two Black members in its chess team; if so, what are the names of the schools in question;

(2) whether he has investigated this incident; if not, why not; if so, (a) what progress has been made in this investigation and (b) what have been the findings so far;

(3) whether the action of the schools concerned violate the principles of school participation and the hosting of schools with pupils of colour as formulated after the so-called Menlo Park incident;

Money crisis in education

(321) ARG 26/6/91

Political Staff

AT least 65 000 more teachers are required if the government is to implement its compulsory education strategy — but there is no money to train or appoint anything like this number in the forseeable future.

At the same time, the government is being slammed by its own traditionally supportive Press for closing down schools and colleges of education at a time when these facilities should be used to the maximum to meet the crisis in black education.

Mr Roger Burrows, the DP's education spokesman this week said: "The Minister of Education and Training Mr Stoffel van der Merwe must be challenged regarding his nonsensical statements .... He has said he has enough teachers and more teacher training facilities are not needed. He said he cannot even employ the persons his department has trained.

"But he has also conceded that the teacher-pupil ratio in his department has regressed. He clearly agreed he needs more, not fewer teachers."

To reach the officially approved ratio of one teacher to 30 pupils, Mr Van Der Merwe's department would need 13 000 teachers and the national states another 30 000.

He estimated that at present there where about two million children between the ages of six and 13 who were not in school and another 65 000 teachers, at least, would be required to teach them.

He called for every college of education to be opened to all to train enough teachers to fill the posts.

In response, Dr Van Der Merwe said his department did not need extra teachers now. "Black education now and for the forseeable future has an excess of teacher training facilities. We are training more teachers than we can employ."

He also denied that any of the facilities which were being closed would be lost to education. The five colleges of education which were being closed, for example, would be turned into multi-racial "edukons", he said.

In addition to providing teacher training they would turn out graduates with technical skills. "We need people with technical skills to get the economy going, to generate the money with which teachers will be paid."

He also noted that formerly white schools were being used by blacks.

Debate rages over teacher unionism

321

WMail 28/6-4/7/91

Teacher unity is fragile, with the proposed formation of a rival body to Sadtu in the next few months.

By PORTIA MAURICE

TEACHER unity teeters in the balance with the pending formation of a more moderate federation before the decisive first annual congress of the South African Democratic Teachers' Union (Sadtu).

Established — and racially based — teacher associations are pulling to the centre beneath Sadtu's feet and have committed themselves to form the National Professional Teachers' Organisation of South Africa (Nuptosa) within the next few months.

Debate rages in the fraternity about professionalism vs trade unionism for teachers, and whether priority should be given to their rights over those of their charges. Also at issue is the pace of dissolution of the more than 30 local teacher organisations although unity, they all say, is inevitable.

Nuptosa interim secretary Noel Huntingford told *The Weekly Mail* this week moves had begun in October last year — at about the time of the Sadtu launch — towards an alternative forum for teachers.

This was spearheaded by the Transvaal Union of African Teachers (Tuata), which remained outside of Sadtu. Its mother body, the African Teachers' Association of South Africa (Atasa) was "effectively dismembered", said Huntingford, when only four of its affiliates joined.

The "coloured" Union of Teachers Associations of South Africa (Utasa) is still active in Sadtu, although the Cape Teachers' Professional Association decided at its congress this week to withdraw. The Indian Teachers Association of South Africa (Tasa) is also still in the Sadtu fold, but the eight white affiliates of the Teachers' Federal Council (TFC) — four of them predominantly Afrikaans-speaking — have joined up with Nuptosa.

The TFC itself was deliberately excluded from talks, said Huntingford. "It is perceived as an apartheid structure and is not credible for many of our supporters," he said.

Sadtu general secretary Randall van den Heever this week assessed his organisation's gains, and said members from the other bodies were moving towards it. At its inception Sadtu boasted 100 000 members, but this has dropped to a more realistic 30 000 as teachers re-register individually. Nuptosa boasts support of 140 000 to 160 000.

The conservative teacher bodies, he says, will "die on their feet", and are unlikely to dissolve, as agreed, before the September congress. "Autonomy is just an excuse to maintain separate racial identities, while displaying a pretence of multiracial unity to the world," said Van den Heever.

Huntingford is adamant, though, that amalgamation must be "an evolutionary process which must happen when the time is right" and apace with constitutional change.

Huntingford accuses Sadtu of intimidation, and of putting the interests of teachers before those of the children. "We don't deny that there are grave problems with the conditions of service for teachers and that they have never had their rightful place in decision-making — but strikes and boycotts only sacrifice the interests of the child." Collective bargaining is the solution, he says.

Van den Heever agrees that effective grievance arbitration is the key, and Sadtu is concerned about public perceptions of its members as irresponsible. He counters, though, that it's a question of cause and effect — sit-ins and chalkdowns must be viewed in context.

"While we are sensitive to parents' concerns and agree that destabilisation of education is unhealthy, we cannot allow members to be victimised at will. All the problems would be obviated if disputes were speedily resolved."

Education authorities have been stubborn in denying recognition to Sadtu. Traditionally, says Van den Heever, teachers have been excluded from public-sector negotiations with the Commission for Administration, and recognition is "in terms of consultation and discussion".

"But this is not enough. Employees have to be legally empowered at negotiations — otherwise the education departments just do with teachers as they please. They offer us tea and sandwiches in their offices, but ultimately we can't shift them."

Sadtu is considering a draft recognition agreement from the Department of Education and Training, and the government has charged the Department of National Education — which oversees salaries, certification and syllabi — with investigating future labour relations for teachers.

President FW de Klerk has refused requests to intervene, though, although this would circumvent tedious talks with apartheid education authorities.

Other departments have given positive responses, but kwaZulu has emphatically banned its teachers — most of them in the Inkatha-influenced Natal African Teachers' Association — from trade-union activities.

Nuptosa charges that Sadtu is "moving away from a professional stance". But, says Van den Heever, maintaining professional standards is not incompatible with trade unionism. He denies that Sadtu is formally aligned to the African National Congress, but affiliation to the Congress of South African Trade Unions will be debated at the coming congress. Members are involved in research on curriculum development, evaluation procedures in the classroom and a draft code of ethics for teachers has been prepared.

Huge new teacher body to be formed

Own Correspondent (321) Steve 11/7/91

DURBAN — A giant new teacher organisation is to be established this year.

The organisation, called the National Professional Teachers Organisation of South Africa (Naptosa), has the support of 11 teacher organisations across South Africa. It will have about 140 000 members.

Naptosa's acting interim chairman, Leepile Taunjane, told the Natal Teachers Society (NTS) 75th conference in Durban yesterday that "other teacher organisations are considering joining us".

An NTS document said the motivation was to form a "professionally oriented national teacher organisation that is non-discriminatory and politically non-aligned".

Gender top issue at teachers' talks

By HANS-PETER BAKKER
Education Reporter

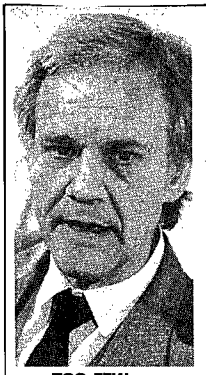
GENDER will be on the agenda of a national woman's conference in Durban to be attended by 34 Western Cape teachers this weekend.

The conference, organised by the South African Democratic Teachers' Union (Sadtu), will address womans' issues in education and will feature speakers from Ghana and Zimbabwe.

Ms Lynette Faragher, secretary of Sadtu in the Western Cape, said the conference was called after the union's launching congress — held in September last year — failed to satisfy "a number of hotly debated womens' issues".

"The gender issue is fundamental to teachers and it was absolutely vital to call such a conference."

The 500 delegates to the conference will also be addressed by Ms Sabina Zarira of the Zimbabwe Teachers' Association, and by Ms Georgina Baiden, president of the Ghana National Association of Teachers.



TOO FEW ...
Dr van der Merwe

Govt contradicts itself on teachers

(321)

JOHANNESBURG. — The government appears to be contradicting itself as to whether there is an oversupply or a shortage of teachers.

Education and Training Minister Dr Stoffel van der Merwe was yesterday quoted as saying more than 16 200 teachers were needed in black education to achieve the ratio of one teacher to 30 pupils.

This directly contradicted Education Minister Mr Piet Clase, who in June said there was an oversupply of teachers.

In an interview on June 12, Mr Clase gave this as one of the reasons for the closure of several teacher-training colleges.

Neither minister could comment on the matter yesterday. — Sapa CT 6/7/91



TOO MANY ...
Mr Piet Clase

'20 000 additional teachers needed' (321)

CT 11/7/91

Political Correspondent

ABOUT a million additional pupils would be admitted to primary schools, requiring an extra 20 000 teachers, if the government's education renewal strategy was implemented, Minister of National Education Mr Louis Pienaar said yesterday.

The minister's disclosure follows the wholesale laying-off of teachers and the closing of teachers' training colleges by the white "own affairs" Minister of Education and Culture, Mr Piet Clase.

The Minister of Education and Training, Dr Stoffel van der Merwe, who is in charge of black education, has also recently dismissed suggestions that there is a shortage of teachers in the country.

However, Mr Pienaar yesterday said in reply to a written question from the Democratic Party's education spokesman and MP for Pinelands, Mr Roger Burrows, that the government's proposals to make the first seven years of schooling compulsory would require a large injection of additional teachers.

sions of section 36A of the Self-governing Territories Constitution Act, 1971 (Act No. 21 of 1971), by the insertion after regulation 4 of the following regulation:

"4A. A general plan which represents the subdivision of land referred to in the Schedule hereto may, with the consent of the Minister, be altered, amended or partially or totally cancelled by the Surveyor-General: Provided that where such alteration, amendment or partial or total cancellation affects any public place, the Surveyor-General has, prior to such alteration, amendment or partial or total cancellation, been advised by the Minister that the provisions of the law relating to the permanent closing of any public place or portion thereof have been complied with."

Given under my Hand and the Seal of the Republic of South Africa at Pretoria this Eighth day of July, one thousand nine hundred and ninety-one.

F. W. DE KLERK,

State President.

By Order of the State-President-in-Cabinet:

J. DE VILLIERS,

Minister of the Cabinet.

lings van artikel 36A van die Grondwet van die Selfregerende Gebiede, 1971 (Wet No. 21 van 1971), deur die volgende regulasie na regulasie 4 in te voeg:

"4A. 'n Algemene Plan wat die onderverdeling van grond bedoel in die Bylae hiervan voorstel, kan met die goedkeuring van die Minister deur die Landmetergeneraal verander, gewysig of gedeeltelik of in sy geheel gerojeer word: Met dien verstande dat wanneer sodanige verandering, wysiging of gedeeltelike of algehele rojering 'n publieke plek raak, die Landmetergeneraal voor sodanige verandering, wysiging of gedeeltelike of algehele rojering deur die Minister in kennis gestel is dat aan die wetsbepalings aangaande die permanente sluiting van 'n publieke plek voldoen is".

Gegee onder my Hand en die Seël van die Republiek van Suid-Afrika te Pretoria, op hede die Agste dag van Julie Eenduisend Negehonderd Een-en-negentig.

F. W. DE KLERK,

Staatspresident.

Op las van die Staatspresident-in-Kabinet:

J. DE VILLIERS,

Minister van die Kabinet.

GOVERNMENT NOTICES

321

ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 1737 **26 July 1991**

EDUCATION POLICY ACT, 1967

TEACHER TRAINING

The Minister of Education and Culture has, under section 1 B (1), read with section 1 B (5), of the Education Policy Act, 1967 (Act No. 39 of 1967), further amended Government Notice No. R. 1903 of 22 October 1976, as amended by Government Notice No. R. 110 of 24 January 1986, as set out in the Schedule.

SCHEDULE

Government Notice No. R. 1903 of 22 October 1976 is hereby amended by the substitution for the proviso to paragraph 2 of the following proviso:

"Provided that the particulars specified in subparagraphs (f) and (g) may be omitted if a separate, full statement, firstly, in respect of the teaching subjects passed, with an indication of subjects passed with distinction, and secondly, in respect of the relevant other subjects passed, with an indication of year levels, is issued to the holder of the certificate.".

GOEWERMENTSKENNISGEWINGS

ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 1737 **26 Julie 1991**

WET OP ONDERWYSBELEID, 1967

ONDERWYSERSOPLEIDING

Die Minister van Onderwys en Kultuur het kragtens artikel 1 B (1), saamgelees met artikel 1 B (5), van die Wet op Onderwysbeleid, 1967 (Wet No. 39 van 1967), Goewermentskennisgewing No. R. 1903 van 22 Oktober 1976, soos gewysig deur Goewermentskennisgewing No. R. 110 van 24 Januarie 1986, verder gewysig soos in die bylae uiteengesit.

BYLAE

Goewermentskennisgewing No. R. 1903 van 22 Oktober 1976 word hierby gewysig deur die voorbehoudsbepaling by paragraaf 2 deur die volgende voorbehoudsbepaling te vervang:

"Met dien verstande dat die besonderhede vermeld in subparagrawe (f) en (g) weggelaat kan word as aan die houer van die sertifikaat 'n aparte, volledige verklaring, eerstens, ten opsigte van die onderrigvakke waarin geslaag is, met 'n aanduiding van die vakke met onderskeiding geslaag, en tweedens, ten opsigte van die betrokke ander vakke waarin geslaag is, met 'n aanduiding van jaarvlakke, uitgereik word.".

"Budget system under a cloak of secrecy" – SECC

Opposition looms

New Nation (learning nation) 3.21

The Soweto Education Co-ordinating Committee (SECC) is rallying for support to challenge the introduction of the Management of Budgets at School Level system by the Department of Education and Training (DET).

The organisation has drawn up a letter which will be circulated to all structures and institutions "that profess to believe in democratic ideals". The letter calls for total opposition to the new system.

SECC spokesperson, David Maepa, said the decision was taken at a meeting held last week after it became clear that the department was going ahead with the introduction of the system.

Maepa said the SECC had reservations about the new system because it was introduced "through the back door and under a cloak of secrecy".

Maepa added that the meeting had also noted the new system could be an attempt to punish schools where the government-introduced management councils had been replaced by Parents-Teachers-Students Associations (PTSA). 26/7 – 1/8/91

He said his organisation already has information that such schools would be allocated smaller budgets.

This could trigger off a situation where no new posts would be made available at such schools with no promotions taking place, he said.

Punishment

In the meantime, principals have revealed that the department had advised them to identify people who could be co-opted into management councils without the knowledge of the school community in order to escape punishment.

Among other shortcomings of the new system is the fact that schools will have to limit their enrolments and the already overcrowded ones might be forced to lay off some pupils.

This stems from the fact that the department is likely to allocate money to schools in accordance with their enrolment capacity.

This would mean that several schools will be forced to lay off huge numbers of pupils because most are grossly overcrowded anyway.

However, the SECC seems flexible in a discussion document regarding the introduction of the system. But this depends on certain conditions being met.

The conditions include the drawing up of budgets by the SECC (for both primary and secondary schools) which must be circulated by all educational structures for extensive discussion, amendments and additions.

After this process, the SECC proposed, the "Master Standard Budget" will be adopted and presented to the department.

In its discussion document the SECC has also proposed a format of such Master Standard Budget and it has suggested other far-reaching changes in the department's policy.

These changes would make for greater community involvement in the running of the schools.

sed but did not constitute an attack on the constitution of Zimbabwe, an offence which would have carried maximum seven-year jail term.

and pay.

He added FNB had, on several occasions, held discussions with the Workers' Committee and that any legitimate grievances or queries would be taken up. — Sapa.

Teachers' union plans day of protests on Reef

(321)

B (Dawn)

JONATHON REES

THOUSANDS of Reef teachers affiliated to the SA Democratic Teachers' Union (Sadtu) are expected to take action next week against "appalling and deteriorating conditions".

Sadtu southern Transvaal secretary Dennis Molaba told a news conference yesterday that a day of action on August 7 would culminate in a march on the Department of Education and Training.

Sadtu hoped white teachers would join in to protest against the suspension of 18 Katlehong teachers and the dismissal of 200 teachers in KwaZulu and 202 teachers in Potchefstroom's Ikageng township.

Molaba claimed the KwaZulu teachers had been dismissed after they refused to align themselves with the Inkatha-linked National African Teachers' Union. The Ikageng teachers had been dismissed after a two-week strike in protest against the expulsion of eight colleagues.

Sadtu general secretary Randall van der Heever said Sadtu branches around the country would hold marches and rallies on August 7 to demand union recognition, an end to dismissals and the employment of more teachers.

Teachers also demanded that they be granted housing benefits, medical services and maternity leave for married and unmarried women.

Government must commit itself to a "culture of learning" by providing new teacher employment and school facilities and working towards a non-racial, non-sexist education system under a single ministry, Molaba said.

The Education Renewal Strategy and government's A, B and C models for white schools were no more than a "disguise to perpetuate apartheid education and maintain white privilege.

Teaching union plans mass action

By Phil Molefe (321)

Thousands of schools are expected to grind to a halt next Wednesday.

The South African Democratic Teachers' Union (Sadtu) is to embark on a day of mass action.

The aim is to put pressure on the Government to recognise the union and to meet other demands by teachers, it was announced at a Johannesburg press conference yesterday. Star 1/8/91.

Sadtu assistant general secretary Thulas Nxeshi said pickets, demonstrations, rallies and marches have been planned for August 7 in all 15 of the union's regions.

Teachers to march next week

ST 1/8/91

Own Correspondent

JOHANNESBURG. — Thousands of Reef teachers affiliated to the SA Democratic Teachers' Union (Sadtu) are expected to take action next week against "appalling and deteriorating conditions".

Sadtu southern Transvaal secretary Mr Dennis Molaba said yesterday that a day of action on August 7 would culminate in a march on the Department of Education and Training.

Sadtu hoped white teachers would join the protest action.

Sadtu plans 'day of action'

South 1|8-7|8|91.

(321)

THE South African Democratic Teachers' Union (Sadtu) will take to the streets on August 7 to demand government recognition.

Sadtu, angered by President FW de Klerk's willingness to discuss recognition with the racially-based National Professional Teachers Organisation of South Africa (NAPTOSA) plans a countrywide "day of action".

Teachers will hold pickets, rallies and marches.Their grievances include:

- The government's unwillingness to recognise it as a national, nonracial teachers' union;
- The alleged victimisation of teachers by the Department of Education and Training (DET) and the Kwazulu education department;
- The "dismissive" attitude adopted by the education department in the House of Representatives;
- The House of Delegates education department imposing "authoritarian structures on to schools".

The ANC, PAC and the National Education Crisis Committee (NECC) are supporting the Sadtu actions.

Sadtu's general-secretary, Mr Randall van der Heever, said the government was "clearly in favour of racially-constituted and system orientated bodies". He said the Department of National Education had deliberately "dragged its feet" in recognising Sadtu.

We do not disrupt - Sadtu

(321) Sowetan 21/8/91.



THE South African Democratic Teachers Union has no campaign to fight principals and education authorities as it has been portrayed in recent months.

Sadtu assistant general secretary Mr Thulas Nxesi, speaking during yesterday's Face the Nation *Sowetan*/Radio Metro Talkback Show, said his union would, however, fight all kinds of corruption and mismanagement by education departments' authorities.

"The chalk-downs and teacher strikes that were attributed to Sadtu were agendas of organisations that later dissolved to be part of Sadtu," Nxesi said.

"We have not called for any such action except for the mass campaign for recognition that is planned for next Wednesday."

Teachers had a right to organise, to strike and to collective bargaining, Nxesi told a caller who questioned protest actions that forced teachers to leave pupils stranded.

He said although Sadtu had no campaign to eliminate the authority of principals it would be immoral of them not to stand up against those who victimised their members.

He said his union consulted with all liberation movements fighting for a nonracial, non-sexist South Africa but they would not consult with Inkatha and the Conservative Party as they pursued different goals.

Sadtu was launched in October 1990 and boasts a membership of 35 000 of all races countrywide.

Ex-Labour man the dark horse in education shifts

W|Mail 2|8-8|8|91

De Klerk has reshuffled his education ministers, bringing in more 'verligte' men. But will this bring about much change?

By PORTIA MAURICE

THE second most important man in government education — if only nominally — is a "brown Nat".

Abe Williams — a prominent rugby man, Boland landowner and former Labour Party MP — was the dark horse in President FW de Klerk's announced reshuffle of education ministers this week. He swept right up the corridors of power to provide back-up to Minister Louis Pienaar as deputy minister of national education. With this move, Williams becomes the first "black" person to serve in a ministerial portfolio, due compensation for his movement across the floor with disaffected Labour Party members to the National Party during the last session of parliament.

Some say National Education is a dead department, acting only as an umbrella body with no muscle to influence racially fragmented educational policies. But Williams may be well-placed to deal with "own affairs" juggling: he served as deputy education minister in the coloured House of Representatives for just over a year until his resignation in June.

Educationists interviewed this week were circumspect about the replacement of Education and Culture: House of Assembly Minister Piet Clase by Piet Marais, and Education and Training Minister Stoffel van der Merwe by Sam de Beer. Most said it signalled a possible turn for the better, others that the story remains much the same.

"It's just different people fielding or batting but the game remains the same," said Transvaal Union of African Teachers (Tuata) president Leepile Taunyane. "What we need is a change in the system. The two new ministers will have to knuckle down to the same problems as their predecessors."

In its response, the National Education Co-ordinating Committee said Clase's resignation came as "no surprise", and that Van der Merwe's handling of the white schools occupation campaign had "confirmed his incapacity to move boldly and act decisively when it mattered".

The new appointments indicate that the government still has its feet very much stuck in the racial mode. "This was a perfect opportunity for De Klerk to move towards one ministry, said Dr Johan van Zijl, director of the Education Foundation. "It's a pity he did not use it."

Most agreed, though, that both De Beer — who switches from welfare, housing and works — and Marais — now deputy head of African education — are *verligte* "new Nats", who are likely to further the reform process.

Both have had experience in black education, and it is hoped this will facilitate inter-departmental co-operation and understanding. "Marais has been exposed to the harsh realities of black education. Now that they've put him in charge of the Rolls Royce, he will find it very hard to defend white privileges," said Roger Burrows, Democratic Party spokesman on education.

De Beer was in charge of black education during the school boycotts of the late 1980s and is said to have dealt astutely with the crisis, as ministers go. According to Shelagh Gastrow, he is remembered for his agreement with the Cradock Residents' Association to reinstate activist Matthew Goniwe as school principal following protests over his transfer; his successful mediation of a boycott at a Fort Beaufort college after expulsions; the compromise reached between his department officials and black parents and students regarding the postponement of exams in 1985; and his agreement to recognise student representative councils at schools for blacks.

Clase — himself an ex-teacher — is commonly known as a diehard conservative, who found moves towards deracialising education hard to stomach. His handling of white education was always "one step forward, two steps backwards", one source said, and his announced closure of white training colleges earlier this year was particularly schizophrenic.

"Although he had very strong personal reasons for leaving politics after 17 years, I think he felt during the last session of parliament that he was holding the can for everyone in education," said Burrows.

Clase will go down in history for his A, B and C "open" school models, introduced almost a year ago. But he obviously felt uncomfortable with integration, and these models — which give white parents the option to allow in black pupils — are seen by many as a stop-gap measure.

"The political tide has turned against the Clases of this world," said Johannesburg headmaster and member of the joint working group on education Brother Neil McGurk. "He was a nice enough fellow but he was overwhelmed by the demands of a new South Africa."

Van der Merwe has been moved out of his portfolio, it seems, to play a more active role in political negotiations. Earlier this year, he was given an ultimatum to resign by the Congress of South African Students and the Southern Transvaal branch of the NECC. In its response to the resignations, the South African Democratic Teachers' Union said he had "failed miserably" in addressing the crisis in black education. "Van der Merwe took over black education at a time of enormous toil and strife. It doesn't seem as though he managed to put out the flames," said Van Zijl.

Members of the joint working group, which he chaired, expressed disappointment that he is to go.

●See PAGE 13

Teachers put chalks down

321
Soweton 8/8/91.

SCHOOLING came to a standstill yesterday when thousands of teachers - mostly members of the South African Democratic Teachers Union - took part in marches, pickets and rallies in major centres throughout the country.

The actions were part of the "National Day of Action" aimed at putting pressure on the Government to recognise the 10-month-old union, which claims a signed-up membership of 40 000.

The union was also protesting against the Government's "failure" to resolve the education crisis.

The union went ahead with the action despite an appeal by the Minister of Education and Training, Dr Stoffel van der Merwe.

In Johannesburg, more than 10 000 teachers converged on the Johannesburg City Hall where they were addressed by speakers from the National Education Coordinating Commitee, the Congress of South African Trade Unions and Sadtu.

By NKOPANE MAKOBANE and Sapa

At 1 pm the teachers marched on the DET's Braamfontein offices, where they presented a memorandum and a letter addressed to State President FW de Klerk.

The memorandum gave the Government until the end of this month to respond "positively" to the teachers' demands.

The two documents were received by Mr Peet Fourie, DET's assistant chief director.

Many teachers were furious to learn that the chief director, Mr RR Motau, failed to turn up to personally receive the memorandum.

Addressing a media conference afterwards, Mr Ismail Valli of Sadtu's Southern Transvaal region said the organisation was proud that more than 10 000 teachers from all education departments were represented in the protest action.

Valli also pointed out that the action was not only directed at the DET, but other education departments as well.

He said the call for recognition was directed at the Department of National Education because "there is no point in negotiationg teachers' problems with different education departments".

On the East Rand all secondary schools were deserted as hundreds of teachers stayed away to attend a protest rally in Johannesburg.

A DET spokesman confirmed a 100 percent absenteeism.



Posters and placards were dumped by angry teachers at the front door of the Department of Education and Training's offices in Braamfontein, Johannesburg, yesterday. This was during the South African Democratic Teachers' Union's "National Day of Action" to demand the recognition of the union. Pic: MBUZENI ZULU

Sadtu takes action

New Nation (Learning Nation) 2/8 - 8/8/91.

321

The state president's refusal to meet with the South African Democratic Teachers Union (Sadtu) and the government's refusal to recognise the union, as well as the victimisation of teachers, will rob pupils of one schooling day next week.

Sadtu said this week it planned to embark on a day of action next Wednesday to protest against the government's "unwillingness" to recognise the union, the victimisation of teachers by the Department of Education and Training (DET) and the kwaZulu education department.

Disturbed

The organisation's general secretary, Randall van den Heever, told a press conference in Johannesburg this week that the union was also disturbed by the "arrogant and dismissive attitude adopted by the House of Representatives' education department towards Sadtu's legitimate demands in respect of democratic appointments and promotion procedures".

He also complained of the "persistence by the education department in the House of Delegates to foist authoritarian structures like Parents and Teachers Associations (PTAs) onto schools in a top-down manner".

Van den Heever said the state president, F W de Klerk, had refused to meet with Sadtu over the recognition issue, but was able to meet with the "system-oriented" teachers body, the National Professional Teachers organisation of South Africa (Naptosa), last week.

He said that Naptosa was a federation of teacher structures which was established along the racial principles of the country's education departments.

Van der Heever disclosed that the union had written to De Klerk in March this year requesting a meeting and was advised by the state president to follow the bureaucratic procedures of the various education departments.

"Our decision to meet with him was from the point of view that, politically, he is the only man who stands to bring about a non-racial South Africa.

Racial

"The various ministers of education are still operating on the racial basis of the old South Africa," said Van den Heever.

He said the DET had on several occasions refused to negotiate with them, but as soon as the union disclosed that it was embarking on a day of action, the department wrote to them, asking for a meeting to discuss the teachers' grievances.

At the press conference, the organisation's deputy president, Pooby Naicker, indicated that the day would not be entirely lost because of the action.

Teachers and students, he said, would report to school and normal teaching would be carried out until at least midday.

Explain

After that, rallies, marches and pickets would be held, he said. "During these events, which we hope will involve students and parents, teachers will have the opportunity to explain the issues prompting the action as well as others affecting our education as a whole.

"This is another form of education which will replace the normal formal education process during those few hours," he said.

Meanwhile, the Congress of South African Students (Cosas) will also embark on a day of action on August 12 to protest against, among other things, the state's refusal to open all schools to all people.

The two campaigns will coincide with the National Education Co-ordinating Committee's drive to spearhead the occupation of unutilised schools.

Teachers under fire over demo

By THEMBA MOLEFE

THE South African Democratic Teachers Union, which has called for mass protest action tomorrow, has come under fire from both the Office of the State President and the Department of Education and Training.

Sowetan 6/8/91.

Sadtu has declared tomorrow a national day of action in which about 40 000 teachers would take part in countrywide demonstrations to back demands for its recognition.

Sadtu's vice-president Mr Poobie Naicker said this week that President FW de Klerk had met the National Professional Teachers Organisation of South Africa over its recognition while he had refused to meet Sadtu.

In a statement De Klerk's office said Naptosa was already a recognised union and had met De Klerk with other such organisations.

(321)

Helping pupils

The director-general of the Department of Education and Training, Dr Bernard Louw, said yesterday he had noted with disappointment Sadtu's intention to proceed with demonstrations tomorrow.

"I call on Sadtu to take part in the renewal of education and to make a constructive contribution towards helping pupils to realise their potential.

"Pupils in the DET have already lost a number of school days as a result of the Sadtu action. Teachers are often forced to participate in actions they do not support."

Louw said his department had on April 25 discussed with Sadtu the possibility of its recognition.

"On June 19 Sadtu, in a letter to the department, expressed their appreciation for the department's detailed response to their application," said Louw.

Chalk-down challenge

Star 7/8/91 (321) (325)

Today's nationwide teacher strike is under fire from parents, who want their children to study and pass, and from the education authorities, who see the protest as destructive. Education Reporter PHIL MOLEFE reports.

ABOUT 400 teachers countrywi are on a collision surse with education authorities, having opted for en defiance of the Governmen

Demonstrationsand marches have been planneor today in major centres oss South Africa to mark e National Day of Teachers' Alon.

The protest hasbeen called by the South Africa Democratic Teachers Union(Sadtu) — which organises blck, Indian, coloured and some hite teachers — to put pressre on the Government to reognise the nonracial teachers' fderation.

Sadtu members it its 15 regions will "down cialks" and take to the streets, bld protest rallies, demonstrations and pickets — openly delying their education departments.

Behind the confrontational and militant stand the teachers have taken lies years of frustration and suppressed anger.

The anger has been simmering for a long time, and now the teachers have unleashed their message: "Enough is enough."

Sadtu said in a statement last week that educators had decided to embark on this action "in the light of the ongoing appalling and deteriorating conditions under which teachers find themselves; the lowering of standards; summary dismissals; the deepening crisis to disastrous proportions; and the Government's unwillingess to address the pathetic plight of teachers".

The organisation has given the Government until the end of this month to address teachers' demands, failing which a meeting will be convened on September 6 to decide further action.

A source said some education representatives were losing faith in trying to persuade the Government to improve conditions in schools through the joint working group set up after a meeting in February between President de Klerk and a group of educationists led by ANC president Nelson Mandela.

It is believed some of the members of the joint working group are disgruntled with the little progress made so far.

Sadtu said it had tried to negotiate recognition with various education departments, but there was little the authorities could offer.

"The Government is willing to recognise and meet organisations like the National Professional Teachers Organisation of South Africa, but give no regard to applications by Sadtu," said Sadtu secretary-general Thulas Nxeshi.

He said the only option open to his organisation was mass action.

But the teachers' strike has sparked sharp criticism from certain quarters, and has been dismissed as lacking moral justification.

Most Soweto parents said teachers were being insensitive to children by waging campaigns at this time of the year.

"We are now in the third quarter of the year and teachers should be preparing our kids for the end-of-year examinations," said one, Elizabeth Mokoena.

Michael Motlatsi of Meadowlands said: "We urged our kids to go to school at the beginning of the year, but the teachers' action defies the very call they were part of."

The director-general of the Department of Education and Training, Dr Bernhard Louw, said yesterday that he had noted with disappointment Sadtu's intention to proceed with demonstrations.

"The intended demonstrations have no contribution to make in the light of challenges presently facing education.

"I call on Sadtu to take part in the renewal of education, and to make a constructive contribution towards helping pupils to realise their potential," he said.

It was strange that demonstrations had been organised to highlight the recognition issue, while the department was busy considering Sadtu's recognition, Dr Louw added.

Whether the teachers are right or wrong in their actions is highly debatable, but a sure point that emerges is that strike action by educators has harmful effects and, sometimes, teachers take time to recover from such actions.

The protracted chalk-down strike, which started in April last year, by about 5 000 teachers in the Johannesburg region destroyed morale in schools, and it took the teachers some time to regain their confidence and take control of classrooms.

The Sadtu leadership is aware of these effects, and that is why they are trying to limit their action to a single day.

Renowned Soweto educationist Thamsanqa Wilkie Kambule said it was unfortunate that pupils would be left without teachers, but urged education authorities to recognise the union and defuse the situation.

"If the department is interested that things should run smoothly, it could pre-empt strikes by saying: Yes, we are recognising you," said Mr Kambule. □

40 000 teachers defy authorities

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Sowetan 7/8/91

ABOUT 40 000 teachers are on a collision course with education authorities after opting for open defiance of the Government.

Demonstrations and marches have been planned for today in major centres across the country to mark the "National Day of Teachers' Action".

The protest has been called by the South African Democratic Teachers' Union which organises black, Indian, coloured and a limited number of white teachers, to put pressure on the Government to recognise the nonracial teachers' federation.

In a statement this week, the State President's Office said there was no question of a blanket refusal to meet a delegation from Sadtu.

"On the contrary, in a letter to Sadtu on June 19 1991 the State President undertook to request the various ministers of education involved to urgently resolve the problems surrounding recognition of Sadtu. This has been done."

The statement added that at a recent meeting between the President and rival teachers' union Naptosa, the recognition of Naptosa was not on the agenda and was not even discussed.

"As a matter of fact, discussion focused primarily on the need for in-depth discussion about the future of education between the Government and all other role players, obviously including teachers' bodies and associations."

Despite this, however, Sadtu members in all 15 regions of the teachers' union will "down chalk" and hold protest rallies and pickets, openly defying their respective education departments.

Behind the confrontational and militant stand lies years of frustration and suppressed anger.

Sadtu said in a statement last week educators had decided to embark on this action "in the light of the ongoing appalling and deteriorating conditions under which teachers find themselves, the lowering of standards, summary dismissals of teachers, the deepening crisis to disastrous proportions and the Government's unwillingess to address the pathetic plight of teachers".

The organisation has given the Government until the end of this month to address teachers' demands, failing which a meeting will be convened on September 6 to decide further action. *-Sowetan Correspondent.*

Doors ope
FOR
Fi
Clear
Extended for 3 days

LADIESWEAR	WAS	N
Dresses	150,00	4
Skirts	99,99	3
Blouses	89,99	2
Coats	270,00	8
MENSWEAR	WAS	N
Woven Shirts	69,99	2
Trousers	89,99	3
FOOTWEAR	WAS	N
Mens Formal Shoes	170,00	7
Mens Casual Shoes	120,00	5
Ladies Formal Shoes	110,00	5
Ladies Casual Shoes	99,99	4
MANCHESTER	WAS	
Floral Sheet Sets		

40 000 teachers to stage protests

Star 7/8/91

By Phil Molefe
Education Reporter

More than 40 000 teachers throughout the country will stage protest rallies in major centres today to demand the recognition of the SA Democratic Teachers' Union (Sadtu).

About 7 000 teachers from black, coloured and Indian schools and a few from white schools are expected to converge on Selbourne Hall in Johannesburg for a protest rally before marching to the Education Department in Braamfontein.

Sadtu southern Transvaal vice-chairman Palesa Popi said yesterday that a national memorandum demanding Sadtu's recognition would be delivered to the offices. A regional memorandum listing teachers' grievances over the harassment and summary dismissals of teachers would also be handed over.

Soweto branch general-secretary Veli Mnyandu said the Department of Education and Training (DET) was trying to intimidate teachers not to take part in today's "National Day of Teachers' Action".

"The DET has sent out circulars to schools threatening teachers that they would be violating their conditions of service if they joined the marches.

"We are going ahead with our protest action because it is in the interest of the child to improve conditions in schools and ensure that effective teaching and learning takes place," Mr Mnyandu said.

He said the Government was viewed as committed to change for its scrapping of oppressive laws such as the Group Areas Act, but the same could not be said about its track record when it came to addressing the education crisis.

DET director-general Dr Bernhard Louw said Sadtu was often responsible for teachers not being at school and having to participate, at short notice, in endless gatherings.

He said teachers had reported to authorities that Sadtu encouraged them to behave unprofessionally.

He accused Sadtu of campaigning for the suspension of professional standards for teachers and said the DET was, therefore, compelled to conclude that the organisation did not have the interests of the pupils at heart.

● Chalk-down challenge — Page 13

We demand recognition, say teachers

ARG 8/8/91

EDWARD MOLOINYANE
Staff Reporter

321

MORE than 1 000 teachers, demanding official recognition for the South African Democratic Teachers Union (Sadtu), marched on parliament and presented a memorandum to President De Klerk's representative.

The legal and incident-free march, part of the nationwide "Day of Action" yesterday, started at the Cape Town Technikon about 1pm.

Chanting pro-African National Congress slogans, toyi-toying, singing freedom songs — and watched closely by police and traffic officers — the marchers brought traffic to a standstill for about half-an-hour.

Placards demanded the recognition of the union, a "living wage" for teachers and a stop to "victimisation".

The protesters marched along Darling Street into Adderley and were met in Wale Street by State President's representative Captain Fred Conradie.

Watched by a about 50 policemen, Captain Conradie was handed the memorandum by union regional chairwoman Mrs Vivian Carelse.

In a statement, the union said the "Day of Action" had been called to pressure the government to recognise it. It claims to have a membership of more than 200 000 teachers.

Several attempts by the union to gain recognition have failed and earlier this year a delegation met the Minister of National Education who said recognition could not be finalised before membership figures and a teachers' code of conduct were submitted.

"The present educational dispensation does not provide for the recognition of a non-racial union of teachers," the union said yesterday.

The organisation said it was "disappointed" that Mr De Klerk had turned down a request for an interview, referring it instead to the "ethnic departments of education".



Picture: OBED ZILWA, The Argus.

TEACHERS MARCH: Led by union leaders and holding placards demanding the recognition of the South African Democratic Teachers Union, teachers march through the streets of Cape Town to present a memorundum to a representative of President De Klerk.

Teachers on the march for recognition

(321) CT 8/8/91

THOUSANDS of teachers belonging to the SA Democratic Teachers' Union yesterday demonstrated countrywide to demand government recognition of the 40 000-member union.

The marchers also demanded an end to victimisation of members and the reinstatement of dismissed teachers.

In Cape Town, more than 1 000 members were disappointed when they had to hand over their demand for recognition to a police officer "representing" the State President's Office at Parliament.

The march was joined by principals, students and members of other trade unions.

A spokesman for the teachers said they wanted a response from President F W de Klerk by August 28.

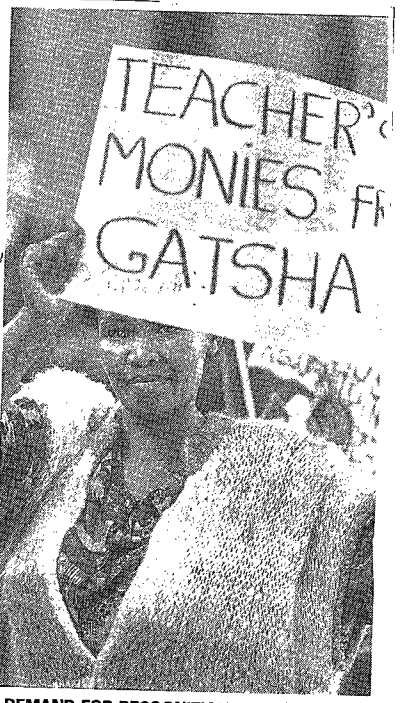
In Johannesburg, about 5 000 protesters took to the city streets, singing and chanting. The march was led by Sadtu general secretary Mr Randall van den Heever.

In Durban, teachers held protest meetings at about 20 schools where they expressed their demand for recognition. A placard demonstration was also held.

In Umtata, about 300 teachers marched in rainy weather to the offices of the homeland's circuit inspector, where a memorandum was handed over.

Union spokesmen say that when it was first launched in September last year, the Minister of National Education Mr Louis Pienaar gave positive indications that Sadtu would be given the official go-ahead to operate as a trade union.

However, since then, they say, ministers of the different racially based departments have refused to grant recognition. — Staff Reporter, Own Correspondent and Sapa



DEMAND FOR RECOGNITION ... A demonstrator holds aloft a placard during the march to Parliament to demand recognition of the SA Democratic Teachers' Union. Picture: BENNY GOOL

Teachers march in bid to have union recognised

By Phil Molefe
Education Reporter

Star 8/8/91

Teachers countrywide took to the streets yesterday, holding protest rallies, demonstrations and marches to demand recognition of the 40 000-member South African Democratic Teachers Union.

More than 5 000 teachers marched along Rissik Street, waving placards and chanting slogans, to the Department of Education and Training.

Police and traffic inspectors kept a close watch as the throng toyi-toyied to the DET offices.

The march was preceded by a protest rally at the Johannesburg City Hall at which teachers threatened to take further action if education authorities did not address their demands.

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Langa school 'collapsing'

South 8/8-14/8/91

By Anthony Ndlovu

THE future of Zimasa Public Primary School in Langa is uncertain because of a dispute between the Department of Education and Training (DET) and an Anglican church council over the maintenance of the school.

One of the township's oldest primary schools, Zimasa is owned by St Cyprian's Anglican Church in Langa, but is administered by the DET.

According to the headmaster, Mr Xolile Njengele, the school pays the DET from its funds. The DET should, in turn, pay monthly rentals to the church.

Njengele said the DET has insisted it will not upgrade the school unless the church transfers ownership to it.

Parents and teachers have made several attempts to negotiate the handing over of the school to the DET but talks regarding the sale of the premises deadlocked when the DET was unable to raise the R375 000 demanded by the church.

Since the unsuccessful bid to buy the school, the DET has not maintained the premises.

Njengele said the school buildings were in a bad state, with cracked walls and chalkboards so badly damaged that they were no longer in use. Floors in several classrooms were in danger of collapsing and some classrooms had no electricity.

According to Njengele, the school — which has 402 pupils sharing 10 classrooms — has no staffroom and poor toilet facilities.

Upgrade

Njengele said an attempt was made last year to get help from the Urban Foundation to upgrade the school, "but the Urban Foundation could do nothing as the school does not belong to the community but to the church".

He said a year ago, the church and the DET met to try to resolve the matter, but no agreement was reached.

"We demand that the DET build a new school for us as there are many open spaces in Langa," Njengele said.

St Cyprian's parish priest, Rev CT Kokoali, said the church could not afford to upgrade the school. He claimed that the DET had not paid the R1 500-a-month rent to the church since 1980. According to Rev Kokoali, as soon as the DET pays the amount outstanding, "the church will be more than willing to upgrade the school".

Mr MH Hales, the registrar of the Anglican Church, could not be reached for comment.

The Regional Chief Director of the DET, Mr WA Staude, said: "The Zimasa Public Primary School is accommodated in a building presently owned by the Church of the Province of Southern Africa. Since the building does not belong to the state, the department cannot undertake any repairs to it."

He said at one stage the DET offered to buy the building, but the idea was abandoned when no agreement could be reached.

"In September 1987 the department accordingly proposed to the church that occupational rental be paid and this offer has since been repeated.

"To date a definite response to the offer has not been received," Staude said.

He said plans for the erection of a new building were underway, but added that progress would be determined by the "availability of funds".

ANC joins teachers' talks

South 8/8-14/8/91 321

A TOP delegation of ANC national executive members joined in unity talks between the Cape Teachers' Professional Association (CTPA) and the South African Democratic Teachers' Union (Sadtu) last weekend.

The two biggest teacher organisations are at odds following the CTPA's decision to "temporarily withdraw from Sadtu activities until all problems are properly addressed and resolved", said CTPA president Mr Archie Vergotine.

"The biggest problem is how to get organisations like the Cape African Teachers' Association (CATA), the Natal Teachers' Society (NTS) and the Transvaal Teachers' Association (TTA), which were part of the Harare Accord, back to the unity talks," he said.

These organisations were about to form a new organisation — which was not in the "interests of teacher unity".

A working committee had been formed to enhance instead of damage unity, he said.

The ANC delegation included Mr Steve Tshwete, Mr Pallo Jordan, Mr Ahmed Kathrada, Dr John Samuel and Ms Sheila Sisulu.

Sadtu general secretary Mr Randall van der Heever said on Wednesday the various positions discussed at the talks would be re-examined at the Sadtu national excutive meeting, to be held in Johannesburg next weekend.

Hopes fade over early retirement

South 8/8-14/8/91

WOMEN teachers who would like to retire at 60 may do so only if they have 35 years of unbroken service.

Reports that the retirement age would be brought forward to 60 were this week discounted by the Department of Education and Culture (DEC).

A 60-year-old teacher with 32 years' experience said: "Everybody's hopes had risen when they saw the report that the retirement age had been brought forward to 60 years."

DEC director of communication Mr Henry Jansen said in terms of the Government Service Pension Act, women teachers who began contributing to the pension fund after June 1955 would have to work until 65.

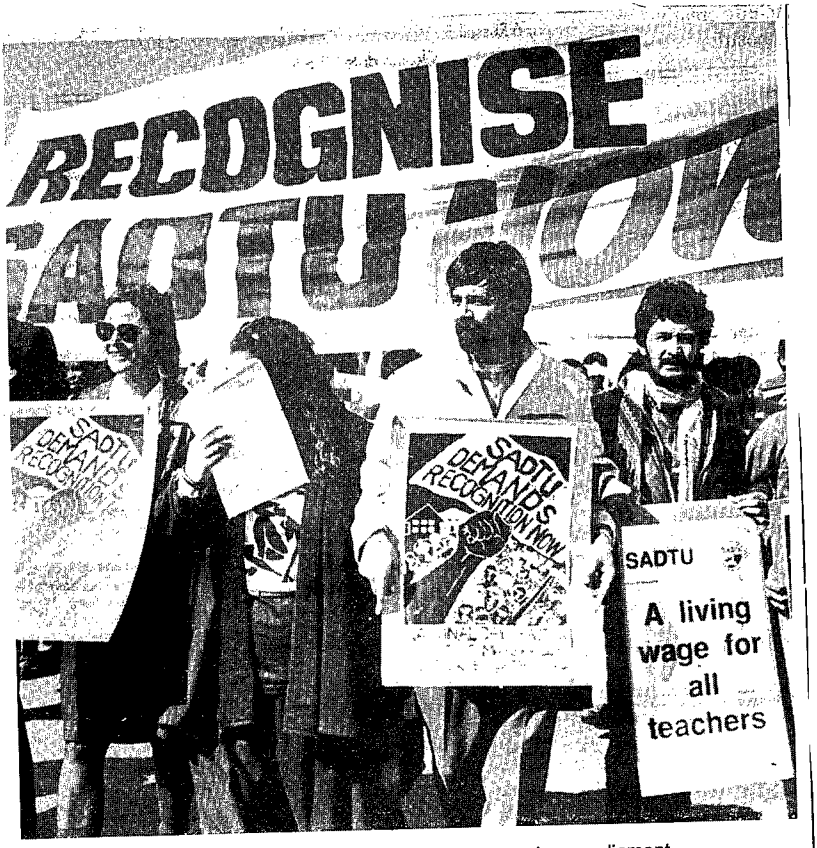
Pupil fined for teacher assault

South 8/8-14/8/91

A BELLVILLE South matric pupil was this week fined in the Bellville Magistrate's Court for assaulting teachers during a feud over the dismissal of temporary teachers.

Bellville South Senior Secondary School pupil Leslie Ruiters, 18, and former pupil and ANC member Henry Verwinkel, 20, were fined R200 and R100 respectively.

They were also given six-month suspended sentences for causing about R3 000 damage to teachers' cars. The charges stem from an incident on March 18 when the pupils were campaigning for the reinstatement of three temporary teachers dismissed by the Department of Education and Culture.



ON THE MARCH: Teachers during their march on parliament

Teachers take to the streets

South 8/8 – 14/8/91

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ABOUT 1 000 members of the South African Democratic Teachers' Union (Sadtu) this week legally marched to Parliament.

Sadtu officials Ms Vivienne Carelse and Ms Lynnette Faragher handed a memorandum demanding recognition for the union to Captain Fred Conradie of the President's office.

Carelse demanded to see a senior government official and not a policeman, to which Conradie said he was the only person at Tuynhuys as parliament was no longer in session.

He assured Carelse that he was asigned to receive the memorandum which was to be faxed immediately to Pretoria.

She said it was "highly suspect" for a policeman to receive a memorandum on behalf of the government.

The march was part of Sadtu's "action campaign" to gain recognition.

● In Johannesburg about 5 000 teachers marched to the Department of Education and Training (DET) offices in Braamfontein after holding a two-hour meeting at the Johannesburg City Hall.

Pupils 'must learn to think'

Staff Reporter 13/8/91

The method of teaching mathematics in most South African schools is depressing, says Colleen Goldstein, one of the brains behind yesterday's symposium on the subject.

About 2 000 Soweto primary school teachers took part in the symposium organised by the privately-funded Maths Centre for Primary Teachers at the Soweto College of Education.

Mrs Goldstein said too many children were being "spoon-fed" and were not learning how to think.

She told The Star that black teachers had been invited because black primary schools were an area in great need.

"Black teachers, like their pupils, did not have the same opportunities as whites."

She said the maths project, brainchild of Jean Patchitt, former headmistress of Auckland Park Primary School, started in 1985.

New methods of teaching mathematics, as well as videos, were presented to teachers at the symposium.

Schools' bid to survive

URGENT meetings between pupils, teachers and administrators of Somerset Schools were held yesterday in a desperate bid to save the schools from financial ruin.

By PHANGISILE MTSHALI

"Somerset Schools have collapsed," said spokesman for staff and pupils Mr Norris Baker.

"We have been informed that all attempts by our so-called management to find outside investors or to secure Government subsidy have failed. We feel abandoned and betrayed."

Baker appealed to the international community to save the schools "at least for the remainder of this year".

"Two-thirds of the school-year is already gone and we have 250 matrics writing their examinations in a matter of weeks."

In emergency meetings with pupil and staff delegations, owner of the schools Mr Andre de Meyer said he was trying to secure Government intervention to maintain them.

Blamed

De Meyer had previously blamed the schools' financial crisis on parents who were not paying their children's fees.

It has also been alleged that R1 million from the schools' coffers is unaccounted for.

Somerset's 80 teachers stopped working last week after they were not paid their salaries for July.

The schools, opened in January, have about 2 000 pupils who fled township schools in search of effective learning.

High school pupils marched to the building housing the junior school with placards pleading for help to save their school.

Jo'burg school sends SOS

By Thabo Leshilo (321) (S2) Star 15/8/91

Teachers and pupils at Somerset School in Braamfontein, Johannesburg, have sent an SOS to the international community, especially the United States, to save it from collapse.

Teaching has come to a halt because the multiracial staff has not been paid for July.

Some claim they have had problems over their salaries for three months.

Yesterday the staff and pupils staged a protest march, claiming that nearly R1 million in student fees was missing.

It is understoood that school director Andre Demeyer failed to attend three meetings he had called to discuss problems at the school.

He could not be reached for comment.

"Somerset School has collapsed. We — pupils and teachers — feel abandoned and betrayed," said spokesman Norris Barker.

The original idea of the school, established in January to prepare pupils for matric examinations, was to provide a substitute to counter the dismal failure rate at Department of Education and Training schools in black townships.

Mr Barker appealed to international investors to save the school, at least for the rest of the year, to enable the 250 matric pupils to write their exams. Otherwise he said, there would be "catastrophic and irreparable" damage.

EDUCATION

Another 'street academy' flunks

FIVE groups of teachers await their salaries from an inner-city Johannesburg school, while fee-paying matriculants sit idle on the eve of their final exams.

When I walked into the Jeppe Street office building which houses New Dimension College this week, it was not immediately obvious that this is a place of education. A lone teacher sat in the makeshift staffroom and down the corridor, past a scantily furnished and empty room, six or seven desperate pupils waited, bags on desk, for someone to teach them.

"Are you going to help us?" one asked as I began talking to them. "We left the township schools because there were too many disruptions, but here the situation is worse. We have no teachers and we have to write exams in two months' time."

The last group of teachers left New Dimension at the beginning of this month, in protest at not being paid. Thokozile Ndlovu, an unemployed teacher, took the initiative to assist the principal, F Ramahuma, by recruiting four other unemployed teachers from the long list at the Department of Education and Training's Booysens circuit office.

When the school reopened for the third term on June 29, there were only a handful of pupils; it transpired that because New Dimension had closed once before, disillusioned pupils had left for other schools.

Those still there pay R160 a month. Said one, who did not want to be named: "We have gained nothing for our money. We just come here and work on our own every day."

The teachers, who came to the school for the umpteenth time to demand their money on the day I visited, have threatened legal action. "He (the principal) is abusive towards us and chases us away when we ask for our money," said Lerato Modise, a teacher from Soweto. "His system is to hire and fire without paying, but we won't give up until we are satisfied."

The landlord of the building, Paul Hendler, said he had received no rent for two months.

Ramahuma told me he had no time to comment and chased me from the building with threats of police action.

The principal apparently holds up the promise of money from a Danish financial consultancy called Jaro. But, on investigation, Jaro director P Mpofu said he had forwarded the school's request to the South African Council of Churches, which had received 60 million European Currency Units (R204 million) from the European Community.

Mpofu said Jaro does not provide aid directly, but added: "If the SACC tells us it has exhausted its money, we will know which buttons to press to assist. We are not going to allow these children and teachers to suffer."

The New Dimension saga is just one in a long list involving inner-city schools — often referred to as "street academies" or "fly-by-nights". According to the National Education Co-ordinating Committee (NECC), which plans to host a conference soon on the matter, there are over 30 of these schools, catering for at least 15 000 students.

Unlike traditional private schools, they are vulnerable to pressures from the marketplace. "The primary cause of failure of these schools is lack of adequate financial management and insufficient funds for infrastructural development," said Johan Muller in a research document entitled *Schools without the State*.

It has been estimated that, by 1988 values, standard running costs for such institutions are about R240 000 a year. They can apply for state subsidies from the education department under which the majority of their pupils fall, but most are not subsidised. As Muller pointed out: "Without a subsidy to cushion the vagaries of the marketplace, fund-raising — a notoriously fickle source of revenue — becomes pressing."

"Are you going to help us?" a desperate pupil asked reporter **PORTIA MAURICE** when she visited one of the numerous inner-city schools on the brink of collapse

At least half of the Johannesburg schools are not registered with education departments, which means they can dodge regulations. Registration would tie them, among other things, to maintaining "satisfactory" scholastic standards, providing suitable accommodation, paying qualified teachers at market value and submitting audited financial reports.

Although the Education and Training Act stipulates that people "should not provide education before the school has been registered" and provides for a R2 000 penalty, the Department of Education and Training (DET) has prosecuted only one school for transgression and has been accused of turning a blind eye to the problem.

"When complaints are forwarded to us, we do something about it," commented DET spokesman Edgar Posselt.

Educationists complain that the problem is a recurring and serious one. "Each month these schools close. Pupils are left on the street and come to us for financial assistance, but the culprits are never brought to book," said Sam Mokgantsang of the NECC.

Most often these schools are initiated by disgruntled professionals, retired principals or unscrupulous business people who, according to Mokgantsang, "take advantage of a fragile situation".

Teachers and pupils at the Somerset School in Braamfontein took to the streets on Wednesday because the institution was "falling apart". Launched as a multi-racial private school at the beginning of this year, Somerset caters for over 1 500 pupils. They pay R3 300 a year, but teachers have been paid in "drips and drabs", and downed chalk this month.

Parents told *The Weekly Mail* that Somerset was an institution characterised by "gross mismanagement, disorganisation and misguided intentions".

"It's a vicious circle: parents don't pay fees, so the teachers aren't paid, and the parents refuse to pay in protest the next time," said one parent. Somerset has about 300 students registered to write matric this year, but, she said: "If five percent of them pass their exams, I'll eat my hat."

Spokesman Andre de Meyer said the school had applied for a DET subsidy, but this could take up to two years. "Every day they say they'll let us know tomorrow. The procedures are quite awkward," he said.

"We have pulled out all the stops to resolve this matter to the benefit of staff, students and creditors," De Meyer added. "If a subsidy is granted for this year, an international company will inject finance and the school will run."

During April, some of the Somerset staff broke away to form Task Academy in Bezuidenhout Valley which, according to press reports, has also run out of money.

DET Act prohibits membership to any trade union

Teachers battle for recognition

(321)

New Nation (Learning N) 16/8-22/8/91

Nation-wide demonstrations by teachers last week to demand recognition of the SA Democratic Teachers Union (Sadtu) has once again highlighted racial divisions in the country's education system.

At the centre of the battle for recognition is Sadtu's demand that it be recognised by the central education policy-making body in the country, namely the Department of National Education (DNE), rather than separate ethnic and racially based departments, of which there are 18 in South Africa.

But the DNE seems reluctant to recognise the union and referred an application for recognition, submitted to it by Sadtu, to the Department of Education and Training (DET) for a response.

Sadtu has expressed strong objection to the implied racism in the DNE's move. But the DET nevertheless went ahead and drafted a recognition agreement. This has been rejected by Sadtu mainly because it was based on the DET Act, which governs only African education. The Act also prohibits teachers from belonging to any trade union.

As far as Sadtu is concerned, there is great reluctance on the part of the authorities to extend recognition to the union. But the DET disagrees and says Sadtu has failed to respond to their draft recognition agreement given to the union for comment.

This is not true, Sadtu's assistant secretary-general, Thulas Nxesi, contends, saying it had been made clear to the DET that the draft agreement was unacceptable.



More than 5 000 teachers and other protestors marched in Johannesburg last week as part of Sadtu's National Day of Action. The teachers demand that Sadtu be recognised by the government

Although Nxesi seemed to suggest that the department was informed of this suggestion, the department's spokesperson Corrie Rademeyer said the teachers had not communicated this response to the DET.

Among other things that Sadtu rejects from the DET Act is its "silence on collective bargaining".

Nxesi said, in the first place, his organisation would not want to be recognised by individual departments, but by the DNE.

Sadtu, however, remains flexible and will consider recognition by separate departments if the rules currently governing these departments were replaced by interim measures acceptable to the union.

Nxesi said the union had suggested that interim measures be discussed to replace the provisions of the DET Act.

Nxesi is not optimistic that an early resolution of the problem will be found. Sadtu and the authorities remain deadlocked on whether teachers should organise themselves into a trade union or into a professional association.

He also pointed to the DET undermining the union on the one hand while negotiating with on the other.

He claimed that the department had, for example, called on dismissed teachers in Potchefstroom to submit individual requests for re-employment and urged them to disregard the union.

Meanwhile, a federation of teacher associations will be launched next month and according to unconfirmed reports, it has already had a meeting with FW de Klerk to discuss among other issues, the education crisis.

The new federation, the National Professional Teachers Organisation of South Africa (Naptosa) is made of teacher bodies from various race groups.

The bodies include Sadtu's main rival, the Transvaal United African Teachers Association (Tuata) and the whites-only, Teachers Federal Council (TFC).

Recognition of the federation at this stage seems a formality given the fact that all the organisations that came together to form Naptosa are in fact already recognised by their respective departments of education.

Naptosa plans to function as a federation until such time that the country has a single education department.

This view is rejected by Sadtu, which argues that it amounts to the perpetuation of the present racially-based education system.

Mandela-FW meet on black education crisis

(322)

New Nation (Learning N) 16/8-22/8/91

The long-awaited meeting between ANC president Nelson Mandela and National Party leader FW de Klerk to receive the report of the Joint Working Group (JWG) on education will take place next Monday.

The meeting has failed to take place on more than three occasions. This was apparently due to the heavy schedules of the leaders.

It is understood that the report contains far-reaching recommendations to redress the country's short term education needs.

However, it is more than likely that the report is already outdated because many events have taken place in the education arena since the formation of the group early this year.

For example, education and training minister Stoffel van der Merwe, who is part of the group, will be out of office next week, shortly after the meeting.

Although government sources point out that significant progress has been made by the JWG, extra-parliamentary members of the team say discussions have been characterised by a series of disagreements.

One such disagreement is the issue of redistribution of education resources in order to help alleviate the crisis in black education.

It is not clear what the government delegation's response was on this, but the authorities have in the past few weeks been wrestling with the National Education Co-ordinating Committee (NECC) over the occupation of unutilised and under-utilised white schools.

This seems to suggest that the government is still not ready to redistribute resources, observers said.

It is expected that next week's meeting will lead to the appointment of various committees to work on the recommendations contained in the report.

One of the proposals said to have been made by the government delegation is the convening of an education forum, which will be representative of all the country's education structures, ranging from interest groups to the 18 education departments.

This forum will be charged with the task of discussing the education crisis in its entirety.

Sources said while the extra-parliamentary delegation did not reject this suggestion, it had indicated that some short term needs could be addressed immediately in order to rescue education from its current state. This forum could be convened in early December.

New teachers' body will split profession in two

(321) ARCT 19/8/91

HANS-PETER BAKKER
Education Reporter

THE South African teaching profession will be divided effectively into two large teacher bodies with the founding of the 100 000 stong National Professional Teachers' Organisation (Naptosa) in Johannesburg on Saturday, August 24.

The new organisation, which has the support of 11 teacher organisations, will compete for members with the other large emergent body, the South African Democratic Teachers Union (Sadtu) — which claims support from organisations representing 110 000 teachers and has signed up about 45 000 members.

Mr Noël Huntingford, acting secretary of Naptosa, said the new organisation joined all the "white" teacher organisations, the Natal African Teachers' Union, the Transvaal United African Teachers' Association, the Orange Free State African Teachers' Association, the Association of Supportive Educators and the Cape African Teachers' Association.

"The organisation will be politically non-aligned, professional and nonracial," he said.

Naptosa's founding at a hotel in Berea on August 24 will include the acceptance of a code of ethics, a constitution and the election of an executive committee.

Mr Huntingford denied the new organisation was formed in opposition to Sadtu.

Sadtu national chairman Mr Shepherd Mdladlana said he did not see Naptosa's formation as a threat to his organisation's recruitment of teachers.

"We believe in the freedom of teachers to join any organisation, but we do not believe that the new organisation is nonracial.

"It is fully entrenched in apartheid structures with white teachers remaining in white teacher organisations and black teachers in black organisations. They are bedevilled by ethnicity."

National teachers' body maps aims

(321) ARCT 26/8/91

JOHANNESBURG. — An association representing teaching groups with a membership in excess of 100 000 has been founded in Johannesburg.

The National Professional Teachers Organisation of SA incorporates 12 teaching bodies.

It was formed at a Johannesburg hotel on Saturday. Vice president Mr John Stonier said it represented very disparate views into one umbrella body to ensure the interests of children are not harmed by activities of educators or collective action by teachers.

The Naptosa constitution commits the organisation to:

- The inalienable right of every child to quality education within an equitable and non-discriminatory system of education;
- A high level of professionalism from all teachers;
- The enhancement of all aspects of the working life of all teachers; and
- A national organisation which would be non-racial, independent, autonomous and politically non-aligned.

The organisation said the groups which made up the umbrella body would still continue to retain their identities "in a federal structure" but would develop "according to the social, educational and political dynamics of the country". — Sapa.

alive in a hostile world. removing unnecessary constraints. tra-regional trade. — Sapa.

Call for consolidation of health services

B'day 26/8/91.

GERALD REILLY

PRETORIA — Health services had to be consolidated as far as possible within the limitations of the present constitution, National Health director-general Coen Slabber said at the weekend.

Speaking at a meeting of the United Municipal Executive in Uvongo, Natal, Slabber said Cabinet had decided all primary health care services should be provided by local authorities.

Increasing criticism of the present system had necessitated its restructuring.

This included too many authorities involved in the same functions inside the same geographical region.Services were also not accessible to all.

"We cannot afford the existing duplication of services. One authority must take full responsibility for a specific service within a defined geographical region."

Slabber said further negotiations on the issue were needed.

It could take five years to complete the implementation of the policy.

The transfer of functions had to be accompanied by a transfer of personnel and funds. This did not mean government would scale down its involvement in health services, he said.

PEANUTS By Charles Schulz



Teachers' body formed

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AN association representing teaching groups with a membership of more than 100 000 was founded on Saturday at a meeting in Johannesburg.

The National Professional Teachers' Organisation of SA (Naptosa) incorporates 12 teaching bodies with, as vice-president John Stonier said, very disparate views into one umbrella body which would ensure that the interests of the child would not be harmed. B'day 26/8/91

Among others, the organisation is committed to non-racialism and political non-alignment.

Stressing that Naptosa was not set up in opposition to the SA Teachers' Union, president Leepile Taunyane said his organisation differed in methods of dealing with educational issues. — Sapa.

25 years for racist killing

B'day 26/8/91

SUSAN RUSSELL

TWO Newlands men who murdered a disabled black passerby by kicking him to death before putting a tyre over his body and setting it alight were sentenced to 25 years imprisonment each in the Rand Supreme Court on Friday.

Sentencing Deon Frederik van Deventer and Evert Boonzaaier, Mr Justice Joffe said the only reason the pair had murdered Johannes Masango was because he was black and had happened along the same time as they had.

Attacked

In judgment earlier last week Mr Justice Joffe, sitting with two assessors, found that the pair had the direct intention of killing Masango.

Masango and his friend Philemon Motimona were walking home after buying some food on the night of September 14 last year when they were attacked by Van Deventer and Boonzaaier.

Motimona managed to run away but Masango handicapped by an old foot injury, was assaulted by the two men.

Van Deventer and Boonzaaier repeatedly kicked Masango who fell to the ground. After pouring beer on him and urinating on him they threw his body on to the back of a bakkie. They offloaded the body near Newclare station where they put a tyre over him and set it alight.

State counsel Danie Dorfling asked the judge to impose the death sentence.

Mr Justice Joffe said mitigating factors included the fact that the murder had not been pre-meditated and both had been under the influence of strong drink and drugs.

Among the aggravating factors was that both men had elected not to take the court into their confidence and testify about what had happened that night.

Both men also showed no remorse, the judge said, and the attack on Masango had been unprovoked and prolonged.

They had also shown no respect for Masango's body by burning it.

"They went to the Belmont Hotel after this gruesome attack," the judge said, "with their hands and clothes smeared with blood."

Van Deventer then told an aquaintance they had "killed a kaffir, put a tyre over him and burnt him".

New national teachers' body formed

By PHANGISILE MTSHALI

A NEW national teachers federation, representing some 100 000 educators, was launched in Johannesburg on Saturday. Sowetan 26/8/91

The National Professional Teachers' Organisation of South Africa is made up of 12 teacher organisations "of those who felt the need for an association to uphold the professional conduct of teachers".

Naptosa's first president, Mr Leepile Taunyane, said the new association was not formed to rival the 10-month-old South African Democratic Teachers Union, although they will be organising at the same level.

"Among its aims and objectives, Naptosa will strive to ensure the interest of each child should in no way be harmed by actively involving the child on behalf of educators in any resistance or collective action," Taunyane said.

It planned to engage the Government and other bodies in negotiations concerning:

- Creation of a central education Ministry;
- Financing education;
- Teachers' conditions of service;
- Organised participation in the bargaining process;
- Provision of education in a transitional phase as well as in the new dispensation;
- Ensuring the wellbeing of children; and
- The place and function of the various role players in education.

Umbrella body for teaching groups

Star 26/8/91 (321)

An association representing teaching groups with a membership in excess of 100 000 was founded at a meeting in Johannesburg on Saturday.

The National Professional Teachers Organisation of SA (Naptosa), incorporates 12 teaching bodies with, as vice-president John Stonier said, very disparate views into one umbrella body which would ensure that the interests of the child would in no be harmed by activities of educators or collective action by teachers.

The Naptosa constitution commits the organisation to:

- The inalienable right of every child to quality education within an equitable and non-discriminatory system of education;
- A high level of professionalism from all teachers;
- The enhancement of all aspects of the working life of all teachers;
- A national organisation which would be non-racial, independent, autonomous and politically non-aligned.

Naptosa aimed to promote a system of education that was non-discriminatory and focused on the needs of the individual child.

It also wanted to be able to negotiate on behalf of its members.

Dynamics

The organisation said the groups which made up the umbrella body would still retain their identities "in a federal structure" but would develop "according to the social, educational and political dynamics of the country", the president, Leshilo Taunyane told a news conference after the meeting.

Naptosa would address the Government and other bodies on issues such as:

- The creation of a new education ministry;
- All professional matters including the Education Renewal Strategy discussion document;
- Provision of education in a transitional phase as well as in a new dispensation;
- Ensuring the well-being of children;
- Organised participation in the bargaining process.

Stressing that Naptosa was not set up in opposition to the SA Teachers Union, Mr Taunyane said his organisation did differ in methods of dealing with educational issues.

"The emphasis was not to involve the children in issues that affected the teaching profession," he said.

Mr Stonier said although policy had been formulated at Saturday's meeting on the broader principles, no stances had been taken on specific issues. — Sapa.

Clase hints at handover to blacks of teacher college

Star 27/8/91

(321)

Pretoria Correspondent

The Government has given its first indication that it will allow under-used white teachers' training colleges to be made available to other races.

Outgoing Education and Culture Minister Piet Clase yesterday said colleges such as the Durbanse Onderwyskollege would have to broaden their base of service to remain financially viable. Until now the Government has rejected the opening of teachers' training colleges to all races, preferring to close them down.

Speaking to an Afrikaans audience at the re-establishement of the Parents' Council in Durban yesterday, Mr Clase also warned that schools which rejected moves towards a nonracial education system for South Africa were sowing the seeds of polarisation and violence, and would become outcasts on the world stage.

He said a future education system for South Africa would be based on nonracial principles, although individual schools would be able to retain their own cultural "ethos".

But although the pronouncements of all politcal leaders bore out the view that cultural freedoms would be upheld, the Government could not give any guarantees that the cultural identity of schools would be maintained, he added.

"Any individual is free to reject or accept the political shifts I have spoken about. In future, you may be in a position to maintain schools which will have as their political basis the rejection of these shifts.

"This choice will carry the seed of polarisation and, who knows, violence. People who make this choice will remain outcasts on the world stage."

Unless Afrikaners adopted a more inclusive approach to their cultural identity, they would become increasingly marginalised as a community.

Referring to the Durbanse Onderwyskollege, he said the ratio of students to lecturers was 3,7-1, and the training of each student cost more than R20 000 a year.

The college had three options: finding "additional clients", finding its own financial backing, or closing down.

"Survival will be increasingly difficult within an exclusive approach to community cultural identity," he said.

Still cutting FM 30/8/91

Retrenchment of teaching staff in Natal is going ahead and will probably continue next year — despite the June 27 statement by three Education Ministers which, relieved educationists understood, overturned the previous "own affairs" rationalisation process.

John Deane, deputy director of the Natal Education Department (NED), confirmed this week that 688 posts in Natal would go by the end of the year. He did not rule out further retrenchments next year, though he said numbers would depend on the amount of funding the province gets for education.

This is hard to understand in the light of the earlier statement from Ministers Piet Clase, Stoffel van der Merwe and Louis Pienaar, which, though coming at a time when President F W de Klerk was under pressure to halt staff cuts and school closures (and after black pupils had occupied the empty Orange Grove Primary Schooi), seemed to indicate that cuts would stop and under-utilised resources made available to all pupils.

Apparently not so. Deane says the June 27 statement "has not substantially changed our situation because retrenchment of teaching staff is being undertaken in the light of the amount of money we are getting."

Natal, according to De Klerk (*Current Affairs* July 5), gets the most favourable dispensation for white education in SA and, in the present financial year, received R33m more for the running of the NED than "the sum to which it is entitled." Consequently, the argument goes, Natal must shed 688 posts, which Deane says will as far as possible be remedial, psychological, preprimary and extra-curricular staff and not "actual teachers."

But "actual teachers" will go as well and hundreds of them at present in temporary posts, usual for many teachers, are understandably a little anxious.

The real mystery, however, is the extra money that white education in Natal allegedly receives. Deane says this is historical — the *FM* understands it goes back to the days of the old Natal Provincial Council which, dedicated to building up an excellent education system in the province, skimped on other parts of its budget for education.

But in order to bring about parity of funding and still only in the context of "own affairs" funding, Natal must shed R33m from its budget. This figure is arrived at by a formula which is kept strictly confidential. Organisations like the Natal Teachers' Society have tried without success to get sight of the formula and how it is applied.

However, under the transitional nature of education in SA and the certainty that racially-based planning will soon be gone, arguments about white provincial education budgets don't fit into the bigger picture.

The effect — loss of 688 teaching posts this year and probably more next year — in a region which has more than 1m black children who do not even go to school, with a KwaZulu teacher-pupil ratio of 1:51.5 compounded by under-trained teachers, seems hard to justify.

Arguments from government that white teachers will be hard to retrain for rural black teaching posts also don't hold much water. Besides being confronted with an emergency in education, which should warrant emergency training measures, the pressing demand is to accommodate black pupils in the urban areas at English-medium schools where retrenched white teachers will be as valuable and probably better trained than their black colleagues.

School closures in Natal seem to have been handed over to Pretoria as well and this is causing some concern. For example, in Maritzburg, The Grange primary school is facing closure and, in line with the June 27 statement, is being handed over to black education.

But the *FM* learns that the school is also being stripped of most of its equipment (some of which is being transferred to other white schools) and it appears that nothing more than an empty building will be handed over. Deane could not confirm this, however, saying negotiations on school closures were being done directly between schools concerned and the Department of Education & Training in Pretoria.

Black workers at white schools, called general assistants, are also facing the axe. Many of them are also classed as temporary staff, which excludes them from pension benefits, though Dean said the NED was first trying to cut those who did qualify for pensions and was concentrating on the older, over-60 group who should have retired anyway.

Cynics might believe that somewhere in government's education structure is a plan to hand over the minimum of facilities and form a core of schools which remain effectively white. A more generous interpretation is that bureaucrats are plodding along under the old "own affairs" system, ignoring the changes in education which are so clearly coming. ■

continue

Teacher discipline under the spotlight

ARG 30/8/91

Argus Correspondent

DURBAN. — Teacher discipline has come under the spotlight with at least 20 cases being reported every month of serious offences ranging from child sexual abuse and theft of school funds to assault and heavy drinking.

The Department of Education in the House of Delegates and the Teachers' Association of South Africa (Tasa) have expressed serious concern.

Tasa has called for the problem to be tackled urgently "to prevent the total disintegration of the moral fabric at schools".

And in the wake of the increasing incidence of misdemeanours by teachers, Minister of Education in the House of Delegates Dr Kisten Rajoo has warned that principals of schools where teacher offences were more frequent would come under greater scrutiny.

He also said parents would be encouraged to accompany pupils on school excursions to deter teachers from drinking and interfering with their children on these trips.

From departmental records some recent examples of "deplorable" conduct on the part of teachers are:

● The "bad touching" of three Phoenix schoolgirls by a teacher. The matter was reported by the parents to the education authorities and the department, Childline, and police are investigating.

● A North Coast teacher had a relationship with a schoolgirl.

● A South Coast teacher, who was absent from school, spent the day in a hotel bedroom with a schoolgirl.

● "Unprofessional conduct" in a classroom where a male and female teacher showed their affection for each other in front of pupils.

● The assault of a teacher by the head of department on the school premises.

● A temporary teacher reported to school heavily under the influence of alcohol.

● A female teacher at a Northern Natal school had a relationship with a 14-year schoolboy.

● A Phoenix teacher was frequently absent from school because he was a regular racegoer. He was asked to take enforced leave.

● A teacher at a Lenasia school mismanaged school funds.

● At a Chatsworth school a teacher sexually harassed a female clerk.

There have also been several cases of "unprofessional conduct" where teachers displayed a don't-give-a-damn attitude to their principals and superintendents, and arrived at and left school at their own times.

Many parents have also reported serious assault of their children by teachers.

The services of at least 15 teachers have been suspended pending investigations for "deplorable conduct".

Disciplinary measures that can be imposed on those found guilty range from transfers and withholding of salary increments to termination of services.

Dr Rajoo said the department — in its role as "surrogate parent" of pupils — also planned to bring criminal charges against teachers found guilty.

"I am perturbed about schoolgirls being violated by teachers, who are supposed to be their protectors.

"No self-respecting teacher would commit such an offence and I will not condone this kind of behaviour

Teachers unite for better education

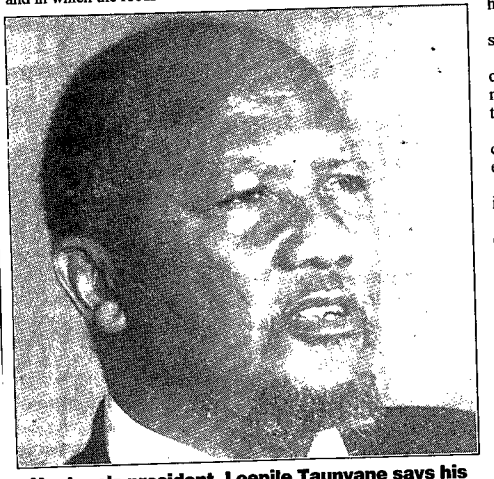
New Nation (Cleaning) 3018-5/9/91 (321)

A federation of teacher organisations was launched in Johannesburg at the weekend.

The federation is to be known as the National Professional Teachers' Organisation of South Africa (Naptosa), an amalgamation of 12 black and white teacher bodies.

The Transvaal United African Teachers' Association (Tuata) president, Leepile M Taunyane, was elected Naptosa's president and he will have three vice-presidents, Professor HO Maree, MM Shezi and JL Stonier.

Naptosa has committed itself to "promote a system of education that is non-discriminatory in terms of race, colour, creed and gender, and in which the focus will be on the needs of the individual child".



Naptosa's president, Leepile Taunyane says his organisation will fight to promote a non-racial system of education

Taunyane said like other teacher organisations operating in the country, Naptosa would fight for the improvement of teachers' working conditions without jeopardising the education of the pupils.

This is the major difference between Naptosa and the SA Democratic Teachers Union (Sadtu). Sadtu has been blamed for giving little time to pupils and spending time fighting for the improvement of the working conditions of its members.

Taunyane said the two organisations agreed on the need to improve working conditions as well as other issues, but differed on the strategies to be used.

He said his organisation would march if it had grievances, but this should be done on a non-schooling day.

Political

Naptosa will not go for any alliances with political parties or pursue a particular political ideology, "because we serve communities who hold different political ideologies".

But there seems to be differences among members of the organisation as to pursuing or not pursuing any particular political ideology.

Asked by reporters whether the organisation has developed a policy regarding the desegregation of schools, Taunyane said: "We would not condone that, but we will fight everything that would be contrary to the education of the child".

His deputy, Professor Maree, said this was an issue of the politicians "and the members of this organisations are not politicians, but educators.

"If they want to be politicians they can become candidates in political organisations and not here".

One executive member canvassed after the press conference expressed outrage at statements that to fight for non-racial education was a political issue. He said: "If this is the direction the organisation will take, we will withdraw."

He expressed concern that "they [whites] benefit from the unequal education and that is not political, it is only political when we demand the same".

It remains to be seen how Naptosa will contribute to the betterment of education. It appears its first task will be to sort out what is political and what is educational before it can translate its commitments into action.

Meanwhile, Sadtu has been blamed of adopting strategies which are not observed by all members of their organisation.

For example, their Day of Action, last month, was reported to have been observed only in black schools, despite the fact that Sadtu commands membership in coloured and Indian schools.

The college doors slowly swing open

(321)

w/Mail 6/9-12/7/91

By SIZIWE MAZWAYI

FOR about two decades, the government has blocked and limited enrolment of black students in tertiary institutions. That was until the cabinet decided to let white technical colleges, colleges of education and special schools decide for themselves from May 1.

A number of technical colleges and colleges of education have indicated that they have long wanted desegregation.

Boksburg Technical College principal Alfred Bezuidenhout said his institution accepted students from other race groups after May 1.

Ben Brink, rector of Bloemfontein Teachers College, said: "The committee decided to admit all in future, depending on merit and academic qualifications". The college had already received applications from black students "but the committee has not met yet to decide on who to accept."

Durban Teachers College was more exact. "The council decided on Saturday, August 24 to open to all races in January 1992," said rector Hennie Kock. Hostels would also be open.

Dr Elizabeth Fullard, principal of Barklyhuis College of Education, said: "We stated years ago that we wished to be open. So there is no other decision. We are pleased." She said Barklyhuis will merge with Cape Town Teachers College next year. "So whatever goes on here will go to them as well."

Port Elizabeth Technical College "has been accepting all students even before May 1", said vice-principal Jurie Fick. "All students are enrolled as long as they have the necessary qualifications for the courses they want."

Cape Town Technical College principal Ronald Young said: "We have been open for three years now. We have been using the quota, though. After May 1 it became policy to take all students on merit."

Some institutions were evasive.

"We have been open for quite a while so there is no problem. We have some Indian and coloureds," said a Mrs Lean, principal of Barberton Technical College.

Lean said the college had accepted students from other race groups since June last year. But no black students were enrolled yet. "We had two applications from black students. The courses they applied for are not offered here."

The principal of South Peninsula Technical College said: "We accepted the announcement. But we have our own criteria. We also have limited space. He said the college was "open to all. We have six full-time black students and 12 at night".

Other colleges were cautious.

Professor Hennie Maree, rector of Pretoria Teachers College, said his council would meet at the end of this month. "We are busy with amalgamation and reorganisation with Goudstad Teachers College. Goudstad has approximately 300 students which will come to this college next year. A decision can only been taken after amalgamation. Then we will know if we can give service to other departments."

The principal of Newcastle Technical College would only say "we have black students" and requested a letter be written to him for further comment. At the time of going to the press he had not yet responded to faxed inquiries.

The principal of Grahamstown Technical College, a Mr Hall, was uncompromising: "It is not the business of a newspaper to meddle in the affairs of the college."

■THE South African Democratic Teachers' Union (Sadtu) will hold its first national congress at Nasrec in Johannesburg from October 10 to 12, with "Unionise for Democratic Professionalism" as its theme. 321

Issues which will come under the spotlight include: inspection and evaluation at schools; a Sadtu disciplinary code; advancing the rights of women in education; and official recognition. Mail 13/9-19/9/91

The national executive committee has recommended that teacher bodies which had signed the Harare Declaration of Teacher Unity but failed to dissolve into Sadtu be given until the end of 1992 to do so.

In collaboration with the International Federation of Free Teacher Unions, Sadtu plans a programme of labour education for its members, and with the World Confederation of Organisations of the Teaching Profession an education management programme for principles.

Putting the lid on *mfecane* myth

w/mail 13/9-19/9/99

By PORTIA MAURICE

AN historical "myth" taught to thousands of students was rejected at a conference of teachers and academics last weekend.

The concept of the *mfecane* — the 19th-century Zulu "explosion" recounted for decades without challenge in South African history textbooks — was "laid to rest" at a conference hosted by the History Workshop and Social Anthroplogy Department at the University of the Witwatersrand.

"Get rid of the *mfecane*. Don't try to revise, rethink or rehabilitate it or make it respectable — just demolish it," said the keynote speaker, Rhodes University history lecturer Dr Julian Cobbing.

The *mfecane* concept emerged in settler mythology in the 1830s, but the term was coined in 1928 and was popularised in the 1960s. Now, Cobbing said, "it's so popular even an idiot can understand it. But then, of course, myths are for idiots."

Also known as the "Zulu wars" or the "wars of Shaka", it blames "marauding, bloodthirsty" Zulus and their chief Shaka for upheavals in the southern African hinterland which scattered neighbouring groups during colonial times. The Fingo people are said to have been forced south, the Ngwane west and the Nguni north — depopulating the Transvaal, Free State and Natal for "peaceful" white conquest.

Cobbing chided historians for their "fertile negligence" in not detecting the theory's flaws. "Europeans invented the concept — and yet they are nowhere to be found in this period of historical action.

"It has been mindlessly repeated and plagiarised by white historians and the liberal Africanists of the 1960s alike. Schoolteachers perhaps can be forgiven for accepting what the textbooks say, but academics are in business precisely to think about what they are doing," he said.

The theory is central to how South Africans understand their history and, delegates claimed, has damaged many young minds.

"If you accept the *mfecane*, you accept that the ethnic nations which constitute the nuclei of the bantustans emerged on the rebound from Shaka and that blacks are inherently violent and needed to be rescued by civilisation," Cobbing said.

"The picture created is of a militarised and centralised Zulu state in the 19th century, with hordes of terrified people fleeing around them. Nothing could be falser and we have empirical evidence to prove this."

Two opposing paradigms have emerged around the theory and, although ideas about what actually happened are tentative, a large contingent of historians is convinced that the *mfecane* has to go.

Cobbing and others believe the Zulus were only one of a number of sister formations in the interior which defended themselves against invaders such as "surrogate white" Griquas, who raided for slaves and cattle for the British 1820 settlers, and from Portuguese ivory and slave traders from around Delagoa Bay.

This interpretation, they say, challenges the idea that history south of the "boerewors line" of the Limpopo River had a unique logic, different to the rest of the continent. It reinstates the impact of the slave trade on South Africa, although here this was combined with the "impact of a settler colonialism which was grabbing labour".

Defy school closure - Sadtu

3.2.1 Sowetan 20/9/91

THE Soweto branch of the South African Democratic Teachers Union has urged its members to defy the closing date for black schools today as part of the organisation's campaign to have the same calendar with white schools.

The branch's media officer, Mr Oupa Mpetha, said Sadtu had resolved that schools would close for the third term on September 27 and reopen on October 8.

This was in line with the Transvaal Education Department's calendar for white schools, he said.

Black schools are officially scheduled to close today and reopen on October 1.

Mpetha said teachers would intensify their demand for a "non-racial" calendar and classes would continue until next Friday in defiance of the DET school calendar.

The DET office in Pretoria said if Sadtu were to ignore the official closing date, it would seem that they would inevitably miss up to five days after the scheduled reopening of schools on October 1.

"The department would have no choice but to regard such absence as unpaid leave."

Meanwhile, thousands of Alexandra pupils laid down their books on Wednesday and yesterday to attend the schools' cultural day organised by the local Sadtu branch.

Branch spokesman George Mpapela said the cultural events were organised over two days to accommodate primary schools on one day and high schools on the other.

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Azasco slams Sadtu

Sowetan 23/9/91

THE Azanian Students Convention has slammed the call for pupils to ignore the Department of Education and Training's holiday calendar for September.

The call was made by the Soweto branch of the South African Democratic Teachers Union. Azasco general secretary Mr Raselepe Ntheledi said Sadtu's call was to create confusion in the already paralysed education environment.

"We call upon the entire community to resist and not be led by the opportunistic Sadtu," he said.

"They hide their irresponsibility to the black child with omega doses of militancy. Sadtu must begin to know that their role, if any, is that of a trade union. Their focus should be on labour issues."

Azasco called on pupils to follow the calendar "as it is presently structured". - *Sowetan Reporter*

Campaign over school holidays fails

Sadtu backs down

Soweten 25/9/91 321

THE Soweto branch of the South African Democratic Teachers Union yesterday backed down on its call to defy the Department of Education and Training's current holidays.

Sadtu's branch media officer, Mr Oupa Mpetha, said pupils should treat this week as a "catch-up" period and should have normal effective education from next week.

Mpetha said in a statement: "We acknowledge there were problems resulting from a communications breakdown as far as ignoring the holidays was concerned.

"We are not abandoning the campaign to pursue a common school calender but are merely saying this call was not properly organised."

Mpetha said the common calender campaign would have to be replanned.

There was mixed reaction to the call, with most pupils reporting at schools only to return home after a few hours while classes were conducted at few other schools.

Sadtu held a conference hours after the DET's director for the Johannesburg region, Mr R Motau, released a statement describing the campaign as "a smokescreen to cover up the neglect of duty in a wasted year".

"There is a real risk of wholesale confrontation between Sadtu and a community which views the defiance campaign as a deception and is increasingly angered by such harmful practices.

"Such a confrontation will not serve the interests of wholesome and meaningful education at this critical time of the year," the statement.

Mpetha said at an education summit held at the weekend that Sadtu and organisations interested in education had decided that a code of ethics for teachers be drawn up.

They also called for the involvement in education by parents.

"We all recognised the need to rekindle the culture of teaching and learning," said Mpetha.

A follow-up summit is set for Soweto on October 6.

Meanwhile, a month-long strike by 25 000 teachers in Lebowa ended yesterday when the homeland's government agreed to demands by Sadtu.

It agreed to reinstate 33 lecturers dismissed from Dr CN Phatudi College of Education, cancel the proposed transfer of three people from Naphuno College and pay the salaries of two lecturers.

Nine lecturers dismissed from CN Phatudi College can also apply for reappointment.

Teachers' relief

The necessity for interim relief regarding teachers' salaries was one of the main topics in discussions yesterday between the Teachers' Federal Council and Minister of National Education Louis Pienaar. TFC chairman Allan Powell said that factors such as the constantly rising inflation rate and the introduction of VAT placed "tremendous pressure on the salary position of educators, and that these have made the request for relief essential."

Sport 21/9/91

Sadtu battles for members and recognition

New Nation (Leaning) 27/9-3/10/91

The Teachers Association of South Africa (Tasa) will be dissolved in February next year and is expected to throw its weight behind the SA Democratic Teachers Union (Sadtu).

The move is regarded as a boost to the teachers' union, but there is concern that some Tasa members will not follow the association into Sadtu for a variety of reasons.

The reason, according to a TASA member, was that Sadtu had not as yet been recognised and therefore had no negotiating rights with the various education departments.

The member said the the amount of criticism the union had been subjected to would be another obstacle which could inhibit members from joining Sadtu.

This includes the union's position on teachers' strikes.

"Teachers feel that if they join Sadtu they might be jeopardising their chances of being regarded as good teachers.

Questions

"I think Sadtu will have to address all these questions of recognition and policy before it will attract more members," said the Tasa member.

The comments fit in with the reality Sadtu is facing. The union is believed to have signed 30 000 members. It was expected that it would have 150 000 by now. This was the estimated membership figure from the bodies that came together to form the union.

In practical terms this means that a large number of teachers who were members of these organisations have not joined Sadtu since it was launched last year.

Sadtu's recognition has hinged on two issues – its demand to be recognised by the department of national education, and the differences it has with the different departments regarding a teachers' code of conduct.

Sadtu's attempts to gain recognition – including protest marches and a request for a meeting with president FW de Klerk – have failed.

Both the president and the national education minister are known to have referred Sadtu to the various ethnic education departments.

Responded

So far, only the Department of Education and Training (DET) is known to have responded and expressed a willingness to negotiate a recognition agreement.

However, Sadtu has indicated that the DET's recognition should be based on a new set of rules, instead of the DET Act.

Sadtu argues that the set of rules stipulated in the Act is contrary to the union's principles.

The union is, in the meantime, faced with a more serious crisis. The kwa-Zulu education and culture department dismissed 120 teachers earlier this year for taking part in Sadtu campaigns.

The union has claimed that the kwa-Zulu education authorities have published legislation which prohibits teachers from joining Sadtu.

Sadtu will hold its first national conference next month and it appears that the recognition issue will be at the centre of discussions.

However, the adoption of drastic measures to strive for recognition could have serious repercussions for the union.



Lydia Khoale, secretary of the Greater Soweto Association, co-ordinated the pre-school children's art exhibition at the Karos Hotel in Johannesburg this week

Ex-banker now R600-a-month black teacher

S/Times 29/9/91 (321)

AN international sanctions-buster and son of the former chairman of Nedbank teaches at a black Free State school for R600 a month and is thinking of moving into the local township.

By BILL KRIGE

Francois Cronje, 41, who speaks half a dozen languages and has an impressive string of academic and business credentials, is down and out and living in Zastron.

Once he brokered multi-million-rand deals in the murky world of sanctions-busting, but now he sells sheep from the family farm to black people — provided they give cash up front.

"This guy's skelm," he warns the foreman at Leeufontein in a mixture of Afrikaans and Sesotho, a language he is learning. "Take his money before you butcher."

He is the third son of Dr Frans Cronje, the Chancellor of the University of Port Elizabeth and a retired chairman of the SA Perm and the Nedbank Group.

Long-haired and scruffy, he dropped out of the Johannesburg rat race at the end of last year and landed a job as a teacher of maths and science.

Now he has one immediate ambition: to raise enough money to transform the school from a place of no-hopers into the equivalent of Bishops — the Cape Town snob school from which he was expelled for breaking a master's leg with a rusty iron bar.

"I'm making a video of the place. Maybe it'll chip free 50-million Deutschmarks and put some grass on the soccer pitch," he said.

Equally at home in the shebeens of Matlakeng — the Place of Vultures — as he is at a darts evening run by the Lions at the golf club, he glides easily across the political divide, which in Zastron means from ANC to AWB.

With a BA degree from Pretoria University, a law degree from the Sorbonne and an MBA, also acquired in Paris, Mr Cronje is thinking of buying a house in Matlakeng.

"It's dirt cheap," he said. "You can get a couple of rooms with electricity and all the mod cons for R600. It's tempting."

Diploma

The cost neatly matches his monthly pay packet.

Despite his academic credentials and an impressive CV as a trader, banker and economist for, among others, Goldfields, Leo Raphaely and Finansbank, R600 is all he gets because he hasn't got a teaching diploma.

"Why am I doing it? Oh, a hundred-and-one reasons — but basically because I believe in it. These kids have got nothing. They get an appalling education.

And he wants to live in the local township

Last year there were 97 kids in matric and they all failed. This year we should get some through.

"I also want to teach them that the free market is what works. The kids say 'apartheid, apartheid' but they do nothing to make things work for them."

Mr Cronje lives alone on the 4 400ha family farm at the foot of the Aasvoëlberg, in a large gabled home with gloomy rooms and walls covered with family portraits and paint-by-numbers pictures.

Squatters

"One can farm here the Australian way, which is to kick everybody off except for a couple of high-tech workers, equipped with radios and 4+4s, or you can leave people be," he said.

As a result, Leeufontein has accumulated 200 squatters, very few of whom work.

At the Ler-La-Thuto school, where he teaches Std 9 and matric science and maths, he has an easy rapport with pupils who are remarkably attentive to the difficult concepts he explains on the board.

"I really like teaching and I intend to stick with it. In fact I'm thinking of enrolling at Rhodes or UPE next year for a Higher Education Diploma."

If nothing else it will treble the salary of perhaps the best-educated, under-qualified teacher on the books of the Department of Education and Training.



OUT OF THE RAT RACE ... former banker Francois Cronje with some of his pupils at the Ler-La-Thuto school

Sadtu annual talks

THE South African Democratic Teachers Union will hold its first national congress from October 10 to 12.

The organisation said yesterday the theme of the congress is "Unionise for democratic professionalism".

The congress will be addressed by one of the leaders of the World Confederation of Organisations of the Teaching Profession.

Sadtu president Mr Shepherd Mdladlana will also speak. - *Sapa.*

EDUCATION

Teachers have become hesitant and nervous about discipline, guilty and paranoid about punishment, says a South African author.

The no-more-nonsense path to better schooling

Star 4/10/91. (321)

Finding ways to turn the blackboard jungle into a fruitful orchard has always been the schoolteachers' thorny lot, but their job may become a little easier now that global trends to conservatism are permeating the school system.

The dilemma modern teachers face, says educationist Dereck Jackson, is that they are expected to maintain the high academic standards of the past but if they insist on discipline in the classroom they are accused of child abuse.

Teachers have become hesitant and nervous about discipline, guilty and paranoid about punishment, he says.

Mr Jackson's book "Discipline without Anger or Tears" (Tafelberg, R25) reads like a running dialogue against liberal educational policies of the '70s and offers a set of no-more-nonsense guidelines for schoolchildren's discipline.

While he by no means advocates a return to sadistic vengeance that has passed for discipline throughout history, Mr Jackson avidly promotes the virtues of belief in order, efficiency, heirarchy, control, God and the State.

The main reason for the trend to firmer child discipline is that liberalised education systems are not delivering the goods, he says.

No less than 13 percent of Americans are functionally illiterate.

In Japan, where discipline and the work ethic are prized, the illiteracy figure is only one percent.

Britain, Australia and Canada, which "have allowed a steady erosion of discipline in their schools since World War 2", now find that many of the top students in their countries are Asian, he says.

"American educationists, noting with alarm how Vietnamese boat children quickly outstripped American students in American classes, could identify only one common reason — that these students came from homes where there was order, structure and discipline," says Mr Jackson.

Discipline is a social and educational necessity, he says. To learn even the basics of reading, writing and calculating requires a disciplined response from the child. For there to be effective communication and group interaction there must be control.

But the semantics are important — discipline is not necessarily punishment. The aim of discipline is to create a situation where punishment is very rarely necessary, Mr Jackson says.

Nevertheless, he argues, "punishment is part of our culture and is sanctioned by both the Bible and our legal system. To avoid punishment at all costs is unrealistic. As educators we have to prepare our pupils for life in the real world."

Explicit, fair rules are good for children, Mr Jackson says. Both children and adults prefer the security and structure that rules offer and even choose to make and comply with them in their recreation. Even in informal and imaginary games, children invent rules, he says.

But, treading the fine line between egalitarian and reactionary policy, Mr Jackson suggests it is not a good idea for the teacher to make all the rules in the classroom.

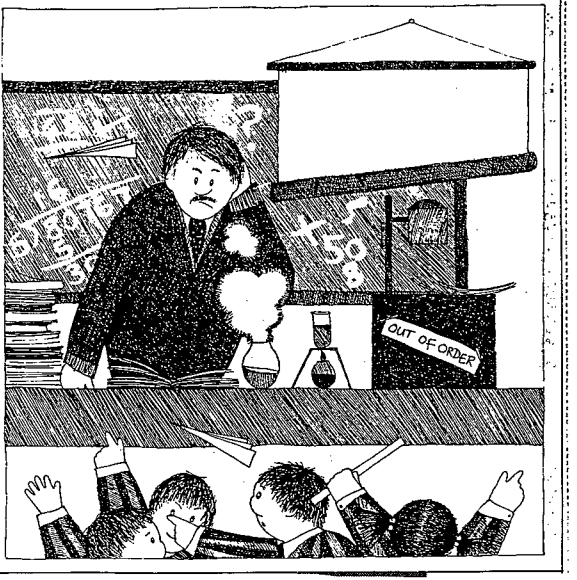
"If pupils have a say in making the rules, they will be far more likely to obey them and see to it that their peers obey them too."

He has no time for teachers who are preoccupied with arbitrary and dogmatic rule enforcement for its own sake, such as fussing about minor aspects of the school uniform.

"Rules must stand the test of reason. The question 'How is this going to help us in our goal of learning?' should be asked" before a rule is implemented, Mr Jackson says.

He ducks the question of corporal punishment and rather unsatisfactorily refers to it as "one of the hottest issues in education, beyond the scope of this book".

ADAM GORDON



Sadtu ready for first conference

New Nation (Learning Nation) 4/10 - 10/10/91 (321)

The South African Democratic Teachers Union (Sadtu) will hold its first national conference at Nasrec, near Soweto, next weekend, to discuss the building of the union and recognition by the authorities.

About 500 delegates representing 15 regions will attend the conference.

The union's position regarding inspections and evaluations, its code of conduct for members and the bill of rights for teachers will be discussed at the conference, where it will also clarify its stance on the professionalism versus trade unionism debate.

Delegates will also debate political issues and hope to formulate a position on the call for an interim government, constituent assembly and the patriotic front.

Sadtu secretary general, Randall van den Heever, told PUPILS FORUM that they were satisfied with the union's accomplishments as it had achieved most of the aims set at its launching conference a year ago.

He said the formation of regional Sadtu branches was running smoothly, although the lack of field workers had retarded the process. The union had only two national field workers, which made it difficult to cope with the enormous task of building the union.

"We are unable to receive membership fees through stop orders because we are not recognised. This puts us in a financial predicament," said Sadtu assistant general secretary Thulas Nxesi.

Van den Heever said certain education departments, such as the Department of Education and Training (DET), had offered the union recognition, but agreement had not been reached because the two bodies differed on certain principles.

Sadtu would only be pleased with centralised recognition by the Department of National Education and not by the various ethnically-based education departments, said Van den Heever.

Affiliation to trade unions and to international teacher bodies will also be discussed.

At the formation of the union last year, the national executive committee was formed with the understanding that leaders would be elected from the merging bodies around the country.

Former president of the World Confederation of Organisations of the Teaching Profession, Joseph Itotoh of Nigeria, will deliver the keynote address to the conference.

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Vol. 316 PRETORIA, 4 OKTOBER / OCTOBER 1991 No. 13549

GOEWERMENTSKENNISGEWINGS

ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 2385 **4 Oktober 1991**

WET OP ONDERWYSBELEID, 1967

ONDERWYSERSOPLEIDING: GELDELIKE HULP

Die Minister van Onderwys en Kultuur het kragtens artikel 1B van die Wet op Onderwysbeleid, 1967 (Wet No. 39 van 1967), die beleid soos afgekondig by Goewermentskennisgewing No. R. 75 van 10 Januarie 1975, gewysig soos uiteengesit in die Bylae.

BYLAE

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Kennisgewing" Goewermentskennisgewing No. R. 75 van 10 Januarie 1975, soos gewysig by Goewermentskennisgewings Nos. R. 1763 van 19 September 1975, R. 495 van 26 Maart 1976, R. 515 van 21 Maart 1980, R. 2790 van 24 Desember 1981 en R. 535 van 23 Maart 1984.

2. Klousule 7 van die Kennisgewing word hierby gewysig—

(a) deur subklousule (1) deur die volgende subklousule te vervang:

"(1) (a) 'n Verbintenisstudent wat sy goedgekeurde kursus voltooi het, onderneem om sy verpligtinge teenoor die Departement ten opsigte van geldelike hulp aan hom verleen vir doeleindes van sy studie, na te kom deur een jaar lank onderwys te gee aan 'n skool soos omskryf in artikel 1 van die Wet op Onderwysbeleid, 1967, of 'n tegniese kollege soos omskryf in artikel 1 van die Wet op Tegniese Kolleges, 1981 of, met die goedkeuring van die onderwyshoof ander diens aan die Departement te lewer, vir elke afsonderlike studiejaar of gedeelte daarvan ten opsigte waarvan hy geldelike hulp ontvang het: Met dien verstande dat in die geval van 'n tegniese kollege en 'n private skool die toestemming van die betrokke Uitvoerende Direkteur vereis word.

GOVERNMENT NOTICES

ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 2385 (321) **4 October 1991**

EDUCATION POLICY ACT, 1967

TEACHER TRAINING: FINANCIAL AID

The Minister of Education and Culture has under section 1B of the Education Policy Act, 1967 (Act No. 39 of 1967), amended the policy as published by Government Notice No. R. 75 of 10 January 1975, as set out in the Schedule.

SCHEDULE

1. In this Schedule, unless the context indicates otherwise, the expression "the Notice" means Government Notice No. R. 75 of 10 January 1975, as amended by Government Notices Nos. R. 1763 of 19 September 1975, R. 495 of 26 March 1976, R. 515 of 21 March 1980, R. 2790 of 24 December 1981 and R. 535 of 23 March 1984.

2. Clause 7 of the Notice is hereby amended–

(a) by the substitution for subclause (1) of the following subclause:

"(1) (a) A contract student who has completed his approved course, shall undertake to discharge his indebtedness to the Department in respect of financial aid granted to him for purposes of his studies, by teaching for one year at a school as defined in section 1 of the Education Policy Act, 1967, or a technical college as defined in section 1 of the Technical Colleges Act, 1981, or, with the approval of the head of education by rendering other service to the Department, for each separate year of study or part thereof in respect of which he received financial aid: Provided that in the case of a technical college and a private school the permission of the Executive Director concerned is required.

(b) 'n Verbintenisstudent in paragraaf (a) bedoel moet sy verpligtinge soos in daardie paragraaf uiteengesit nakom binne 'n periode gelyk aan een en 'n half keer die tydperk waarvoor hy geldelike hulp ontvang het.

(c) 'n Verbintenisstudent wat voordat hy sy goedgekeurde kursus voltooi het, aangestel word om onderwys te gee soos in paragraaf (a) bedoel, kan deur die betrokke Uitvoerende Direkteur toegelaat word om sy verpligtinge teenoor die Departement na te kom ooreenkomstig die bepalings van paragraaf (a), tot 'n maksimum van twee jaar indien hy dan nog nie sy goedgekeurde kursus voltooi het nie.";

(b) deur in paragraaf (a) van die subklousule (3) die woorde "of die provinsiale sekretaris, na gelang van die geval," te skrap; en

(c) deur paragraaf (b) van subklousule (3) deur die volgende paragraaf te vervang:

"(b) 'n aldus verskuldigde bedrag, uitgesonderd 'n bedrag wat ingevolge paragraaf (a) agterstallig geraak het deurdat paaiemente nie gereeld of ten volle betaal is nie en behoudens die bepalings van klousule 8, wat by die skuldenaar se aanstelling of heraanstelling in 'n onderwyspos by 'n skool of tegniese kollege, of 'n ander pos in diens van die Departement, om enige rede nog nie terugbetaal is nie, met die goedkeuring van die betrokke Uitvoerende Direkteur deur onderwys of ander diens gedelg kan word op die grondslag in subklousules (1) en (2) uiteengesit."

3. Klousule 9 van die Kennisgewing word hierby gewysig deur die uitdrukking "klousule 7 (b)" deur die uitdrukking "klousule 7 (3)" te vervang.

DEPARTEMENT VAN LANDBOU

No. R. 2381 **4 Oktober 1991**

BEMARKINGSWET, 1968 (WET No. 59 VAN 1968)

EIERSKEMA: WYSIGING

Ek, André Isak van Niekerk, Minister van Landbou, handelende kragtens artikel 14, soos toegepas by artikel 15 (3), van die Bemarkingswet, 1968 (Wet No. 59 van 1968)—

(a) publiseer hiermee die wysiging in die Bylae uiteengesit, van die Eierskema gepubliseer by Proklamasie No. R. 64 van 1963, soos gewysig; en

(b) verklaar hiermee dat genoemde wysiging op die datum van publikasie hiervan in werking tree.

A. I. VAN NIEKERK,
Minister van Landbou.

BYLAE

Woordomskrywing

1. In hierdie Bylae beteken "die Skema" die Eierskema gepubliseer by Proklamasie No. R. 64 van 1963, soos gewysig.

(b) A contract student referred to in paragraph (a) shall honour his obligations as set out in that paragraph within a period equal to one and a half times the period in respect of which he received financial aid. (321)

(c) A contract student who is appointed to teach as contemplated in paragraph (a) before he has completed his approved course, may be permitted by the Executive Director concerned to discharge his indebtedness to the Department in accordance with the provisions of paragraph (a) to a maximum of two years if he has then not yet completed his approved course.";

(b) by the deletion in paragraph (a) of subclause (3) of the words "or the provincial secretary, as the case may be,"; and

(c) by the substitution for paragraph (b) of subclause (3) of the following paragraph:

"(b) an amount of money due in this manner, excluding any amount in arrear in terms of paragraph (a) on account of the instalments not having been paid regularly or in full and subject to the provisions of clause 8, which for any reason has not yet been repaid at the time of the debtor's appointment or reappointment to a teaching post at a school or technical college, or to another post in the service of the Department may, with the approval of the Executive Director concerned be redeemed by rendering service on the basis set out in subclauses (1) and (2)."

3. Clause 9 of the Notice is hereby amended by the substitution for the expression "clause 7 (b)" of the expression "clause 7 (3)".

DEPARTMENT OF AGRICULTURE

No. R. 2381 **4 October 1991**

MARKETING ACT, 1968 (ACT No. 59 OF 1968)

EGG SCHEME: AMENDMENT

I, André Isak van Niekerk, Minister of Agriculture, acting under section 14, as applied by section 15 (3), of the Marketing Act, 1968 (Act No. 59 of 1968) hereby—

(a) publish the amendment set out in the Schedule, of the Egg Scheme published by Proclamation No. R. 64 of 1963, as amended; and

(b) declare that the said amendment shall come into operation on the date of publication hereof.

A. I. VAN NIEKERK,
Minister of Agriculture.

SCHEDULE

Definitions

1. In this Schedule "the Scheme" means the Egg Scheme published by Proclamation No. R. 64 of 1963, as amended.

Union opens to all races

THE Afrikaans Teachers Union has opened its doors to teachers of all race groups.

It was decided at the union's annual congress in Durban that all professionally qualified teachers who could identify with the mission and aim of the union would be allowed to join.

Dedication to Afrikaans education was reaffirmed as well as the right of the Afrikaner child to be educated in his own cultural surroundings.

The union's new chairman, Professor Hennie Kock, said he will strive to tackle issues like dwindling membership and the pressure on teachers due to the uncertainty among Afrikaans schools. - *Sapa*

Sadtu makes good on its promise to grow

South 9/10 - 16/10/91

(321)

By Rehana Rossouw

A YEAR AGO the South African Democratic Teachers Union (Sadtu) was launched in Johannesburg, promising to grow into a "giant" organisation in the teaching profession.

A year later it seems Sadtu has kept its promise — it now has 50 000 signed-up members throughout the country with a potential of 100 000 members by the end of 1992.

"We are the biggest teachers' union in the country and we have done this without fieldworkers, or a regular income and despite the negative image people have of our organisation," said Sadtu general secretary Mr Randall van den Heever.

"This is a massive achievement and we are satisfied we met the challenges we set ourselves a year ago.

"We have reached teachers in 17 departments of education and drawn them into branch and regional structures of Sadtu on a non-racial basis."

Sadtu's first congress takes place in Johannesburg from Thursday until Sunday where members will assess the past year's work and set new goals for the coming year.

One of the executive's first tasks after the launch was to fight for recognition of the union — an ongoing battle with three educational departments.

Through their discussions with the Department of National Education (DNE), the Departments of Education and Training (DET) and the Departments of Education and Culture (DEC) in the Houses of Representatives and Delegates, Sadtu has linked its demand for recognition with the demand for one education department in South Africa.

"The stand we have taken is that we want recognition with one department of education. We have exposed the fraud of non-racialism in education in South Africa," said Van den Heever.

Sadtu president Mr Shepard Mdladlana said Sadtu had "softened" the attitudes of the departments through the recognition campaign — they now recognised that the organisation was a force to be reckoned with and they would have to negotiate other issues, like evaluations and inspections, with them.

"We have signalled to them we are adamant about recognition from a single department and that their deaths are imminent," Mdladlana said.

Another issue taken up in the past year was the plight of temporary teachers. The union has wrested agreement from the departments that it was "unacceptable" that qualified teachers remain on temporary staffs at schools for up to 15 years.

A major milestone for Sadtu has been its recognition from two major international teacher bodies — the World Conference of Organisations in the Teaching Profession (WCOTP) and the International Federation of Free Teacher Unions (IFFTU).

It is the first South African teacher body to receive recognition from the two and to bring them to South Africa. Speakers from both organisations will address the congress.

Building non-racialism among members separated for decades into 17 departments of education and a myriad organisations has been a key thrust of Sadtu's activities this year — and has not been an easy task.

"We have managed to ease the tensions between our emergent union and established organisations somewhat," said Mdladlana. "In the past these tensions played themselves out as between so-called radical and conservative organisations with Sadtu seen as the radicals.

SADTU's congress takes place in Johannesburg from Thursday until Sunday

"There have been problems but we have gained enormous experience in what is needed to build non-racialism. We have some understanding from our members now that you cannot divorce education from politics."

It has been Sadtu's strategies that has provoked the most criticism of the fledgling union.

The past year has seen unprecedented teacher strikes, marches and demonstrations as Sadtu mobilised its members against conditions at schools. It has been accused of unprofessionalism, radicalism and insensitivity to the plight of their pupils.

"Many teachers have been conditioned into accepting the definition of professionalism which says teachers do not have the right to protest," Van den Heever added.

"The rights to organise and protest are basic human rights and we make no apology for calling on teachers to protest against undemocratic service contracts. The state expects teachers to act professionally while they treat us in the most unprofessional manner possible.

"For them, professionalism means toeing their line and we are not prepared to do that."

Mdladlana said in the past teachers had been viewed by their communities as leaders because they held the "torch of knowledge". However, in recent years, teachers have lost that respect because they were believed to have "sold out" to the state and were no longer representatives of their communities.

"We are not apologising for encouraging our members to join community organisations, we want them to return to their old status of being servants of their communities."

To reflect this belief, Sadtu has chosen as a theme for its congress "Unionise for Democratic Professionalism".

The congress will also discuss the extension of the teachers' unity agreement, giving organisations which have not disbanded until December 1992 to make up their minds whether they are joining Sadtu.

A recent sucess has been the decision of the Teachers Association of South Africa (Tasa) to disband and bring its 12 000 members into Sadtu. Tasa will also transfer its employees and a 15-storey building to Sadtu when it disbands in February next year.

Teachers will decide at congress which international teacher organisation to join but it seems Sadtu is not yet in a position to decide whether it will affiliate to any trade union federation in South Africa as it represents teachers supporting a range of political organisations.

Other issues to be discussed include Sadtu's relationship with sports bodies, the National Education Coordinating Committee (NECC) and whether the union will participate in any government or progressive education forums.

Sadtu is also concerned about the crisis in black education and the little progress made this year to improve the "culture of learning" in DET schools.

"The interests of pupils are inextricably linked to the interests of teachers," said Mdladlana.

"Effective education will not take place if there is a disgruntled teacher in the classroom.

"If the teacher has a low morale or low self-image, effective education will also not take place.

"People say Sadtu is addressing the interests of teachers to the detriment of pupils, but this is not true.

"Teachers make a difference in the classroom, where education happens."

(32)

On the occasion of its First National Congress, SADTU is the largest, most representative and only truly non-racial and democratic union of teachers in South Africa

South 9/10 – 16/10/91.

Sadtu invites all teachers to join the union and become part of the democratic community of teachers

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Teachers 'must set example'

By Sapa and MONWABISI NOMADOLO

THE president of the South African Democratic Teachers' Union (Sadtu), Shepherd Mdladlana, on Thursday issued a fresh call for pupils and teachers to revive a culture of learning to prevent further catastrophes in black education. Cape 13/10/91

Mdladlana's appeal was made in his presidential address at the first national congress in Johannesburg of the fledgling union.

"We have to set an example to our communities and schools. The culture of learning is gone. We must bring it back," he urged about 700 delegates and observers at the congress.

Mdladlana blamed the South African Government for the crisis in black education, charging that its attempts to normalise schooling had failed.

"We, instead, must make sure that our children go to school to learn and we, as teachers, go to school to teach.

Meanwhile, education in KwaNdebele ground to a halt this week as teachers went on strike in solidarity with four of their colleagues who have been suspended without pay by the homeland's education authorities.

According to a source, the four were suspended for allegedly refusing to be transferred from their schools as a disciplinary measure after they had taken part in a march on May 16 in which teachers demanded the opening of the Kwandebele College of Education.

He said the teachers were also demanding that schools be allowed to set their own examination papers.

Sadtu elects new leaders

Sowetan 4/10/91

A NEW executive president of the South African Democratic Teachers Union was elected at Sadtu's first national congress at the weekend.

He is Mr Shepherd Mdladlana of Guguletu, Cape Town. The deputy president is Mr Poobie Naicker of Durban.

The four vice-presidents are Mr Thami Mseleku, Mr Duncan Hindle, Mr Ronnie Swartz and Mr Ismael Vadi.

Mr Randall van den Heever of Cape Town was elected general-secretary. - *Sapa.*

Sadtu elects Cape men again

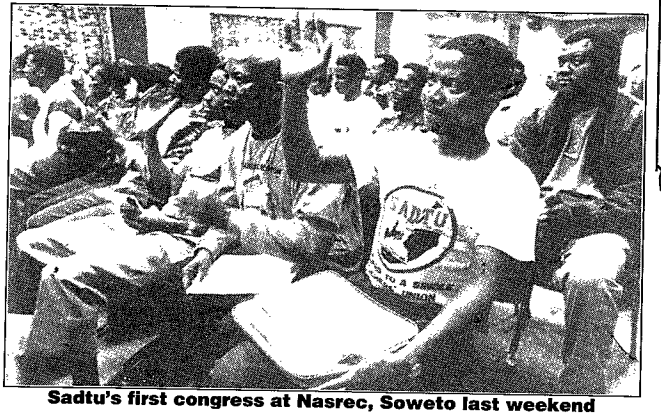
TWO Cape Town educationists Mr Shepherd Mdladlana and Mr Randall van den Heever, were re-elected to the national executive committee of the South African Democratic Teachers Union (Sadtu) at the organisation's first national congress last weekend.

Mdladlana will serve another term as president of the organisation and Van den Heever as general secretary.

The congress was attended by 350 delegates from national education organisations and members of two international teacher bodies. Sadtu had a signed up membership of 37 947, Mdladlana reported.

Sadtu accepts individual recognition

New Nation (Learning Nation) 18/10 - 24/10/91.



Sadtu's first congress at Nasrec, Soweto last weekend

THE South African Democratic Teachers Union (Sadtu) has finally agreed to accept recognition by individual education departments and has compromised on its demand for recognition by the Department of National Education (DNE).

The decision was reached at the organisation's first national conference at Nasrec last weekend.

The demand for centralised, national recognition by the DNE was one of the obstacles the union constantly faced in its struggle for official status within the Department of Education and Training (DET).

Another obstacle is the union's demand that the DET Act be amended to include bargaining rights for teachers.

The union did not indicate whether recognition would be accepted without the amendment of the DET Act.

However, the conference mandated the organisation's National Executive Committee to negotiate for an interim recognition agreement.

Such an agreement, according to a statement released after the conference, would be an interim measure, run parallel to the process of negotiating the implementation of a single department of education and a national collective bargaining mechanism.

Sadtu president, Shepherd Mdladlana, told the conference during his presidential address that the union had recruited 37 947 teachers during its first year.

Impeded

Union officials have suggested that lack of recognition by the DET had impeded the recruitment drive. It also prevented the union from raising funds from its members through stop orders.

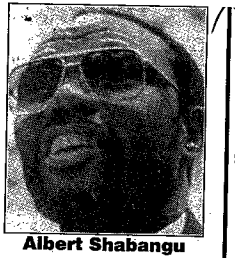
The three-day-long conference was held under the theme "Unionise for Democratic Professionalism" and 350 delegates from the organisation's various branches were greeted with a stimulating address from the Swaziland National Association of Teachers president, Albert Shabangu.

Shabangu was thanked by Mdladlana for "speaking our language" - that teachers were workers and professionals.

Therefore, one of the resolutions of the conference was that Sadtu would remain a "union of professionals" in line with the position adopted by a teachers' conference in Harare in 1988.

The Harare conference, which set out guidelines for teacher unity in South Africa, decided that the new organisation would strive to serve the interests of teachers as workers and professionals.

Contrary to expectations, the conference did not take a decision to affiliate to any worker federation. Instead, a decision was taken to "develop a working relationship with worker federations sharing Sadtu's fundamental principles of non-racialism, non-sexism, democracy and accountability".



Albert Shabangu

Teachers must 'teach pupils democracy'

New Nation (Learning Nation) 25/10 - 31/10/91

THE executive chairperson of the Institute for Multi-Party Democracy, Dr Oscar Dhlomo, has called upon all South African teachers to "teach democracy".

Briefing business executives in Johannesburg recently, Dr Dhlomo said South Africa urgently needed to create a democratic culture by introducing programmes which taught democratic values to pupils of all races.

"Old democracies still take the trouble to transmit democratic values to their younger generations through school programmes. We are a yet-to-be-born democracy and we do not have such programmes in our schools. We are making a mistake by taking for granted the survival, spread and perfection of democracy in our country," said Dr Dhlomo.

He warned that without a massive education programme of this nature, democracy would remain a pipe-dream in this country, whether written into a new constitution or not.

No one was born a democrat but these were values that had to be taught, learned and practiced. The responsibility for doing that lay not with political leaders, but with the people of South Africa, he said.

"Our ultimate protectors against an all-powerful, undemocratic government are the citizens of South Africa – provided they are helped to understand the virtues of a democratic culture.

"If democratic values were not enshrined in the hearts and minds of people, the most democratic constitution would be worth nothing because the democratic ethic should be part of people's daily lives," said Dr Dhlomo.

Dremet teachers [illegible]

Promat teachers give students History tips!

NEW Nation (Learning Nation) 25/10 - 31/10/91

ON last week's New Nation Education Forum programme on Radio Metro, two Promat College teachers gave some examination tips to matric History and Geography students.

Annette Swarts and Charles Malobola teach at Promat, near Pretoria, which has established matric programmes to help underqualified teachers and those without matric certificates. It also runs a college for matric students.

The institution's matric pass rate is 88 percent. This compares favourably to the Department of Education and Training's (DET) 42 percent pass rate.



Charles Malobola (left) and Annette Swarts were guests on Radio Metro/New Nation Education Forum last week

History

Swarts told radio listeners that the first History paper would deal with general issues and consist of four essays. Candidates would be required to answer two of these essays.

The essays would revolve around four major themes – the rise of the superpowers, the circumstances which led to the Second World War, international relations and events, and Africa since the Second World War.

She said the essays would be followed by 50 short questions based on international relations and events and questions on Africa.

She warned students that the format of the paper was different to that of previous years.

She told students it was safe not to concentrate on the circumstances which led to the Second World War. "The reason for this is that students have about 15 essays in that section and it is very difficult to recognise the question."

Swarts said that Standard Grade students would be expected to answer questions on either the United States of America or Russia.

Higher Grade students were advised to study the Cold War. "Learn about the rise of nationalism in Africa, how the different states got independence and the problems which arose from independence," she said.

She said Africa would be easier for students to study because it dealt with things to which they could relate.

According to Malobola, the second History paper also consisted of four essays – divided as follows:

South African History would be divided into two sections – 1910-1924 and 1924-1948. Each sections consisted of two essay questions, he said.

"I advise students to concentrate on the period from 1924-1948 because it contains all 50 marks for essays on Higher Grade and Standard Grade," said Malobola.

He cautioned students to answer questions carefully and look for key words like describe, explain, analyse, discuss and evaluate.

Geography

According to Swarts, the first Geography paper will consist of map-work and she advised students to take all the necessary instruments to the examination.

The second Geography paper will consist of three sections. Section A will deal with Climatology and Geomorphology.

Section B will deal with settlement geography and students were advised to study rural and urban settlement.

Section C will concentrate on South Africa and deal with questions on the homelands, termed TBVC (Transkei-Bophuthatswana-Venda-Ciskei). She said students should study mining, agriculture and labour in these areas.

During the next few weeks, New Nation's Education Forum plans to look at different subjects before students sit for that particular examination. Radio listeners on the Reef could tune into Radio Metro 576kHz every Wednesday at 7.30pm. Those outside the Reef may get the information from the PUPILS' FORUM page, in NEW NATION every week.

the implications of multicultural education and concluded that accommodating the majority into the system would entail an inevitable measure of Africanisation and Orientalisation, with the real possibility of white flight.

"The historical legacy of lower standards and disrupted schooling experienced by many children will necessitate bridging programmes, affirmative action and academic support if we are to accommodate the diversity," he says.

Other problems identified with the implementation of multicultural education are racism, culture and ideology, socio-economic class issues and gender inequalities, particularly in traditional societies where the roles and social status of women tend to be subordinate to those of the male.

The report rejected outright the three models of schooling proposed by outgoing Education Minister Piet Clase, by saying the models remained rooted in inherently discriminatory laws.

Broadly, the report suggests the future integration of SA's disparate schooling systems into a single, unitary system based on a multicultural dispensation with tolerance and flexibility to accommodate diversity.

It also suggests that communities that "wish to implement an assimilatory model should be allowed to do so, while existing powerful nationalisms and ideologies can be accommodated only by the continued acceptance of religion or language-based schools." Clearly ruled out, however, are schools based on race.

A contentious issue is going to be curricula and a second report based its findings on a weighted survey of NTS members, roughly representing a broad cross section of white teachers in Natal.

This showed little confidence in the present curriculum with suggestions for a new one including:

- ☐ More emphasis on "learning how" rather than "learning that";
- ☐ Greater preparation for a life of work;
- ☐ Current affairs should be included;
- ☐ Decentralisation of control over schools;
- ☐ Teachers should have a greater say in curriculum matters;
- ☐ More emphasis on studying an African language; and
- ☐ Textbooks should be reassessed for possible gender or racial bias.

Brian Jarvis, a senior head of department at Edgewood College of Education, noted in his group's report that teacher education was also going to have to undergo fundamental changes.

This would include moving away from the rigid adherence to a four-year programme for student teachers. An alternative could include restructuring the programme to offer a greater number of options — for example, having an intitial, common two-year programme, after which different categories of students would emerge.

This would see what the report called "competent classroom practitioners" able to fill posts immediately and continuing, if they wished, to further studies later. ■

EDUCATION FM 25/10/91 (321)

Mid-term reports

While political leaders engage in stop-start talks on an educational dispensation — talks that seem to have hit stop mode again — ordinary teachers, too, are wondering what form nonracial education will take when it eventually arrives.

With this in mind, and to place itself in a better position to participate in and influence the outcome, the Natal Teachers' Society (NTS) established four task groups a year ago to examine multicultural education.

Last week the groups released their reports. Though not yet official NTS policy — the reports have yet to be debated by members — they lay the groundwork for what organised teaching sees as the likely form of education in Natal and KwaZulu.

There were lots of overseas models to look at but with one big difference. While many Western democracies have spent the decades since World War 2 developing schooling to accommodate the different needs of immigrant minorities, SA has, instead, an indigenous majority historically placed outside the mainstream Western industrial culture on which the school system has developed.

This presents problems, which Alex Coutts, vice-rector of Edgewood College of Education, says could be contentious and traumatic for communities affected during the process of integration into a common school system.

Coutts headed the task group examining

Continue ➡

Teacher unity faces moment of truth in vote

S/Times (cm) 3/11/91.

(321)

By NORMAN WEST, Political Reporter

TEACHER unity is at stake this weekend as one of the biggest federations, the Union of Teachers' Associations of South Africa (Utasa), decides whether to go it alone and form a third national body.

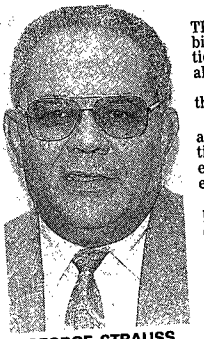
Utasa has a membership of 23 000 teachers, most of them "coloured".

Its affiliates are the Cape Teachers' Professional association (18 000 members); the Transvaal Association of Teachers (3 000); the Orange Free State Teachers' Association (400); and the Society of Natal Teachers (2 000).

The other national bodies are the predominantly black South African Democratic Teachers' Union (Sadtu) and the mianly white National Professional Teachers Organisation of South Africa (Naptosa).

Sadtu claims to have about 35 000 members.

A year-long "unity agreement" between Sadtu and Utasa lapsed this month because Utasa's affiliates refused to disband and accept individual membership of Sadtu.



GEORGE STRAUSS
Utasa president

Utasa's president, Mr George Strauss, said yesterday Sadtu was the "ideal unity structure for teachers" and that his federation hoped to maintain the symbiotic relationship between them.

"To do that, we needed a mandate from our four provincial affiliates — but at their individual congresses this year, they decided not to disband and seek individual membership with Sadtu.

"Now, to operate on an equal footing as a national unitary body with Sadtu and Naptosa, Utasa affiliates need to decide this weekend to disband as a federation and vie for membership nationally."

Mr Strauss said Utasa believed in freedom of association for its members.

It would remain committed to the creation of a non-racial and democratic unitary structure for teachers and a compulsory education system under one ministry.

Dynamics

There have been subtle differences of approach between Sadtu and Utasa.

Utasa has claimed its priority is quality education for children, as well community involvement and social responsibility — which it says is reflected in the many bursaries it awards annually.

In certain circles, Sadtu has been accused of being "like a trade union" in which teachers' material interests take precedence. Sadtu has consistently denied this.

Observers believe it is part of the dynamics of political change that Utasa's mainly coloured affiliates are unsure of where to place their loyalty.

Relevant reading is needed for schools

South Side 7/11 - 13/11/91 (321)

With a more democratic education system becoming a future possibility in South Africa, the thorny issue of prescribed literature is now under the spotlight. ABU SOLOMONS reports on a recent panel discussion:

PRESCRIBED LITERATURE for schools should be linked to empowerment and social transformation and have relevance for pupils, a recent panel discussion agreed. Organised by the Congress of South African Writers (Cosaw), the panel identified some of the major problems of teaching literature in schools as the vested control of "faceless" education authorities in choosing texts, the "inherent conservatism" of teachers, unimaginative training at some teacher-training institutions and the "reactionary attitudes" of some pupils to African literature.

Recently, a controversy arose when Njabulo Ndebele's "Fools and Other Stories" was prescribed for "coloured" matriculants, then withdrawn and subsequently reinstated.

The Department of Education and Culture said the book was withdrawn after some Natal parents complained about the use of expletives. After pressure by teachers, especially in the Western Cape, the book was reinstated. Teachers were given a choice between Ndebele's stories and another text.

The incident showed the educational authorities are still very much in control of prescribing texts, the panel said. But, more significantly, teachers seemed reluctant to teach a book such as "Fools" which required their own research.

Teachers indicated they preferred using established references, guidebooks and study aids. It was therefore "much easier" to teach the same books each year.

These were inevitably set in Western Europe or North America, so there were always critical resources available.

Panellists commented on "reactionary attitudes" of some pupils regarding African literature. Many "coloured" pupils complained they could not identify with African literature and said they had difficulty pronouncing names.

There was a need to assess criteria for selecting literary texts and to comment on how these shaped pupils' minds.

A junior primary school teacher said prescribed books were geared towards Christian National Education. Fairy stories such as "Snow White" and "Cinderella" are read uncritically and indoctrinate young minds to accept racism, discrimination and warped values.

Another panellist, who spent a number of years teaching at a senior primary school, commented on contraints affecting literature teachers.

She said the most daunting battle was against the "inherent conservatism of teachers". Prescribed books were "reasonably suitable", except they did not always lend themselves to engaging pupils in addressing non-sexism and non-racism.

A serious problem, she said, was the lack of autonomy. A faceless authority decided "The Railway Children" and "The Battle of Bubble And Squeak" or "Treasure Island", should be taught.

More money should be made available to buy appropriate books and the existence of separate education departments was a waste of taxpayers' money and seriously affected the quality of education.

Senior primary school teachers were allowed to choose a few poems from a list, but these had to be approved by the education inspector.

At one stage teachers in a particular area were allowed to introduce standardised poetry examinations, which meant teachers could submit suggestions to a senior teacher appointed to co-ordinate such a project. However, teachers' recommendations were sometimes absurd, suggesting long poems like "The Lady of Shalott" and others unsuitable for study in standards four or five.

The panellists agreed few teachers make use of resource centres like Cosaw, Sached and Ilrig. There was a desperate need for in-service training for teachers, an area subject which advisory services failed to develop adequately. If various education departments were unable to provide this service, it would be important for organisations like Cosaw to attempt to address the problem during an interim period.

Teacher-training institutions needed to upgrade tuition for student teachers. There was little innovation in curricular and subject development at teacher-training institutions. It was clear teachers from such institutions were sometimes unprepared to teach literature effectively.

Panellists remarked teachers often knew about Shakespeare, but not how to teach a Shakespearian play. Not enough emphasis was given to creative methodology.

Some older teachers were reluctant to try new approaches to teaching literature. There was definitely an attitude problem in primary schools where many teachers were not interested in enlightening themselves.

"They teach pupils how to read and not how to appreciate literature", a panellist commented. "They would insist, year after year, on teaching a poem like 'The Daffodils' and no one can tell them how it should be taught."

A third panelist, a teacher at a high school for many years, maintained depite serious syllabus constraints, a great deal depended on the skill and critical insights of the teacher. She agreed many texts studied at high school reinforced "ruling class ideology" and entrenched the insidious aims of cultural imperialism, but said it was possible to examine world views in books if teachers were qualified to deal with the subject matter critically.

There was a need for teachers and pupils to develop critical insight into literature. Progressive literary studies could also be possible with the help of capable and motivated subject heads.

A young Afrikaans teacher from a junior secondary school in Nyanga commented prescribed books were irrelevant to pupils' own experiences. Teaching Afrikaans to pupils was extremely difficult.

Panelists recommended the following criteria be considered in selecting texts:

- Relevance.
- The study of literature should be linked to social transformation.

(Literature dealing with values, gender issues, racism, religion, politics, environmental issues and human relationships should be among those selected.)

- The study of literature should be linked to empowerment.
- Texts which encourage students to transcend cultural and language barriers should be prescribed.
- Literature placing Africa in a world context should not be neglected.
- Fantasy or imaginative literature is very important.

The panel stressed the importance of workshops for teachers in creative writing and teaching literature to upgrade teaching. They also recommended workshops to assist primary school teachers, conducted at schools with the co-operation of teachers and principals.

Abu Solomons is a schoolteacher and chairperson of Cosaw.

Utasa hopes for teacher unity

321

South 14/11/- 20/11/91

By Sabata Ngcai

THE CAPE Town-based Union of Teachers' Associations of South Africa (Utasa) hopes to convene unity talks with two teacher bodies to form a single representative national body. The move is aimed at achieving a single education department in South Africa.

Utasa president, Mr George Strauss, said the union would write to the predominantly black South African Democratic Teachers' Union (Sadtu) "and request talks to iron out our differences in order to achieve unity".

Strauss said Utasa was one of the organisations which signed the now-lapsed "unity agreement" in October last year under the banner of Sadtu.

"The fact that Sadtu refused Utasa a right of proportional representation in its structures culminated in our choice to remain an autonomous federal structure."

Strauss said the constitution of the newly-formed Sadtu denied Utasa an opportunity for proportional representation.

He said Utasa was also considering writing to the mainly white National Professional Teachers' Organisation of South Africa (Naptosa).

Utasa would seek the assistance of leading educationists to facilitate talks.

"What would be discussed and negotiated would depend on our affiliates."

Strauss said before unity talks could take place there should be consultation between Utasa and all affiliates to get a mandate.

Utasa, which claims membership of 23 000 teachers, is committed to a non-racial and democratic teacher structure.

Its affiliates are the Cape Teachers' Professional Association, Transvaal Association of Teachers, the Orange Free State Teachers' Association and the Society of Natal Teachers.

Sadtu national assistant general secretary, Mr Thulas Nxesi, said: "There might be some technical problems which need to be solved before other organisations could dissolve.

"All teacher organisations should commit themselves to a unitary structure and not a federation."

He said unity should be based on a basic principle to build a unitary structure as a federation would promote ethnicity and revive apartheid education.

Nxesi said nobody would be allowed representation in Sadtu who was not a signed up member of the union.

Mr AL Green-Thompson, president of the Society of Natal Teachers, said in a statement the teacher organisations had much in common and should form "a united working front towards teacher unity".

Naptosa representatives could not be reached for comment at the time of going to press.

Lecturers angry after being turned away from meeting

(321)

ARG 16/11/91

HANS-PETER BAKKER
Education Reporter

LECTURERS from the Bellville College of Education are angry after having their delegation turned away from a meeting with officials from the Department of Education and Culture (House of Representatives).

The group wanted to know details about next year's staff appointments, posts of which had been advertised and for which several temporary and substitute lecturers had submitted applications. The concern follows threats about staff reductions.

In a statement, the rector of the college, Dr Terence Fredericks, said a delegation of 21 lecturers, including himself, were met in the foyer of the DEC building by Mr Douglas Kennedy, director of teacher training. Mr Kennedy refused to discuss the issue with the whole delegation "despite the fact that a prior appointment had been made with him and the number in the delegation specified".

Mr Henry Jansen, spokesman for the DEC, however, said Mr Kennedy had earlier agreed to speak to only eight representatives from the college, because a meeting with 21 people would last too long and "normally became a shouting match where only the person who shouts the loudest is heard".

Dr Fredericks said "we just wanted to know the answers to two simple questions": whether posts which had been advertised had been frozen; and, if not, when applicants would be notified about appointments.

He said applicants were anxious to know the result of their applications because it was only three weeks to the end of their academic year and rejected applicants would not have much time to apply for jobs elsewhere.

Teacher training faces major cuts

ARG 16/11/91

HANS-PETER BAKKER, Education Reporter

TEACHER training, already reeling from the shutdown of white colleges of education, now faces major cuts to students, staff and finance for training "coloured" teachers.

Educationists are concerned as the crisis looms against the background of a desperate need for teachers in black education.

Following the ill-fated closure of teacher training colleges in the white education departments, announced by former Education Minister Dr Piet Clase earlier this year, teacher training is about to face yet another crisis caused by "own-affairs" education planning.

In the Department of Education and Culture (House of Representatives) financial allocations for this year have been cut by as much as half. However, student enrolment for next year will drop by about a third. That, in turn, will mean that many of the staff will lose their jobs and well-equipped colleges will be badly under-utilised.

Already the DEC has informed colleges that 108 lecture posts will have to be scrapped by next year. Many more lecturers stand to lose their jobs by 1993 when the drop in their student enrolment from 1 527 this year to 1 020 next year is realised.

The Western Province Council of Rectors of Colleges of Education, Deans of Faculties of Education and Directors of Technikon Schools of Teacher Education (Wepcord) has sent a memorandum to the DEC, objecting to the cuts.

They call for co-ordinated planning in teacher training. Copies of the memorandum also have been sent to the State President's office, to the Ministry of National Education and to the ANC's Education desk.

The memorandum says "these steps (the cutbacks) do not show evidence of forming part of a nationally co-ordinated programme for teacher education, and are, therefore, counterproductive to the attainment of national objectives and goals".

In the memorandum, rectors expressed their "dissatisfaction with the severe cuts and the implications for the provision of learning materials, equipment and essential services; also with the lack of prior consultation and an agreed plan of action".

The rectors said the reduction in student enrolment had come at a time when the retention of staff was being negotiated and the opening-up of colleges to previously disqualified communities was being implemented.

The council regarded as imperative the development and implementation of a nationally co-ordinated programme for teacher education.

■ Turn to page 3

Major cuts for teachers

■ From page 1

"Such a programme would determine the actual demand for teachers in the entire school system based on an agreed upon pupil-teacher ratio."

DEC spokesman Mr Henry Jansen said the department had expressed its support for nationally co-ordinated teacher training for some time.

According to Mr Jansen, the DEC made projections — within the own-affairs system — on the future need for teachers.

"It is our policy not to close colleges, but the projections indicate that if we did not cut our intakes, many students will be left without work."

Cut-backs: Sadtu may embark on mass action

South 21/11 - 24/11/91 (321)

THE South African Democratic Teachers Union (Sadtu) may embark on mass action after it failed to win assurances from education authorities that they would not cut back on coloured colleges of education.

A Sadtu delegation met the Minister of Education in the House of Representatives, Mr Tommy Abrahams, on Tuesday to discuss the growing crisis at colleges.

Abrahams is proposing to retrench 108 lecturers at colleges country-wide and cut back on student intake by 2 540.

Sadtu urged Abrahams to plan teacher training on a nonracial basis for the needs of the entire country and centralise it at a national level.

"The Minister complained about the lack of funds to implement an effective administration of the teacher training portfolio in his department. At the end of the interview, the Sadtu delegation informed him of its dissatisfaction with the outcome," Sadtu said.

Threat to teacher unity looms

(321) New Nation (Learning Nation) 22/11 – 28/11/91

The growing rift between organisations in the teaching profession could seriously threaten teacher unity if steps are not taken to resolve their differences.

It has been revealed that the United Teachers' Association of South Africa (Utasa), traditionally a home for so-called coloured teachers, has opted out of the South African Democratic Teachers' Union (Sadtu).

Explaining the move, Utasa vice-president, Al Green-Thompson, said: "Utasa has not been accommodated in Sadtu, owing to non-negotiable issues between the two organisations."

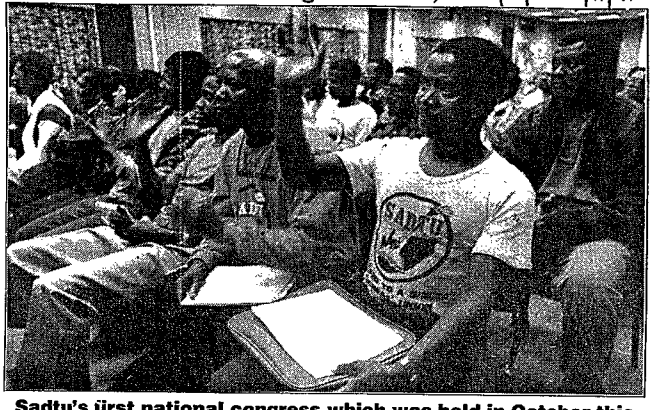
Disillusioned

Utasa, which claims a membership of 26 000, said it was disillusioned with Sadtu's recent decision to abolish proportional representation on the National Executive Committee (NEC).

Since its launch last year, Sadtu's NEC was elected on the basis of proportional representation of its member organisations.

At its conference in October, Sadtu opted to ditch the system for the secret ballot, making it possible for members to be nominated and elected to the leadership irrespective of affiliation.

Thompson said the new system resulted in the NEC being overwhelmed by members of the progressive teacher organisations, marginalising members from the established bodies.



Sadtu's first national congress which was held in October this year – at which the secret ballot system was adopted for nomination and election onto the national executive committee

Sadtu assistant secretary-general, Thulas Nxesi, said the abolition of the proportional representation system was necessary to avoid having the features of a federation.

According to Nxesi all organisations which came together to form Sadtu were expected to dissolve once they had wound up their legal and administrative affairs.

Utasa refused to dissolve and Thompson said it would maintain dual membership to accommodate members who wished to join the union.

The dissolution of member organisations and the abolition of the proportional system should have been withheld until "true unity had been achieved", said Thompson.

He said he hoped that this would not result in the formation of another teacher organisation. Thompson said the emergence of the National Professional Teachers' Organisation of South Africa (Naptosa) indicated that unity had not been achieved and that much had to done to realise the goal.

However, he said, Utasa would not join Naptosa "because we understand some of the member organisations in Naptosa maintain racist principles, which we are against".

He denied that Utasa was a coloured organisation and said it had signed up members of other races.

Non-racialism

"Our constitution makes it clear that race is not the basis of our membership and we uphold the Harare document recommendations on non-racialism," he said.

Thompson said Utasa would work with Naptosa despite their differences in the same way they would continue to work with Sadtu "for true unity".

Sadtu secretary-general, Randall van den Heever, former president of Utasa's largest affiliate, the Cape Professional Teachers' Association (CPTA), said his organisation had written to Utasa requesting a meeting on December 11. Utasa has not yet responded to the letter, he said.

Sources in the CPTA said the leadership was under enormous pressure from its members to dissolve and join Sadtu.

Utasa's Orange Free State affiliate, however, has already spelt out its willingness to dissolve and join Sadtu.

ENOUGH OF BIG TALK — UNIFY EDUCATION, SAYS ABRAHAMS

Minister attacks FW over schools

S|Times [Cm] 24|11|91. (321)



TOMMY ABRAHAMS
Baptism of fire

By KURT SWART

NEW Minister of Education Mr Tommy Abrahams has been stung by the representations of non-racial teacher organisations into attacking President F W de Klerk.

Mr Abrahams has demanded that Mr De Klerk give substance to his "excellent speeches" and "big talk" by making "logical, common-sense changes" towards a single educational arrangement for teacher training.

The House of Representatives Minister says his inadequate budget is to blame for cutbacks in students and lecturers at training colleges.

He believes the only way national educational needs can be met is for teacher-training to be governed by a single body and minister.

"The answer does not lie in demanding that any single one of the 10 own-affairs departments should assume responsibility for the training of teachers for the country as a whole," he said.

"How can the national shortage of teachers be met from an undersized own-affairs budget?"

Mr Abrahams's arguments came in reply to demands by one of the largest teacher unions, the non-racial South African Democratic Teachers Union (Sadtu), that he reverse the decision to retrench 108 lecturers from training colleges across the country.

At a meeting with Mr Abrahams and the directorate of the Department of Education and Culture on Tuesday, Sadtu also complained about the decision to cut student intakes by 2 000.

Meanwhile, the mainly "coloured" Cape Teachers Professional Association (CTPA) has protested about "atrocious and unhygienic" conditions at church and farm schools, as well as about maternity leave, housing subsidies, inadequate salaries and other issues.

"Sadtu believes the teacher needs of South Africa cannot be determined on an ethnic basis," the union said in a statement.

Security

"The Department of Education and Culture has clearly based its statistics on the need for teachers for 'coloured' schools only and has not planned in terms of the needs for the country as a whole."

About 3,5 to five million children were not at school and the country needed 126 617 more teachers to meet its educational needs.

Sadtu said Mr Abrahams had given his assurance that no colleges run by his department would be closed.

The union regretted that it could not be given more satisfactory assurances about the security of lecturers and trainee teachers.

Mr Abrahams said on Friday the most productive aspect of his discussions with Sadtu had been their agreement on the need to convince the State President that teacher-training must be controlled by a single body.

"Platteland teachers trained by the House of Representatives in the cities do not apply for posts back home — they queue up in Mitchells Plain. They say simply: 'You trained us, you employ us'," said Mr Abrahams, who took over the education portfolio in May.

"The State President has committed himself to a single educational arrangement — but he should not underestimate the need for logical, common-sense changes to be made while he pursues big talk."

Photocopy pp. 1-2, 14-19.

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Vol. 318 PRETORIA, 20 DESEMBER / DECEMBER 1991 No. 13684

GOEWERMENTSKENNISGEWINGS

ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 3071 **20 Desember 1991**

WET OP ONDERWYSBELEID, 1967

WYSIGING VAN REGULASIES MET BETREKKING TOT DIE FEDERALE ONDERWYSERSRAAD

Die Minister van Onderwys en Kultuur het kragtens artikel 8B (4) van die Wet op Onderwysbeleid, 1967 (Wet No. 39 van 1967), die regulasies afgekondig by Goewermentskennisgewing No. R. 2290 van 31 Oktober 1986, gewysig soos in die Bylae uiteengesit.

BYLAE

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermentskennisgewing No. R. 2290 van 31 Oktober 1986, soos gewysig by Goewermentskennisgewings Nos. R. 1104 van 22 Mei 1987, R. 1701 van 7 Augustus 1987, R. 872 van 5 Mei 1988, R. 339 van 3 Maart 1989, R. 2659 van 8 Desember 1989, R. 425 van 2 Maart 1990 en R. 1245 van 7 Junie 1991.

2. Regulasie 6 van die Regulasies word hierby gewysig deur subregulasie (13) deur die volgende subregulasies te vervang:

"(13) Indien die gedrag wat die onderwerp is van 'n ondersoek teen iemand, in verband staan met die pleeg van 'n misdryf waaraan so iemand deur 'n geregshof skuldig bevind is, is die notule van die betrokke hofverrigtinge by so 'n ondersoek by blote oorlegging daarvan *prima facie*-bewys van die pleeg van daardie misdryf: Met dien verstande dat die beskuldigde geregtig is om getuienis ter weerlegging daarvan aan te voer.".

GOVERNMENT NOTICES

ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 3071 (321) **20 December 1991**

EDUCATION POLICY ACT, 1967

AMENDMENT OF REGULATIONS IN RESPECT OF THE TEACHERS' FEDERAL COUNCIL

The Minister of Education and Culture has under section 8B (4) of the Education Policy Act, 1967 (Act No. 39 of 1967), amended the regulations promulgated by Government Notice No. R. 2290 of 31 October 1986, 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. 2290 of 31 October 1986, as amended by Government Notices Nos. R. 1104 of 22 May 1987, R. 1701 of 7 August 1987, R. 872 of 5 May 1988, R. 339 of 3 March 1989, R. 2659 of 8 December 1989, R. 425 of 2 March 1990 and R. 1245 of 7 June 1991.

2. Regulation 6 of the Regulations is hereby amended by the substitution for subregulation (13) of the following subregulation:

"(13) If the conduct forming the subject of an inquiry against any person is connected with the commission of an offence of which such person has been convicted by a court of law, the record of the relevant court proceedings shall, by the mere submission thereof at such inquiry, be *prima facie* proof of the commission of that offence: Provided that the accused shall be entitled to lead evidence in rebuttal thereof.".

3. Regulasie 9 van die Regulasies word hierby gewysig deur aan die einde van subregulasie (11) die volgende voorbehoudsbepaling in te voeg:

": Met dien verstande dat indien die beskuldigde getuienis aangevoer het ter weerlegging van die notule van hofverrigtinge in regulasie 6 (13) bedoel, die tugkomitee die *pro forma*-klaer die geleentheid moet gee om verdere getuienis ter stawing van sy saak te lei, en indien die *pro forma*-klaer sodanige verdere getuienis lei, is die beskuldigde geregtig om weerleggende getuienis aan te bied.".

DEPARTEMENT VAN FINANSIES

No. R. 3065 **20 Desember 1991**

DOEANE- EN AKSYNSWET, 1964

WYSIGING VAN BYLAE No. 1 (No. 1/1/425)

Kragtens artikel 48 van die Doeane- en Aksynswet, 1964, word Deel 1 van Bylae No. 1 by genoemde Wet hiermee gewysig in die mate in die Bylae hiervan aangetoon.

J. A. VAN WYK,
Adjunkminister van Finansies.

3. Regulation 9 of the Regulations is hereby amended by the insertion at the end of subregulation (11) of the following proviso:

": Provided that if the accused has led evidence in rebuttal of the record of court proceedings referred to in regulation 6 (13), the disciplinary committee shall afford the *pro forma* complainant the opportunity to lead further evidence in support of his case, and if the *pro forma* complainant leads such further evidence, the accused shall be entitled to lead rebutting evidence.".

DEPARTMENT OF FINANCE

No. R. 3065 **20 December 1991**

CUSTOMS AND EXCISE ACT, 1964

AMENDMENT OF SCHEDULE No. 1 (No. 1/1/425)

Under section 48 of the Customs and Excise Act, 1964, Part 1 of Schedule No. 1 to the said Act is hereby amended to the extent set out in the Schedule hereto.

J. A. VAN WYK,
Deputy Minister of Finance.

BYLAE

Pos	Subpos	T. S.	Artikel Beskrywing	Statistiese Eenheid	Skaal van Reg	Annotasies
29.15			Deur subpos No. 2915.50.30 deur die volgende te vervang:			
	".30	9	Kalsiumpropionaat	kg	15%"	

Opmerkings.— 1. Die skaal van reg op kalsiumpropionaat word van vry na 15% verhoog.

2. Kalsiumpropionaat van subpos No. 2915.50.30 wat aan die vereistes van kortingitem 460.22 voldoen, kan by dié kortingitem met korting op reg geklaar word en die Raad van Handel en Nywerheid het vir dié doel gesertifiseer dat die wysiging van die skaal van reg as gevolg van 'n aansoek om tariefbeskerming is wat nie vooraf vir algemene inligting in die *Staatskoerant* gepubliseer is nie.

SCHEDULE

Heading	Subheading	C. D.	Article Description	Statistical Unit	Rate of Duty	Annotations
29.15			By the substitution for subheading No. 2915.50.30 of the following:			
	".30	9	Calcium propionate	kg	15%"	

Notes.— 1. The rate of duty on calcium propionate is increased from free to 15%.

2. Calcium propionate of subheading No. 2915.50.30 which complies with the conditions of rebate item 460.22 may be entered under rebate of duty under that rebate item and for this purpose the Board of Trade and Industry has certified that the amendment of the rate of duty is as a result of an application for tariff protection not previously published in the *Government Gazette* for general information.

No. R. 3066 **20 Desember 1991**

DOEANE- EN AKSYNSWET, 1964

WYSIGING VAN BYLAE No. 1 (No. 1/1/426)

Kragtens artikel 48 van die Doeane- en Aksynswet, 1964, word Deel 1 van Bylae No. 1 by genoemde Wet hiermee gewysig in die mate in die Bylae hiervan aangetoon.

J. A. VAN WYK,
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Deputy Minister of Finance.